Listen for the Point

Listen to a classmate's message and ask a clarifying question aloud.

5.1.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 Keep the speech covered. A partner reads it aloud from another copy while you listen; answer questions 1–2 from listening, then ask your question 3 aloud before uncovering the speech to mark two purpose clues.

A Quieter Place at Recess

1. Imagine trying to read during recess while a soccer ball thumps against the wall beside you. Some students like a calm place to sit, but the benches near the field can get loud. I asked our teacher if we could try a quiet corner during recess. She said we could share a plan with her, but first we need to hear from classmates.

2. I am not asking anyone to stop playing soccer or running outside. My idea is to set aside a few seats near the garden for students who want to talk softly, draw, or read. We would still need to choose the exact seats. I think the quiet corner could make recess more comfortable for some students without changing how others play.

3. Before we take a plan to our teacher, I want to know what you think. Would those seats work, or is there a better spot? Tell me what problems you notice, too. We might try the corner next week, but I have not decided what that trial would look like. Please share one idea after I finish speaking, and ask if my plan is unclear.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does the speaker mainly want classmates to do now? Give words from the speech that show this purpose.

2. A listener thinks the speaker wants to end soccer at recess. What does the speaker say that corrects this idea?

3. What could you ask to clarify the purpose of trying the quiet corner next week?

4. Why does the speaker ask classmates to mention problems as well as ideas? Use a clue from the speech.

3 YOUR TURN

Your own words

In pairs, one student says, "I might start a lunchtime game club. Before I talk to our teacher, I need your thoughts." The listener states the speaker's purpose and asks a clarifying question aloud; then record those two sentences and switch roles.

ANSWER KEY

Listen for the Point

GRADE 5 · 5.1.L.2

PART 1 · READ AND MARK

Keep the speech covered. A partner reads it aloud from another copy while you listen; answer questions 1–2 from listening, then ask your question 3 aloud before uncovering the speech to mark two purpose clues. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does the speaker mainly want classmates to do now? Give words from the speech that show this purpose.	**The speaker wants classmates to share ideas and concerns before taking a plan to the teacher. Clues include "I want to know what you think" and "Tell me what problems you notice, too."**
2	A listener thinks the speaker wants to end soccer at recess. What does the speaker say that corrects this idea?	**The speaker says, "I am not asking anyone to stop playing soccer or running outside."**
3	What could you ask to clarify the purpose of trying the quiet corner next week?	**For example: "Is the trial meant to help us decide whether a quiet corner should become a regular part of recess?"**
4	Why does the speaker ask classmates to mention problems as well as ideas? Use a clue from the speech.	**The speaker wants their input to shape the plan before sharing it with the teacher. The speaker asks whether the seats would work or if there is a better spot.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The speaker wants classmates to share their thoughts before talking to the teacher. Are you asking us to suggest games, or to say whether we want the club?

Teacher: have a partner read the three speech paragraphs aloud while listeners keep them covered; allow a requested repeat. Hear each listener ask question 3 and observe the paired Your Turn exchange. Judge spoken interpretation and clarification separately from the later text marking; the partner may say the proposal is undecided rather than invent a fact.