Listen for the Why

Find a speaker's purpose and ask about what is unclear.

3.1.L.2 "Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle Ms. Rivera's words that explain a problem, underline her words that ask the class to do something, and write 1 next to a request you would ask about to understand it better.

A Message About the Garden

1. At morning meeting, Ms. Rivera spoke to our class about the school garden. "The bean plants are drooping," she said. "The soil feels dry when I touch it. Plants need water to stay healthy." She paused while we thought about what she had said. No one moved toward the door. We were listening closely to learn what was happening outside.

2. Then Ms. Rivera said, "Please help me water the beans at recess today. I will fill the cans, and you can pour water near the roots." Ben raised his hand. "Do you want us to water every plant?" he asked. "Just the bean plants," Ms. Rivera replied. Ben had asked a question because he wanted to understand her request before he acted.

3. Before we left, Ms. Rivera added, "Next week, bring something useful for our garden." She did not say which day or name an item. Jo wondered if she should bring a small shovel or an empty bottle. She also wondered whether the class would use the items to plant seeds or to clean up. Jo decided to ask Ms. Rivera what she meant.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does Ms. Rivera first tell the class about the drooping bean plants? Give one clue from her words.

2. What does Ms. Rivera want the class to do at recess? Which words make her purpose clear?

3. What could you ask Ms. Rivera to find out when she wants the garden item?

4. What could Jo ask to find out why Ms. Rivera wants the garden items?

3 YOUR TURN

Your own words

Imagine a classmate says, "We should do something about the noisy hallway." Write two sentences: tell what you think your classmate wants, then ask a question to check if you understood.

ANSWER KEY

Listen for the Why

GRADE 3 · 3.1.L.2

PART 1 · READ AND MARK

Circle Ms. Rivera's words that explain a problem, underline her words that ask the class to do something, and write 1 next to a request you would ask about to understand it better. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does Ms. Rivera first tell the class about the drooping bean plants? Give one clue from her words.	**She wants the class to understand that the plants need water. She says the soil feels dry.**
2	What does Ms. Rivera want the class to do at recess? Which words make her purpose clear?	**She wants the class to water the bean plants. She says, "Please help me water the beans at recess today."**
3	What could you ask Ms. Rivera to find out when she wants the garden item?	**Which day next week should we bring the item?**
4	What could Jo ask to find out why Ms. Rivera wants the garden items?	**Will we use the items to plant seeds or to clean up?**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I think my classmate wants us to help make the hallway quieter. Do you want us to remind people to use quiet voices?

For the marking job, accept the dry soil or drooping plants as the problem, both spoken requests as actions, and the request to bring something next week as unclear. For questions 3 and 4, accept any question that clarifies the stated uncertainty.