

READ ME A STORY AND CHECK MY LISTENING

Performance Standard 4A.B

Listen to a reading of a classic children's story accordingly:

- *Demonstrating appropriate listening behaviors:* Consistently assume appropriate listening position, minimize/avoid behaviors that interfere with listening, and attend to speaker.
- *Distinguishing between “real” and “make believe”:* Clarify/distinguish between “real” and “make believe” by citing 2 or more examples of real events and 2 or more examples of “make believe” events from the story.
- *Formulating questions:* Using question-building words, such as when, what, or who ask 2 or more unrelated questions based upon information taken from different parts of the story; answer both teacher-generated questions that begin with question-building words.
- *Formulating questions that respond to statements:* Identify and elaborate some details about a favorite part of the story; ask an appropriate question about a favorite part using question-building words.

Procedures

1. *In order to listen effectively in formal and informal situations (4A)*, students should experience sufficient learning opportunities to develop the following skills:
 - Assume appropriate position and attend to the speaker.
 - Differentiate between events that are real and make believe.
 - Demonstrate the ability to listen for different purposes (e.g., entertainment, information, social interaction),
 - Use question-building words appropriately (e.g., what, when, how, why, could, should, did).
 - Provide information that answers the question-building words when they are presented orally.
 - Respond appropriately to comments made by others by providing new, additional information.
 - Formulate relevant questions and respond appropriately to questions about the medium's messages.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Select a classic children's story such as “The Three Little Pigs,” to be read in approximately 10 minutes. A tape recording of the selection will enable you to focus on the students' listening behaviors.
4. Read the selection to the class (ideally, to one student at a time). Observe each student's listening behaviors.
5. Immediately following the reading, conduct a conference with each student and discuss the story with the student while evaluating student's performance on the rubric:
 - “Describe at least one thing that happened in the story that you would say was ‘make believe’ (i.e., it couldn't happen in real life.)”
 - “Describe at least one thing that happened in the story that was ‘very real’ (i.e., it could really happen.)”
 - “Pretend that you are the teacher. Please ask me 2 or more questions (or Let's see how many questions you can ask me) about the story that you think I should be able to answer if I had listened carefully to the tape/reading.”
 - “Tell me something you liked (or disliked) about _____.”
 - “Now I'm going to ask you 2 questions (choose 2 of the following). Please listen carefully.”
What did ___? When ___? Who was ___? Did ___? Why was ___? How did ___?
 - “My favorite part of the story was when (teacher completes). What was your favorite part?”
 - “Ask me a question about something that happens in your favorite part of the story.”
6. Evaluate each student's listening behavior on the first column of the rubric and the responses during the conference on columns 2, 3, and 4 of the rubric. Add each student's scores to determine the performance level.

Examples of Student Work not available

Time Requirements

- Two class periods

Resources

- Pre-selected tape or copy of a children's classic tale
- Read Me A Story and Check My Listening Rubric

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NAME _____ DATE _____

- Exceeds standard (must receive 15 - 16 points) Approaches standard (must receive 7 - 10 points)
 Meets standard (must receive 11 - 14 points) Begins standard or absent (must receive 4 - 6 points)

	During Reading	After Reading		
	Listening Behaviors	Distinguishing Between Real and Make Believe	Formulating Questions	Formulating Questions That Respond to Statements
4	<ul style="list-style-type: none"> • Student consistently demonstrates all of the following listening behaviors: <ul style="list-style-type: none"> ○ Assumes appropriate listening position. ○ Minimizes/avoids behaviors that interfere with his/her listening. ○ Attends to speaker. 	<ul style="list-style-type: none"> • Student is able to clarify/distinguish between “real” and “make believe” by citing: <ul style="list-style-type: none"> ○ More than two examples of real events from the story <li align="center">and ○ More than two examples of “make believe events from the story. 	<ul style="list-style-type: none"> • Student asks more than 2 questions (using question-building words, such as <u>when</u>, <u>what</u>, <u>who</u>, etc.) based upon information taken from different places/parts of the story. (Unrelated questions) • Student is able to answer both teacher-generated questions that begin with question-building words. 	<ul style="list-style-type: none"> • Student is able to identify and elaborate some details about his/her favorite part of the story. • Student asks an appropriate question about his/her favorite part using question-building words.
3	<ul style="list-style-type: none"> • Student usually demonstrates most of the following listening behaviors: <ul style="list-style-type: none"> ○ Assumes appropriate listening position. ○ Minimizes/avoids behaviors that interfere with his/her listening. ○ Attends to speaker. 	<ul style="list-style-type: none"> • Student is able to clarify/distinguish between “real” and “make believe” by citing <ul style="list-style-type: none"> ○ 2 examples of real events from the story <li align="center">and ○ 2 examples of “make believe events from the story. 	<ul style="list-style-type: none"> • Student asks 2 questions (using question-building words, such as <u>when</u>, <u>what</u>, <u>who</u>, etc.) based upon information taken from different places/parts of the story. (Unrelated questions) • Student is able to answer both teacher-generated questions that begin with question-building words. 	<ul style="list-style-type: none"> • Student is able to identify his/her favorite part of the story. • Student is able to ask the teacher an appropriate question about his/her favorite part.
2	<ul style="list-style-type: none"> • Student occasionally demonstrates some of the following listening behaviors: <ul style="list-style-type: none"> ○ Assumes appropriate listening position. ○ Minimizes/avoids behaviors that interfere with his/her listening. ○ Attends to speaker. 	<ul style="list-style-type: none"> • Student is able to clarify/distinguish between “real” and “make believe” by citing <ul style="list-style-type: none"> ○ 1 example of a real event from the story <li align="center">or ○ 1 example of a “make believe” event from the story. 	<ul style="list-style-type: none"> • Student asks only one question (using question-building words, such as <u>when</u>, <u>what</u>, <u>who</u>, etc.) based upon information taken from different places/parts of the story. • Student is able to answer 1 teacher-generated question that begins with a question-building word. 	<ul style="list-style-type: none"> • Student is unclear about his/her favorite part of the story or repeats what the teacher identifies as his/her favorite part. • Student cannot formulate an appropriate question.
1	<ul style="list-style-type: none"> • Student seldom/never demonstrates these listening behaviors: <ul style="list-style-type: none"> ○ Assumes appropriate listening position. ○ Minimizes/avoids behaviors that interfere with his/her listening. ○ Attends to speaker. 	<ul style="list-style-type: none"> • Student is unable to cite an example of “real” and “make believe” events. 	<ul style="list-style-type: none"> • Student is unable to formulate a question based upon information taken from different places/parts of the story. • Student is unable to answer the teacher-generated question that begins with a question-building word. 	<ul style="list-style-type: none"> • Student is unable to identify his/her favorite part of the story. • Student cannot formulate an appropriate question.
Score				

Student Performance Check List

(for “After Reading” portion of rubric)

	Consistently	Usually	Occasionally	Seldom
“Describes “make believe” incident(s).				
“Describes “very real” incident(s).				
Asks appropriate “teacher” questions.				
Relates likes and dislikes.				
Answers the following teacher generated questions: <ul style="list-style-type: none"> • When ___? • Who was ___? • Did ___? • Why was ___? • How did ___? 				
Relates favorite part of the story.				
Asks appropriate question(s) about favorite story part.				