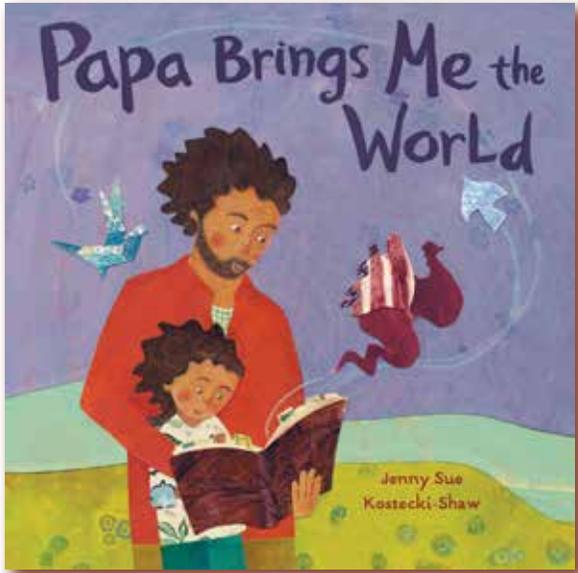


Common Core State Standards-Aligned
Discussion/Activity Guide for Grades PK-4



Papa Brings Me the World

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Written and Illustrated by Jenny Sue Kostecki-Shaw

Published by Christy Ottaviano Books

Christy Ottaviano Books

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Most parents drive a car or ride a bus or train to work, but not Lulu's papa. He navigates mountains, deserts, and oceans, each time returning home with pockets full of treasures. There's an ancient calculator from China, a musical mbira from Zimbabwe, and a special game from Sumatra. But the best treasures are special stories Papa tells when he comes home, tales of playing peekaboo with rare birds in the Andes and befriending dragons in the Irish Sea.

This long-distance love story between parent and child celebrates inclusivity, imagination, and the richness of global cultures.

Guide created by
Debbie Gonzales, MFA



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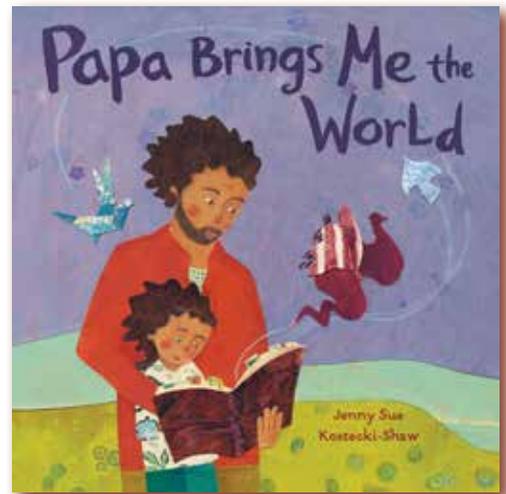
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PRE-READING DISCUSSION

Consider the front cover:

- Describe the characters featured in the illustration. Predict how they might be related to each other.
- Observe the book they are holding in their hands. Identify the objects that seem to be released by the open book. What does the image represent to you?
- The title of this book is *Papa Brings Me the World*. The world is a really big place! Explain how someone could bring the entire world home to a child.
- Make a connection between the illustration and the title. What is the story taking place on the book's front cover.
- Predict what this story is going to be about. "Maybe..." , "I wonder if..."



Meet the Author and Illustrator – Jenny Sue Kostecki-Shaw:

- Jenny Sue lives a simple, yet fascinating life on a homestead surrounded by mountains. There she cares for farm animals and gardens, and homeschools her children. Consider how such a remote and charming life, such as Jenny Sue's, might inspire an artist who writes and illustrates books for children.
- Jenny Sue describes herself as being "a wanderer at heart." She says she loves to go camping and on road trips, and dreams about returning to far away lands and exploring places in the world she's never been. Determine how her passion for wandering might be reflected in *Papa Brings Me the World*.
- On her website, Jenny Sue features an image of a colorful, flower-bordered path in her garden. There is also a friendly picture of her wearing a brightly colored necklace. Why do you think Jenny Sue surrounds herself with so much color?
- Authors use words to tell stories. Illustrators tell stories with pictures. Jenny Sue wrote the words and drew the pictures to tell the story of *Papa Brings Me the World*. Discuss the benefits and challenges this sort of creative process might involve.
- Observe the picture on the right. Notice that it is comprised of a page from Jenny Sue's sketchbook, collected objects, and a real-life chicken. Discuss Jenny Sue's originality and creative expression in this picture. How do the sticks, bits of grain, and live hen contribute to the story being told in the picture? How does considering this example of Jenny Sue's art influence your anticipation to read *Papa Brings Me the World*?
- Learn more about Jenny Sue's colorful life and intriguing art by accessing her website at www.jennysuekosteckishaw.com.



POST-READING DISCUSSION

*My papa is a photojournalist.
His pictures and stories are windows into magical worlds.
Papa says he was born to explore.*



- A photo is an image that is taken by a camera. A journalist is someone who collects and distributes news or other information to people. Explain how a person might collect and distribute information by taking pictures.
- Determine how a picture can be like a window. What sorts of interesting things might one see when looking into a window or the lens of a camera?
- To explore means to travel, search, and discover. List the benefits of being born to explore.



*“People haven’t always used coins or paper money,” Papa replies.
“In Cameroon, people once bartered with potato mashers!”*

- A potato masher seems like such a simple, everyday item. And yet, years ago, in Cameroon, potato mashers held great value. Why do you think an object like this was used as currency? Why were potato mashers so important to the people of ancient Cameroon? Use your imagination to create a story about ancient potato mashers.
- Papa said that he would bring the world to Lu. In addition to bringing her treasures from his journey, Papa tells stories about his experiences. Which do you think Lu enjoys most, the objects or Papa’s stories? Explain your answer.
- What makes an object truly valuable? What makes a story valuable?
- Do all objects have stories? Explain your answer.

“Someday, Lu,” he says, “but until then, I’ll bring the world to you.”

- Predict how Lu must have felt when Papa told her that she could not come with him.
- Explain reasons why she wants to go with him. Why can’t she join him?
- The word longing means desire, wish, and hunger. Lu tells Papa that she is hungry for one of his stories. What does she mean by saying she is hungry? Could it mean that she is feeling a longing to travel with him, or does she want to eat food? Explain your answer.





*Papa fills his journals with everything he sees.
I imagine me in his pages.*

- Lu uses her imagination to stay close to Papa when he is far away. Discuss how seeing herself in Papa's journal pages helps to keep her connected with him while he travels.
- Observe the pages in Papa's journal. Notice the illustrations featuring Lu engaging in the activities featured on the page. In addition to seeing herself included in her father's adventures, list the things she might have learned when studying the pages of his journal.
- Identify ways that seeing herself in the journal pages through her imagination is another way that Papa brings Lu the world.

I was born to explore. Just like Papa.

- In the end, Lu gets what she wants...to travel with Papa. Determine ways that waiting and wanting helped to prepare her for her travels.
- Discuss ways that Lu might have learned how some objects hold a great deal of value.
- Talk about how Papa's stories and Lu's imagination helped to make the objects come to life.
- Do you think that, like Papa, Lu was born to explore?
- How about you? Are you born to explore? Has Lu and Papa's story helped to inspire your longing to explore the world – near or far away? If so, where would you like to go?



*Just like my dad, Lulu's papa carried home
thoughtful treasures to share with his family.*

- After reading the Author's Note at the end of the book, describe your reaction to the fact that the author's father traveled the world, just like Papa did! Discuss how remarkable it is that Jenny Sue, like Lu, traced her father's travels on a big map on a wall in her home.
- Observe the objects featured on the page. Which ones do you feel have great value? Do you think each object has a special story? Can you imagine a story for each?
- Notice the joyful expressions on the author and her father's faces. Consider how their love for travel and exploration bonds them together.
- The word legacy means tradition, abundance, and a gift. Examine ways that writing and illustrating *Papa Brings Me the World* celebrates the legacy of the author's loving relationship with her father. Talk about how, like Lu, the author's father brought her the world.



MYSTERY BAG STORY PROMPTS

Objective: To describe familiar things and, with prompting and support, provide additional detail.

Materials:

- *My Object's Story*, (Guide, pg. 7)
- *Word Slips* (Guide, pg. 8)
- A drawstring bag
- A collection of interesting objects
- Pencil
- Markers

Procedure:

- Gather a collection of small, interesting objects. Write the name of each object on a word slip.
- Place objects in the drawstring bag.
- Encourage the child to reach into the bag and select an object. Ask them to guess what it is before taking it out of the bag.
- Ask students to choose the label that matches the object.
- Repeat the process for all of the objects with the bag.
- Using the *My Object's Story* template, guide/prompt students to write and illustrate a story about one of the objects. For younger children, you can make up an oral story together. Then, with their oral guidance, you can write it down for them.
- Encourage them to explore the following topics in their story. Get creative!
 - Imagine where in the world your object came from. Describe the place.
 - Who found the object and brought it to you? Be imaginative.
 - Was the object a gift? If so, who gave it to you and why?
 - Describe how the object makes you feel..
 - Share your stories.



MY OBJECT'S STORY



Word Slips

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Papa Brings Me the World FOLDER TREASURE GAME

Objective: *To make a connection between describing the relationship between the illustrations and the story.*

Materials:

- *Papa Brings Me the World*, the book
- *Folder Game Cover & Inside Pocket* (Guide, pg. 10)
- *Game Boards* (Guide, pgs. 11, 14)
- *Treasure Cards* (Guide, pg. 12, 15)
- *Treasure Cards, Answers* (Guide, pg. 13, 16)
- *Game pieces to cover images on game board* (beans, pennies, stones, etc.), 5 per player.
- *Card stock*
- *Letter-sized file folder or folded 11x17 card stock*
- *Scissors, Glue Sticks, Tape*

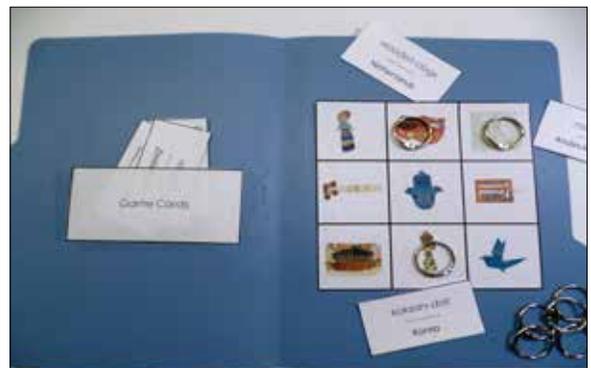


Procedure:

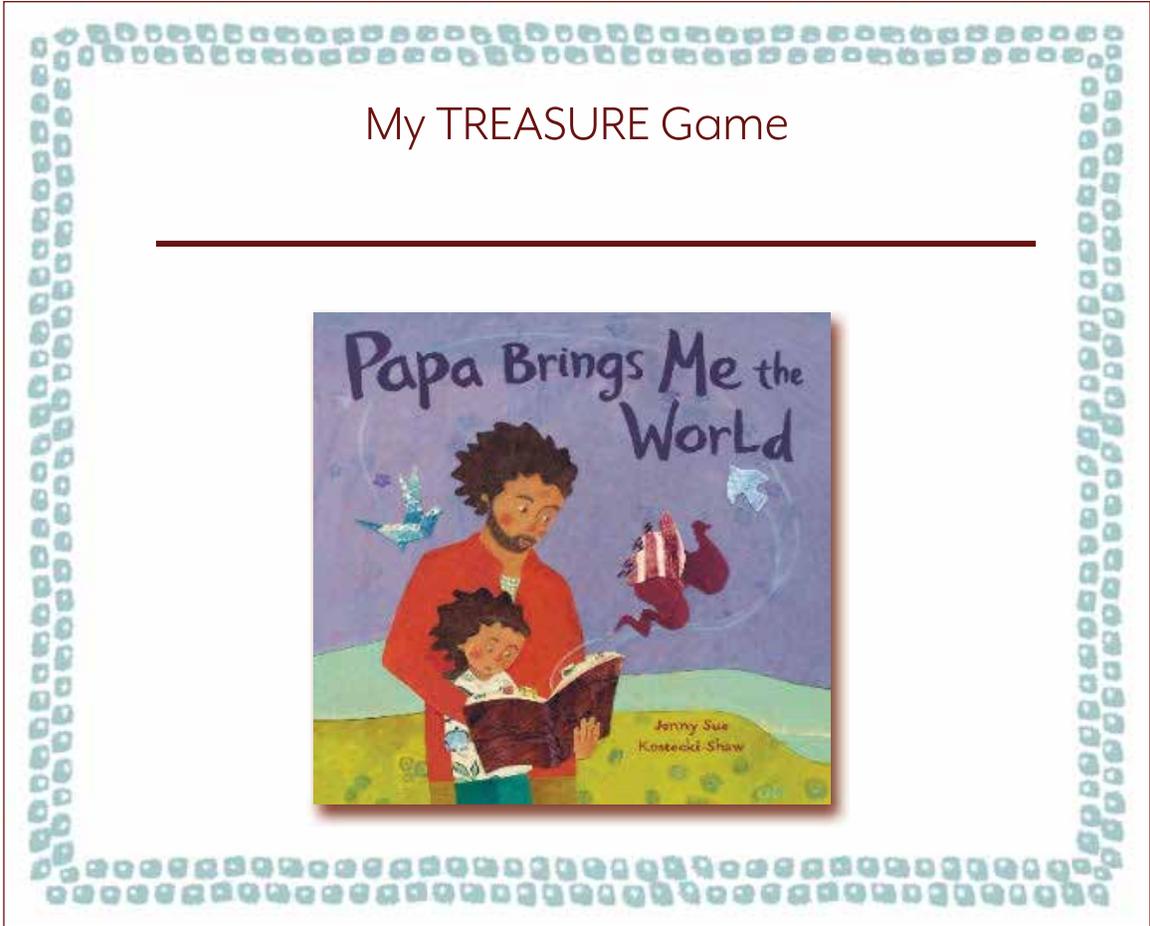
- Print a copy of the Folder Game Cover, Inside Pocket and Game Boards on computer paper for each student.
- Print Game cards on card stock.
- Use scissors to trim around the borders of print outs.
- Use glue sticks to secure Game Boards and Folder Game cover to file folder. Child can write their name on cover.
- Use tape to create the Inside Pocket on the left side of the open folder. Store Game cards in the inner pocket.
- Each child creates their own game folder to play with.

How to play:

- Gather 2 to 3 students together to play the game.
- Shuffle game cards. Place them face down on the table.
- Remove the card from the top of the stack. Find the match on the game board. Cover the match with a game piece.
- Instruct students to identify where the object originated on the the world map featured in the back matter.
- Players take turns.
- The player that creates a sequence of matches in a tic-tac-toe fashion wins the game.
- Use the Game Cards Answer Guide to verify their work.
- Mix up the Game Cards and play again!



Game Folder Cover Image & Inside Pocket



Game Board #1



hamsa hand
—
Morocco

rattle instrument
—
Bali

rock cairn
—
Andes Mountains

worry doll
—
Guatemala

wooden clogs
—
Netherlands

origami bird
—
Japan

kokeshi doll
—
Korea

mbira
—
Zimbabwe

abacus
—
China



hamsa hand

—————
Morocco



rattle instrument

—————
Bali



rock cairn

—————
Andes Mountains



worry doll

—————
Guatemala



wooden clogs

—————
Netherlands



origami bird

—————
Japan



kokeshi doll

—————
Korea



mbira

—————
Zimbabwe



abacus

—————
China



Game Board #2



Semut, Organg, Gajah
hand game

Sumatra

Uttarayan Kite Festival
(Papa's journal)

India

maple leaf

Canada

Pysanka

Ukraine

Galápagos Penguins
(Papa's journal)

Galápagos Islands

drum

Taos Pueblo
New Mexico, US

pink flamingo feather

Southern France

wombats
(Lulu's journal)

Australia

driftwood dragon

Irish Sea



Semut, Organg, Gajah
hand game

—————

Sumatra



Uttarayan Kite Festival
(Papa's journal)

—————

India



maple leaf

—————

Canada



Pysanka

—————

Ukraine



Galápagos Penguins
(Papa's journal)

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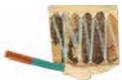
*Galápagos
Islands*



drum

—————

*Taos Pueblo
New Mexico, US*




pink flamingo feather

—————

Southern France

wombats
(Lulu's journal)

—————

Australia




driftwood dragon

—————

Irish Sea



AT HOME PEN PALS: Hiding Secret Messages

*Other days, Papa seems as close as a cloud that I can almost touch,
like the day he sent me a new friend in the mail!*

Objective: To participate in a shared writing project.

Materials:

- *Two Pen Pals*
- *Notecards or stationery*
- *Pencil*
- *Marker*
- *An agreed upon secret place to hide notes*

Procedure:

- First, pen pals make a pact to exchange notes on a regular basis. Together, they find a secret place where they will hide their notes. Family members can hide notes between books on a shelf, in a desk drawer, or tucked under a pillow. Neighbors can hide letters under a big rock or make their own mailbox! Decide which pen pal will begin the process.
- Much like the pen pal exchange featured in the book, write and illustrate a thoughtful note. Share something that is important to you. Make a list of happy things. Express your feelings. Ask questions. Have fun!
- Hide the note in the agreed upon secret place.
- The second pen pal retrieves the note, reads it, crafts a response, and hides it in the secret place.
- Repeat the process over and over and over again!



CREATE YOUR OWN JOURNAL

*And I fill my journal
with everything I see.*



Objective: Participate in shared, free-expression writing projects.

Materials:

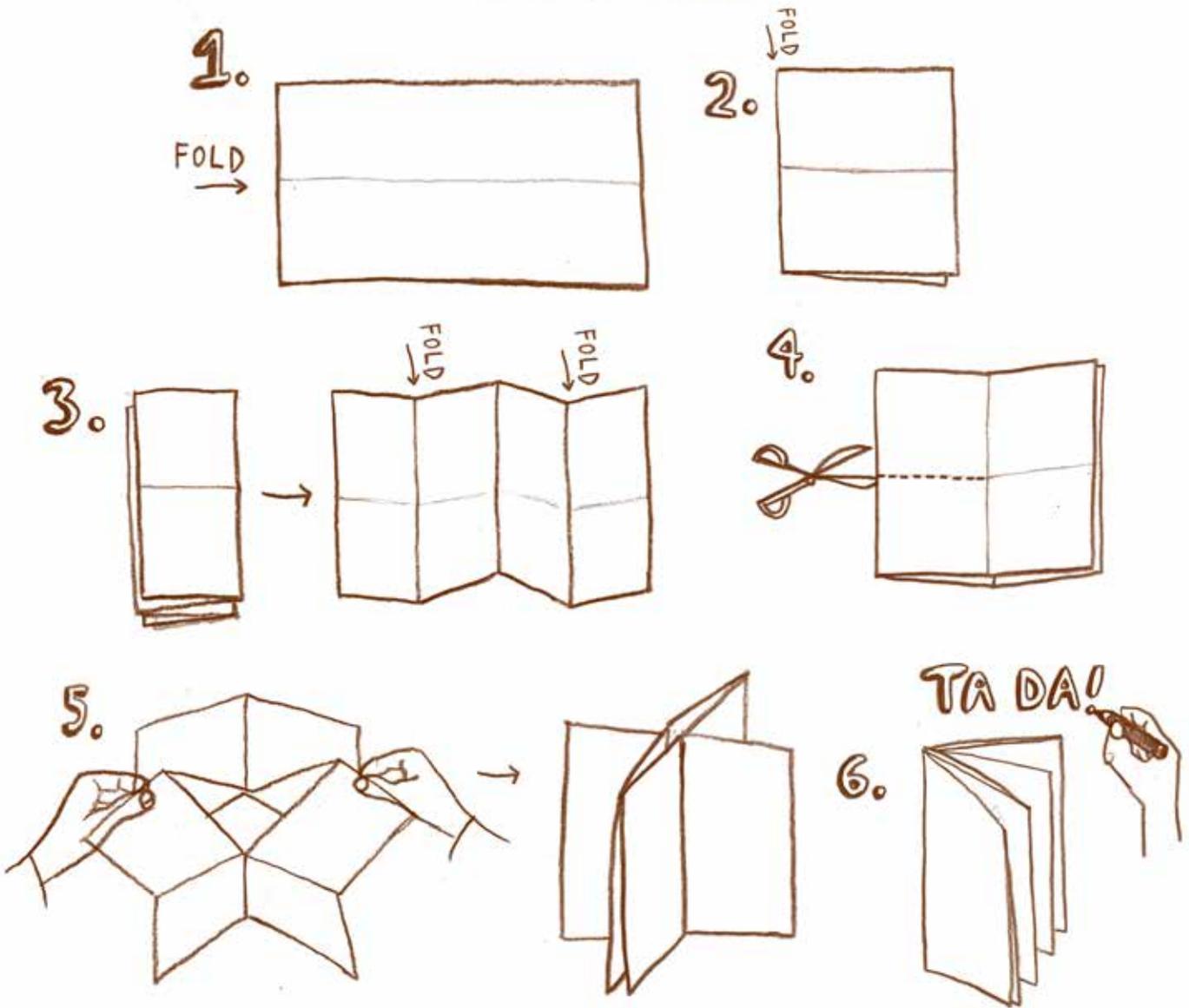
- *Papa Brings Me the World* book
- *Diamond Cut Journal Instructions (Guide, pg. 19)*
- *One Large Sheet of Paper (16 x 20 or smaller)*
- *Pencils, markers, crayons*
- *Glue or tape*
- *Scissors*

Procedure:

- Examine the spreads in *Papa Brings Me the World* that feature illustrations of journals.
- Explain that people use journals to record daily experiences by writing, drawing, or saving special treasures in the pages. Discuss the connection Papa and Lu have with the journals they share. Notice how they incorporated writing and drawing, and even tucking treasures between the pages of their journals.
- Identify how Papa and Lu implemented some of the following techniques in their journals:
 1. Journal share: Diaries are record secrets. Journals are record experiences. Oftentimes, these recorded experiences are shared with others.
 2. Brighten journals with color: Use markers, crayons, collage or paint to illustrate entries.
 3. Summarize: Rather than filling each page with lines and lines of writing, thoughts can be summarized by two or three sentence phrases.
- Following the Diamond-Cut Journal Instructions provided in this guide, students can create their own journal. Encourage them to creatively express themselves in their own journals.
- Write one-word summaries: Pick a word for the day and decorate it. Write it boldly or softly. Illustrate it to reflect your intention for expression.
- Make it sparkle and shine: Use stickers, sparkles, magazine clippings and the like to decorate the page.
- Encourage students to share their work with the class.



MY JOURNAL



**Paper has memory! Your pages will turn best if each fold is folded in reverse, too.*

1. Fold paper in half lengthwise. Open up. Fold in reverse. Open up.
2. Fold paper horizontally. Open up. Fold in reverse.
3. Fold each end to meet the middle fold. Fold both ways.
4. Holding in position #4, cut from middle to the fold, as shown.
5. Pinching both sides of middle, lengthwise as shown, pull apart and down to form a diamond. Your journal will naturally “stang up”.
6. Decide which page “wants” to be the cover, and Ta Da! You’ve made a journal!





CREATE A HAMSA HAND

I love treasures, but I'd rather have Papa.

Objective: Use illustrations and details in a story to describe its characters, setting, or events.

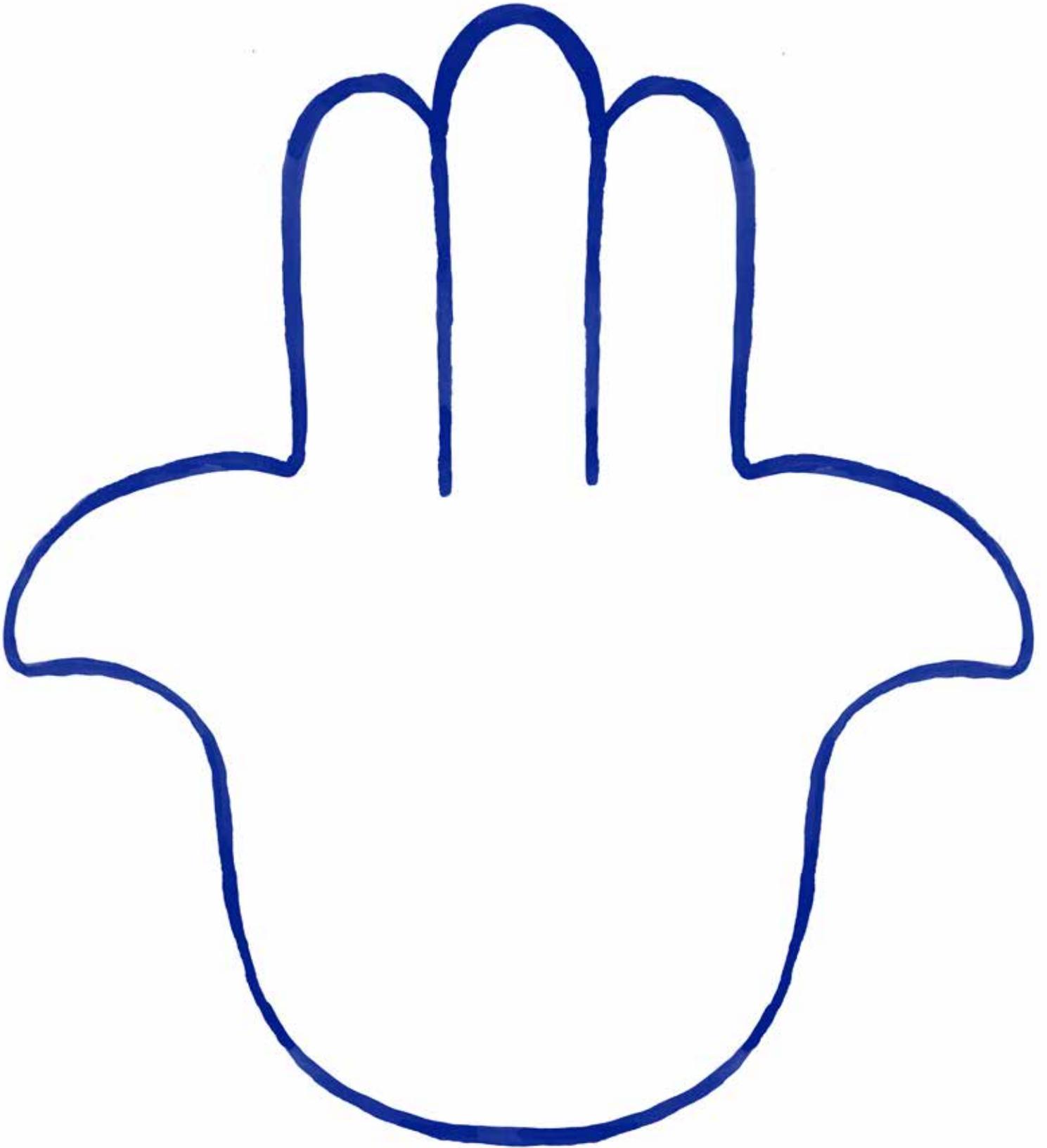
Materials:

- *Papa Brings Me the World, the book*
- *The Hamsa Hand template, (guide, pg 21)*
- *A collection of various types of Hamsa hands for reference*
- *Writing Paper*
- *Pencils, markers, crayons*
- *Scissors*
- *Hamsa Coloring Page, (guide, pg 22)*

Procedure:

- Invite students to look through the selection of various types of hamsa hands. Encourage them to discover similarities and differences between them all. Ask students to identify those that appeal to them and to explain why.
- Lead a discussion using the following list of facts and selected images as reference.
 1. The eye featured on the palm of some Hamsa hands is thought to shield a person from negative energy.
 2. Hamsa hands are symbols of the “Hand of God” by some faiths.
 3. Hamsa hands are thought to bring success, harmony, and protection to those who own them.
 4. Hamsa hands invite happiness, luck, good health, and fortune into the lives of all people.
 5. Hamsa hands with fingers spread apart symbolize warding off negative energy. Others, with fingers closed together symbolize inviting good luck. In addition, Hamsa hands with fingers pointing upward symbolize protection from negative energy, and Hamsa hands facing down invite blessings.
- Using the Hamsa Hand Template (guide, pg 21) and pencil, guide students to draw their own version of a Hamsa hand.
- Instruct students to write a short informative essay explaining the symbolism of their Hamsa hand.
- Invite students to share their Hamsa hands and essays with the class.
- Print Jenny Sue’s Hamsa Hand Coloring page (guide, pg 22) for students to enjoy!







Common Core State Standards Alignment

| | | Discussion | Mystery Bag | Folder Game | Secret Messages | Jouralling | Hamsa Hand |
|---|--|------------|-------------|-------------|-----------------|------------|------------|
| English Language Arts Standards » Reading: Literature | | | | | | | |
| CCSS.ELA-Literacy.RL.K.1 | With prompting and support, ask and answer questions about key details in a text. | • | | | | • | |
| CCSS.ELA-Literacy.RL.K.3 | With prompting and support, identify characters, settings, and major events in a story. | • | | • | | • | |
| CCSS.ELA-Literacy.RL.K.4 | Ask and answer questions about unknown words in a text. | • | | • | | | |
| CCSS.ELA-Literacy.RL.K.6 | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | • | | | | | |
| CCSS.ELA-Literacy.RL.K.7 | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | • | | • | | • | |
| CCSS.ELA-Literacy.RL.K.9 | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | • | | • | | • | |
| CCSS.ELA-Literacy.RL.K.10 | Actively engage in group reading activities with purpose and understanding. | • | • | • | • | • | • |
| CCSS.ELA-Literacy.RL.1.1 | Ask and answer questions about key details in a text. | • | | • | | • | |
| CCSS.ELA-Literacy.RL.1.3 | Describe characters, settings, and major events in a story, using key details. | • | | • | | • | |
| CCSS.ELA-Literacy.RL.1.7 | Use illustrations and details in a story to describe its characters, setting, or events. | • | | • | | • | |
| CCSS.ELA-Literacy.RL.1.10 | With prompting and support, read prose and poetry of appropriate complexity for grade 1. | • | • | • | • | • | • |
| CCSS.ELA-Literacy.RL.2.1 | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. | • | | | | • | |
| CCSS.ELA-Literacy.RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | • | • | • | • | • | • |
| CCSS.ELA-Literacy.RL.2.3 | Describe how characters in a story respond to major events and challenges. | • | | | | • | |
| CCSS.ELA-Literacy.RL.2.5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | • | | | | | |
| CCSS.ELA-Literacy.RL.2.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | • | | • | | • | • |
| CCSS.ELA-Literacy.RL.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | • | | • | | • | |
| CCSS.ELA-Literacy.RL.3.2 | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | • | • | • | | • | |
| CCSS.ELA-Literacy.RL.3.7 | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | • | | • | | • | • |
| English Language Arts Standards » Reading: Foundational Skills | | | | | | | |
| CCSS.ELA-Literacy.RF.K.1 | Demonstrate understanding of the organization and basic features of print. | • | • | • | • | • | • |
| CCSS.ELA-Literacy.RF.K.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | • | • | • | • | • | • |
| CCSS.ELA-Literacy.RF.K.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | • | • | • | • | • | • |
| CCSS.ELA-Literacy.RF.1.1 | Demonstrate understanding of the organization and basic features of print. | • | • | • | • | • | • |



| | | Discussion | Mystery Bag | Folder Game | Secret Messages | Jouralling | Hamsa Hand |
|---|--|------------|-------------|-------------|-----------------|------------|------------|
| English Language Arts Standards » Foundational Skills | | | | | | | |
| CCSS.ELA-Literacy.RF.1.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | • | • | • | • | • | • |
| CCSS.ELA-Literacy.RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | • | • | • | • | • | • |
| CCSS.ELA-Literacy.RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. | • | • | • | • | • | • |
| CCSS.ELA-Literacy.RF.3.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | • | • | • | • | • | • |
| CCSS.ELA-Literacy.RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. | • | • | • | • | • | • |
| English Language Arts Standards » Writing | | | | | | | |
| CCSS.ELA-Literacy.W.K.3 | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | | • | | • | • | • |
| CCSS.ELA-Literacy.W.K.2 | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | | • | | • | • | • |
| CCSS.ELA-Literacy.W.1.3 | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | | • | | • | • | • |
| CCSS.ELA-Literacy.W.1.2 | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | | • | | • | • | • |
| CCSS.ELA-Literacy.W.2.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | | • | | • | • | • |
| CCSS.ELA-Literacy.W.2.3 | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | • | | • | • | • |
| CCSS.ELA-Literacy.W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | • | | • | • | • |
| CCSS.ELA-Literacy.W.3.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence | | • | | • | • | • |
| English Language Arts Standards » Speaking & Listening | | | | | | | |
| CCSS.ELA-Literacy.SL.K.1 | Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. | • | • | • | • | • | • |
| CCSS.ELA-Literacy.SL.K.2 | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | • | • | • | • | • | • |
| CCSS.ELA-Literacy.SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | • | • | • | • | • | • |
| CCSS.ELA-Literacy.SL.K.4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | • | • | • | • | • | • |
| CCSS.ELA-Literacy.SL.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. | | • | | • | • | • |



| English Language Arts Standards » Speaking & Listening | | Discussion | Mystery Bag | Folder Game | Secret Messages | Jouralling | Hamsa Hand |
|--|--|------------|-------------|-------------|-----------------|------------|------------|
| CCSS.ELA-Literacy.SL.1.1 | Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. | • | • | • | • | • | • |
| CCSS.ELA-Literacy.SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | • | • | • | • | • | • |
| CCSS.ELA-Literacy.SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | • | • | • | • | • | • |
| CCSS.ELA-Literacy.SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | | • | | • | • | • |
| CCSS.ELA-Literacy.SL.2.1 | Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. | • | • | • | • | • | • |
| CCSS.ELA-Literacy.SL.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | • | • | • | • | • | • |
| CCSS.ELA-Literacy.SL.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | | • | | • | • | • |
| CCSS.ELA-Literacy.SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. | • | • | • | • | • | • |
| CCSS.ELA-Literacy.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | • | • | • | • | • | • |
| CCSS.ELA-Literacy.SL.3.4 | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | | • | | • | • | • |

