Common Core Index - The Sundown Kid

| Activity | Common Core ID | Skill |
|----------------------|---------------------------|--|
| Activity | Continion core ib | With prompting and support, ask and answer question |
| | CCSS.ELA-LITERACY.RL.K.1 | about key details in a text. |
| | CCSS.ELFY EFFERVIORIELIKI | With prompting and support, identify characters, |
| | CCSS.ELA-LITERACY.RL.K.3 | settings, and major events in a story. |
| | | Ask and answer questions about unknown words in a |
| | CCSS.ELA-LITERACY.RL.K.4 | text. |
| | | With prompting and support, name the author and |
| | | illustrator of a story and define the role of each in telli |
| | CCSS.ELA-LITERACY.RL.K.6 | the story. |
| | | With prompting and support, describe the relationship |
| | | between illustrations and the story in which they appe |
| | CCSS.ELA-LITERACY.RL.K.7 | (e.g., what moment in a story an illustration depicts). |
| Discussion Questions | | Actively engage in group reading activities with purpo |
| | CCSS.ELA-LITERACY.RL.K.10 | and understanding. |
| | | Participate in collaborative conversations with diverse |
| | | partners about kindergarten topics and texts with pee |
| | CCSS.ELA-LITERACY.SL.K.1 | and adults in small and larger groups. |
| | | Confirm understanding of a text read aloud or |
| | | information presented orally or through other media |
| | | asking and answering questions about key details and |
| | CCSS.ELA-LITERACY.SL.K.2 | requesting clarification if something is not understood |
| | COSS ELA LITERA GUSLIVIO | Ask and answer questions in order to seek help, get |
| | CCSS.ELA-LITERACY.SL.K.3 | information, or clarify something that is not understoo |
| | CCCC FLA LITEDACYCL IV 4 | Describe familiar people, places, things, and events are |
| | CCSS.ELA-LITERACY.SL.K.4 | with prompting and support, provide additional detail Ask and answer questions about unknown words in a |
| | CCSS.ELA-LITERACY.RL.K.4 | text. |
| | CCSS.LLA-LITENACT.NL.R.4 | Actively engage in group reading activities with purpo |
| | CCSS.ELA-LITERACY.RL.K.10 | and understanding. |
| Crossword | CCSS.ELA-LITERACI.RE.R.10 | Ask and answer questions in order to seek help, get |
| | CCSS.ELA-LITERACY.SL.K.3 | information, or clarify something that is not understo |
| | OSSILET ETTERMONSERIO | Speak audibly and express thoughts, feelings, and idea |
| | CCSS.ELA-LITERACY.SL.K.6 | clearly. |

| | | Actively engage in group reading activities with purpose |
|----------|---------------------------|--|
| | CCSS.ELA-LITERACY.RL.K.10 | and understanding. |
| | CC33.LLA-LITERACT.RL.R.10 | 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 |
| | CCSS.ELA-LITERACY.W.K.2 | information about the topic. |
| Timeline | CCSS.ELA EITENACI.W.K.2 | With guidance and support from adults, respond to |
| Timeline | | questions and suggestions from peers and add details to |
| | CCSS.ELA-LITERACY.W.K.5 | strengthen writing as needed. |
| | COSSIEET EITERVENVINIS | Ask and answer questions in order to seek help, get |
| | CCSS.ELA-LITERACY.SL.K.3 | information, or clarify something that is not understood. |
| | CCSS.ELA EITENACI.SE.K.S | Speak audibly and express thoughts, feelings, and ideas |
| | CCSS.ELA-LITERACY.SL.K.6 | clearly. |
| | COSSILER EFFERNCE ISLAND | With prompting and support, ask and answer questions |
| | CCSS.ELA-LITERACY.RL.K.1 | about key details in a text. |
| | | With prompting and support, identify characters, |
| | CCSS.ELA-LITERACY.RL.K.3 | settings, and major events in a story. |
| | | With prompting and support, describe the relationship |
| | | between illustrations and the story in which they appear |
| | CCSS.ELA-LITERACY.RL.K.7 | (e.g., what moment in a story an illustration depicts). |
| | | Actively engage in group reading activities with purpose |
| | CCSS.ELA-LITERACY.RL.K.10 | and understanding. |
| | | 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, |
| | CCSS.ELA-LITERACY.W.K.3 | and provide a reaction to what happened. |
| POV | | With guidance and support from adults, respond to |
| POV | | questions and suggestions from peers and add details to |
| | CCSS.ELA-LITERACY.W.K.5 | strengthen writing as needed. |
| | | Confirm understanding of a text read aloud or |
| | | information presented orally or through other media by |
| | | asking and answering questions about key details and |
| | CCSS.ELA-LITERACY.SL.K.2 | requesting clarification if something is not understood. |
| | | Ask and answer questions in order to seek help, get |
| | CCSS.ELA-LITERACY.SL.K.3 | information, or clarify something that is not understood. |
| | | Describe familiar people, places, things, and events and, |
| | CCSS.ELA-LITERACY.SL.K.4 | with prompting and support, provide additional detail. |
| | | Add drawings or other visual displays to descriptions as |
| | CCSS.ELA-LITERACY.SL.K.5 | desired to provide additional detail. |
| | | Speak audibly and express thoughts, feelings, and ideas |
| | CCSS.ELA-LITERACY.SL.K.6 | clearly. |

| | CCSS.ELA-LITERACY.RL.K.10 | Actively engage in group reading activities with purpose and understanding. |
|-----------------------|---------------------------|--|
| | | 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 |
| | CCSS.ELA-LITERACY.W.K.2 | information about the topic. |
| Sandstone in a Bottle | | With guidance and support from adults, respond to |
| | CCSS.ELA-LITERACY.W.K.5 | questions and suggestions from peers and add details to strengthen writing as needed. |
| | | Ask and answer questions in order to seek help, get |
| | CCSS.ELA-LITERACY.SL.K.3 | information, or clarify something that is not understood. |
| | | Speak audibly and express thoughts, feelings, and ideas |
| | CCSS.ELA-LITERACY.SL.K.6 | clearly. |

First Grade - Common Core Standards

| Activity | Common Core ID | Skill |
|----------------------|---------------------------|---|
| | CCSS.ELA-LITERACY.RL.1.1 | Ask and answer questions about key details in a text. |
| | CCSS.ELA-LITERACY.RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| | 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.1.9 | Compare and contrast the adventures and experiences of characters in stories. |
| Discussion Questions | CCSS.ELA-LITERACY.RL.1.10 | With prompting and support, read prose and poetry of appropriate complexity for grade 1. |
| | CCSS.ELA-LITERACY.SL.1.1 | Participate in collaborative conversations with diverse partners about grade 1 topics and texts 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. |
| | | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 |
| | CCSS.ELA-LITERACY.SL.1.6 | here for specific expectations.) |

| | 0000 51.4.1. | With prompting and support, read prose and poetry of |
|-----------|---------------------------|--|
| | CCSS.ELA-LITERACY.RL.1.10 | appropriate complexity for grade 1. |
| | | Participate in collaborative conversations with diverse |
| Crossword | | partners about grade 1 topics and texts with peers and |
| Crossword | CCSS.ELA-LITERACY.SL.1.1 | adults in small and larger groups. |
| | | Produce complete sentences when appropriate to task |
| | | and situation. (See grade 1 Language standards 1 and 3 |
| | CCSS.ELA-LITERACY.SL.1.6 | here for specific expectations.) |
| | | With prompting and support, read prose and poetry of |
| | CCSS.ELA-LITERACY.RL.1.10 | appropriate complexity for grade 1. |
| | | Write informative/explanatory texts in which they name |
| | | a topic, supply some facts about the topic, and provide |
| | CCSS.ELA-LITERACY.W.1.2 | some sense of closure. |
| | | With guidance and support from adults, focus on a topic, |
| Timeline | | respond to questions and suggestions from peers, and |
| Timeline | CCSS.ELA-LITERACY.W.1.5 | add details to strengthen writing as needed. |
| | | Participate in collaborative conversations with diverse |
| | | partners about grade 1 topics and texts with peers and |
| | CCSS.ELA-LITERACY.SL.1.1 | adults in small and larger groups. |
| | | Produce complete sentences when appropriate to task |
| | | and situation. (See grade 1 Language standards 1 and 3 |
| | CCSS.ELA-LITERACY.SL.1.6 | here for specific expectations.) |

| | CCSS.ELA-LITERACY.RL.1.1 | Ask and answer questions about key details in a text. |
|-----------------------|-------------------------------|--|
| | | Retell stories, including key details, and demonstrate |
| | CCSS.ELA-LITERACY.RL.1.2 | understanding of their central message or lesson. |
| | | Describe characters, settings, and major events in a |
| | CCSS.ELA-LITERACY.RL.1.3 | story, using key details. |
| | | Use illustrations and details in a story to describe its |
| | CCSS.ELA-LITERACY.RL.1.7 | characters, setting, or events. |
| | | Compare and contrast the adventures and experiences of |
| | CCSS.ELA-LITERACY.RL.1.9 | characters in stories. |
| | | With prompting and support, read prose and poetry of |
| | CCSS.ELA-LITERACY.RL.1.10 | appropriate complexity for grade 1. |
| | 0000123 (211 213 (011121212 | Write narratives in which they recount two or more |
| | | appropriately sequenced events, include some details |
| | | regarding what happened, use temporal words to signal |
| | CCSS.ELA-LITERACY.W.1.3 | event order, and provide some sense of closure. |
| POV | CCSS.EEA EITERACH.W.1.S | With guidance and support from adults, focus on a topic, |
| | | respond to questions and suggestions from peers, and |
| | CCSS.ELA-LITERACY.W.1.5 | add details to strengthen writing as needed. |
| | CC33.EEA-EITERACI.W.1.3 | Participate in collaborative conversations with diverse |
| | | · · |
| | CCCC FLA LITEDACYCL 4.4 | partners about grade 1 topics and texts with peers and |
| | CCSS.ELA-LITERACY.SL.1.1 | adults in small and larger groups. |
| | | Ask and answer questions about key details in a text read |
| | | aloud or information presented orally or through other |
| | CCSS.ELA-LITERACY.SL.1.2 | media. |
| | | Describe people, places, things, and events with relevant |
| | CCSS.ELA-LITERACY.SL.1.4 | details, expressing ideas and feelings clearly. |
| | | Add drawings or other visual displays to descriptions |
| | CCSS.ELA-LITERACY.SL.1.5 | when appropriate to clarify ideas, thoughts, and feelings. |
| | | Produce complete sentences when appropriate to task |
| | | and situation. (See grade 1 Language standards 1 and 3 |
| | CCSS.ELA-LITERACY.SL.1.6 | here for specific expectations.) |
| | | With prompting and support, read prose and poetry of |
| | CCSS.ELA-LITERACY.RL.1.10 | appropriate complexity for grade 1. |
| | | Write informative/explanatory texts in which they name |
| | | a topic, supply some facts about the topic, and provide |
| | CCSS.ELA-LITERACY.W.1.2 | some sense of closure. |
| | | With guidance and support from adults, focus on a topic, |
| Conditions in a Datal | | respond to questions and suggestions from peers, and |
| Sandstone in a Bottle | CCSS.ELA-LITERACY.W.1.5 | add details to strengthen writing as needed. |
| | | Participate in collaborative conversations with diverse |
| | | partners about grade 1 topics and texts with peers and |
| | CCSS.ELA-LITERACY.SL.1.1 | adults in small and larger groups. |
| | | Produce complete sentences when appropriate to task |
| | | and situation. (See grade 1 Language standards 1 and 3 |
| | CCSS.ELA-LITERACY.SL.1.6 | here for specific expectations.) |
| | CCOOLEM ETTENACTOR.1.0 | nere for specific expectations. |

Second Grade - Common Core Standards

| | Second Grade - Common Core Standard | |
|----------------------|-------------------------------------|---|
| Activity | Common Core ID | Skill |
| | | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of |
| | CCSS.ELA-LITERACY.RL.2.1 | key details in a text. |
| | CC33.ELA-EITERACT.RE.Z.T | Describe how characters in a story respond to major |
| | CCSS.ELA-LITERACY.RL.2.3 | events and challenges. |
| | COSSILER EN EN CINCIPE | Use information gained from the illustrations and words |
| | | in a print or digital text to demonstrate understanding of |
| | CCSS.ELA-LITERACY.RL.2.7 | its characters, setting, or plot. |
| | | By the end of the year, read and comprehend literature, |
| | | including stories and poetry, in the grades 2-3 text |
| | | complexity band proficiently, with scaffolding as needed |
| | CCSS.ELA-LITERACY.RL.2.10 | at the high end of the range. |
| Discussion Questions | | Participate in collaborative conversations with diverse |
| | | partners about grade 2 topics and texts with peers and |
| | CCSS.ELA-LITERACY.SL.2.1 | adults in small and larger groups. |
| | | Recount or describe key ideas or details from a text read |
| | | aloud or information presented orally or through other |
| | CCSS.ELA-LITERACY.SL.2.2 | media. |
| | | Tell a story or recount an experience with appropriate |
| | CCSS.ELA-LITERACY.SL.2.4 | facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| | CCSS.ELA-LITERACY.SL.Z.4 | Produce complete sentences when appropriate to task |
| | | and situation in order to provide requested detail or |
| | | clarification. (See grade 2 Language standards 1 and 3 |
| | CCSS.ELA-LITERACY.SL.2.6 | here for specific expectations.) |
| | COSSIEDY EFFETW CONSELETO | By the end of the year, read and comprehend literature, |
| | | including stories and poetry, in the grades 2-3 text |
| | | complexity band proficiently, with scaffolding as needed |
| | CCSS.ELA-LITERACY.RL.2.10 | at the high end of the range. |
| | | Participate in collaborative conversations with diverse |
| Crossword | | partners about grade 2 topics and texts with peers and |
| | CCSS.ELA-LITERACY.SL.2.1 | adults in small and larger groups. |
| | | Produce complete sentences when appropriate to task |
| | | and situation in order to provide requested detail or |
| | | clarification. (See grade 2 Language standards 1 and 3 |
| | CCSS.ELA-LITERACY.SL.2.6 | here for specific expectations.) |

| | | Double and of the control of the con |
|---------------|---------------------------|--|
| | | By the end of the year, read and comprehend literature, |
| | | including stories and poetry, in the grades 2-3 text |
| | COCC FLA LITERACY DL 2 40 | complexity band proficiently, with scaffolding as needed |
| | CCSS.ELA-LITERACY.RL.2.10 | at the high end of the range. |
| | | Write informative/explanatory texts in which they |
| | CCCC FLA LITERACYUM 2 2 | introduce a topic, use facts and definitions to develop |
| | CCSS.ELA-LITERACY.W.2.2 | points, and provide a concluding statement or section. |
| T * !* | | With guidance and support from adults and peers, focus |
| Timeline | | on a topic and strengthen writing as needed by revising |
| | CCSS.ELA-LITERACY.W.2.5 | and editing. |
| | | Participate in collaborative conversations with diverse |
| | | partners about grade 2 topics and texts with peers and |
| | CCSS.ELA-LITERACY.SL.2.1 | adults in small and larger groups. |
| | | Produce complete sentences when appropriate to task |
| | | and situation in order to provide requested detail or |
| | | clarification. (See grade 2 Language standards 1 and 3 |
| | CCSS.ELA-LITERACY.SL.2.6 | here for specific expectations.) |
| | | Ask and answer such questions as who, what, where, |
| | | when, why, and how to demonstrate understanding of |
| | CCSS.ELA-LITERACY.RL.2.1 | key details in a text. |
| | | Describe how characters in a story respond to major |
| | CCSS.ELA-LITERACY.RL.2.3 | events and challenges. |
| | | Use information gained from the illustrations and words |
| | | in a print or digital text to demonstrate understanding of |
| | CCSS.ELA-LITERACY.RL.2.7 | its characters, setting, or plot. |
| | | By the end of the year, read and comprehend literature, |
| | | including stories and poetry, in the grades 2-3 text |
| | | complexity band proficiently, with scaffolding as needed |
| | CCSS.ELA-LITERACY.RL.2.10 | at the high end of the range. |
| | | 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 |
| POV | CCSS.ELA-LITERACY.W.2.3 | closure. |
| | | With guidance and support from adults and peers, focus |
| | | on a topic and strengthen writing as needed by revising |
| | CCSS.ELA-LITERACY.W.2.5 | and editing. |
| | | Participate in collaborative conversations with diverse |
| | | partners about grade 2 topics and texts with peers and |
| | CCSS.ELA-LITERACY.SL.2.1 | adults in small and larger groups. |
| | | Recount or describe key ideas or details from a text read |
| | | aloud or information presented orally or through other |
| | CCSS.ELA-LITERACY.SL.2.2 | media. |
| | | Tell a story or recount an experience with appropriate |
| | | facts and relevant, descriptive details, speaking audibly in |
| | CCSS.ELA-LITERACY.SL.2.4 | coherent sentences. |
| | | Produce complete sentences when appropriate to task |
| | | and situation in order to provide requested detail or |
| | | clarification. (See grade 2 Language standards 1 and 3 |
| | CCSS.ELA-LITERACY.SL.2.6 | here for specific expectations.) |
| | 1 | I b b b |

| | | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed |
|-----------------------|---------------------------|---|
| | CCSS.ELA-LITERACY.RL.2.10 | at the high end of the range. |
| | | Write informative/explanatory texts in which they |
| | | introduce a topic, use facts and definitions to develop |
| | CCSS.ELA-LITERACY.W.2.2 | points, and provide a concluding statement or section. |
| | | With guidance and support from adults and peers, focus |
| Sandstone in a Bottle | | on a topic and strengthen writing as needed by revising |
| | CCSS.ELA-LITERACY.W.2.5 | and editing. |
| | | Participate in collaborative conversations with diverse |
| | | partners about grade 2 topics and texts with peers and |
| | CCSS.ELA-LITERACY.SL.2.1 | adults in small and larger groups. |
| | | Produce complete sentences when appropriate to task |
| | | and situation in order to provide requested detail or |
| | | clarification. (See grade 2 Language standards 1 and 3 |
| | CCSS.ELA-LITERACY.SL.2.6 | here for specific expectations.) |

Third Grade - Common Core Standards

| Activity | Common Core ID | Skill |
|----------------------|---------------------------|--|
| | 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.3.3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events |
| | 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) |
| Discussion Questions | CCSS.ELA-LITERACY.RL.3.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| | 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 grade 3 topics and texts, 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. |

| Crossword | CCSS.ELA-LITERACY.RL.3.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |
|-----------|---------------------------|--|
| | 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 grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| Timeline | CCSS.ELA-LITERACY.RL.3.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| | CCSS.ELA-LITERACY.W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| | | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific |
| | CCSS.ELA-LITERACY.W.3.4 | expectations for writing types are defined in standards 1-3 above.) |
| | | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' |
| | CCSS.ELA-LITERACY.SL.3.1 | ideas and expressing their own clearly. |

| | | Ask and answer questions to demonstrate understanding |
|-----------------------|---------------------------|---|
| | | of a text, referring explicitly to the text as the basis for |
| | CCSS.ELA-LITERACY.RL.3.1 | the answers. |
| | | Describe characters in a story (e.g., their traits, |
| | CCSS.ELA-LITERACY.RL.3.3 | motivations, or feelings) and explain how their actions contribute to the sequence of events |
| | CCSS.ELA-LITERACY.RL.3.3 | |
| | | 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 |
| | CCSS.ELA-LITERACY.RL.3.7 | setting) |
| | | By the end of the year, read and comprehend literature, |
| | | including stories, dramas, and poetry, at the high end of |
| | | the grades 2-3 text complexity band independently and |
| | CCSS.ELA-LITERACY.RL.3.10 | proficiently. |
| POV | | Write narratives to develop real or imagined experiences |
| | COSS FLA LITERACYIM 2 2 | or events using effective technique, descriptive details, |
| | CCSS.ELA-LITERACY.W.3.3 | and clear event sequences. With guidance and support from adults, produce writing |
| | | in which the development and organization are |
| | | appropriate to task and purpose. (Grade-specific |
| | | expectations for writing types are defined in standards 1- |
| | CCSS.ELA-LITERACY.W.3.4 | 3 above.) |
| | | Engage effectively in a range of collaborative discussions |
| | | (one-on-one, in groups, and teacher-led) with diverse |
| | COSS FLA LITERACY SL 2 1 | partners on grade 3 topics and texts, building on others' |
| | CCSS.ELA-LITERACY.SL.3.1 | ideas and expressing their own clearly. |
| | | Determine the main ideas and supporting details of a text read aloud or information presented in diverse |
| | | media and formats, including visually, quantitatively, and |
| | CCSS.ELA-LITERACY.SL.3.2 | orally. |
| | | By the end of the year, read and comprehend literature, |
| | | including stories, dramas, and poetry, at the high end of |
| | | the grades 2-3 text complexity band independently and |
| | CCSS.ELA-LITERACY.RL.3.10 | proficiently. |
| | CCCC FLA LITERACYUM 2 2 | Write informative/explanatory texts to examine a topic |
| Sandstone in a Bottle | CCSS.ELA-LITERACY.W.3.2 | and convey ideas and information clearly. |
| | | With guidance and support from adults, produce writing in which the development and organization are |
| | | appropriate to task and purpose. (Grade-specific |
| | | expectations for writing types are defined in standards 1- |
| | CCSS.ELA-LITERACY.W.3.4 | 3 above.) |
| | | Engage effectively in a range of collaborative discussions |
| | | (one-on-one, in groups, and teacher-led) with diverse |
| | | partners on grade 3 topics and texts, building on others' |
| | CCSS.ELA-LITERACY.SL.3.1 | ideas and expressing their own clearly. |