

Invite Your Audience In

Plan a question, hear the answer, and respond.

4.C.2.A.iv "Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes: Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathered responses...)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the model interaction. Underline the audience's actual answer. Box the speaker's response that checks what the listener meant.

Model: A Book-Basket Report

In this fictional class, books go in baskets labeled Stories or Information. The class puts a book in a Return Here tray when its basket is unclear. The teacher checks that tray after reading time. These are source facts for the model report.

Speaker: "Our book baskets help us return books. Stories go in Stories, and fact books go in Information. If you are unsure, use Return Here. Which part might a new reader need help with?" [The speaker stops and listens.] Listener: "I might not know whether my book is a story or a fact book."

Speaker: "You are unsure which kind of book you have. Did I understand?"

Listener: "Yes." Speaker: "Then Return Here is the place to use while you wait for the teacher's check. Our labels and check tray work together." The speaker responds to the answer actually given; a different answer would need a different response.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What did the audience member actually say they needed help with?

2 How does the speaker check the meaning before continuing the report?

3 What should you do if your listener gives an answer you did not predict?

3 YOUR TURN _____ Your own words

New report facts: art helpers collect crayons after drawing, sort them by color, and return the boxes to a shelf. Partner A completes Steps 1-3 while B listens. Then B completes Steps 1-3 while A listens.

1. Plan

Note your opening, the three job steps and your closing. Add one question inviting a concern or suggestion about the job. Mark a pause for the answer; do not write an imagined answer.

2. Speak and listen

Give the report. Ask your question, then wait for an answer. Restate it and ask, "Did I understand?" Reply and close. Afterward, record the actual answer and your reply below.

3. Improve and repeat

Your listener suggests one way to improve the interaction. Record it below. Give the report again using that change. Now switch roles so your partner completes all three steps.

PART 1 • READ AND MARK

Read the model interaction. Underline the audience's actual answer. Box the speaker's response that checks what the listener meant. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What did the audience member actually say they needed help with?	They might not know whether their book is a story or a fact book. The model does not say the listener forgot a basket's name.
2	How does the speaker check the meaning before continuing the report?	The speaker restates the listener's uncertainty about the kind of book and asks "Did I understand?" The listener confirms yes.
3	What should you do if your listener gives an answer you did not predict?	Listen to the actual answer, restate it, ask whether you understood, then respond or ask a relevant follow-up. Do not pretend the listener gave your predicted answer.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Plan: Introduce the art-helper job; explain collect, sort by color and return to the shelf; ask "Which step might need extra help, and why?"; wait; then close by summarizing the routine. Hypothetical rehearsal ONLY: a listener might say "Sorting could take a long time." The speaker could check "You think sorting needs more time, right?" and, after confirmation, suggest a partner help sort. Students must record their own listener's actual answer after presenting; this hypothetical answer is not a result to copy. A useful revision might make the question more specific.

TEACHER ASSESSMENT NOTES

Read-and-mark targets: the listener's sentence about story versus fact book, and the speaker's restatement plus Did I understand? Require a complete oral report with the supplied art-job facts and a planned interaction, not just written notes or unrelated group turns. Observe a genuine pause, an actual listener response, accurate restatement/confirmation and a relevant reply before the closing. A predicted answer cannot count as gathered feedback. Accept varied questions and actual answers; if nobody responds, the speaker can use wait time and a simpler follow-up. Evaluate how the second delivery uses feedback. Movement is one possible interaction method, not required by this question-and-response task.