

*A Common Core State Standards-Aligned  
Discussion/Activity Guide for Grades 3-7*

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# Stealing Mt. Rushmore

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Written by Daphne Kalmar  
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*Nellie's dad had planned on having four boys to name after the presidents on Mt. Rushmore. He got George, Nellie, Tom, and Teddy. No Abe.*

*It's the summer of 1974. Nellie's turned thirteen. Her best friend, Maya, has a crush on a boy. President Nixon might get impeached. And her mom's run off. The money for their family road trip to see Mt. Rushmore is missing and her dad's crawled into bed and won't get up.*

*Nellie's sure the trip out West will fix her family, and she'll do almost anything to come up with the cash. But she begins to wonder why it's always her, the girl, who's stuck with the dishes and everything else. And how can a mom just up and leave with no note, no forwarding address, no nothing?*

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Guide created by  
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## Discussion Questions

***Dad threw the front door open and stood on the stoop in his boxers and white T-shirt. “Where the hell is it, Connie?” he hollered. “Running off wasn’t bad enough? You had to steal Mt. Rushmore” (pg. 11)?***

- Consider the action taking place in this scene – Dad hacking away at freezer ice while Teddy and Nellie watched. Determine how each character’s reaction to Dad’s anger reflects their emotional state.
- Determine what Mt. Rushmore represents to Dad. Why is he so committed to traveling to see the monument? Furthermore, why does Dad seem to fervently believe in presidential leadership and wisdom?
- In this scene, Teddy keep his crayons ‘safe’ by closing the box lid. Do you think this is the first time Teddy’s witnessed an outburst such as this from his father? Explain your answer.
- Discuss your impression of Nell’s mother. Tell why she felt the need to leave the family. Why did she, seemingly, take the money with her?

***I liked the story. It has a happy ending with Mike and his steam shovel, Mary Anne, set up in their cozy basement all safe and happy (pg. 41).***

- Contrast Nellie’s impression of *Mike Mulligan and His Steam Shovel* and her mother’s. Determine how their reactions to the same story differ so greatly. Identify the reasons for their differences.
- Analyze Mom’s attitude about repeatedly reading *Mike Mulligan and His Steam Shovel* to Teddy. What did she dislike the most, the story or reading to Teddy? Why?
- Nellie enjoyed the story’s happy ending. Why do you think Teddy desired to hear the story over and over again?
- Even though Mom found the story to be idiotic, she willingly read it to Teddy “all the time” (pg. 41). What does this say about Mom’s character?

***It said in the paper that the special counsel wanted Congress to impeach President Nixon for high crimes and misdemeanors. High crimes sounded really serious and misdemeanors sounded like no big deal, but added together it was trouble (pg. 64).***

- Dad refused to believe that President Nixon deserved to be impeached, and yet evidence suggested that the president was in “trouble”. Why do you think Dad seemed to be unwilling to believe in the possibility that Nixon committed crimes worthy of impeachment?
- Consider Nellie’s point of view with regard to the news report. She was aligned with her father’s loyalty to Nixon’s innocence and yet the newspaper starkly contradicted his position. Who is she to believe? Who does she need to believe?



*That's when the barking started. It was coming from a few blocks away. Not ferocious or anything, more like a sad howl. Over and over. A "help me" bark. I knew I should've ignored it, headed straight to the hopscotch court and pitched my stone onto the first square.*

*But I didn't (pgs. 78-9).*

- Consider Abe's effect on all the members of the family.
- Who saved who? Did Nellie save Abe, or did Abe save Nellie? Explain your answer.
- Note that Nellie was just about to play hopscotch before she heard Abe's sad howl. Examine how, throughout the story, the game of hopscotch serves to define Nellie's character development, as if the game represents the releasing of childish things.

*Dad was out of bed and we had a dog. Even George had been a good guy for once.*

*But Mom was more gone than ever. She had a phone and an apartment.*

*I'd found her but she didn't want to get found (pg. 112).*

- What does the statement "We weren't orphans anymore (pg. 111)" mean?
- Amidst Teddy's tears and Tom's protective hand, Nellie boldly claimed ownership of Abe and her father conceded. Analyze the impact of this event from all the characters' points of view.
- Later in this scene, Dad resumed regular activities such as watching sports on T.V., seemingly unfazed by the fact that he had spent days isolated in bed. Why is he so emotionally disconnected from life?
- Explain how Nellie came to the realization that her Mom was "gone on purpose" (pg. 112).

*"Congress is sure gunning for him. If they do it and the Senate convicts him the commies are gonna have a party in Hanoi" (pg. 114).*

- At this point in the story, Nellie is beginning to question President Nixon's integrity and Dad's loyalty to president, and yet she does not question him. Explain why she remains silent rather than commenting on the events of the day.
- In this scene, Nellie feels that speaking up about her perceptions would "mess" things up. What does she mean by this statement?
- Explain why Nellie demonstrates restraint in expressing her point of view, unlike her Mother's outspoken frustrations.



***“That’s Mom’s sunflower pin,” he said, pointing to a cheesy pin she must have bought with her discount at work (pg. 140).***

- What does the sunflower pin represent to Teddy?
- Explain why Nellie does not have the same emotional connection to the sunflower pin that Teddy has.
- In this scene, Mrs. Longmire scolds Nellie for selling her mother’s belongings. Do you agree with Mrs. Longmire that Nellie is wrong for doing so? Explain your answer.

***“If you’re looking for mother-daughter time this is not the moment.” Mom said, and took a drag on her cigarette. “Get going” (pg. 164).***

- What does Mom mean by the phrase “mother-daughter” time?
- Why is Mom resistant to spending inter-personal time with Nellie?
- What does Nellie want from her mother? Why can’t she have it?
- On page 165, Frannie whispers, “How’re you doing, honey?” in Nellie’s ear. Contrast the consideration Frannie shows Nellie with that of her mother.
- And, yet, despite being treated cruelly by her mother, Nellie loves her. Teddy, George, and Tom do, too. Why is this so?

***I knew from looking through Dad’s books that the presidents on Mt. Rushmore weren’t all that perfect, either (pg. 171).***

- The word *perfect* means flawless, blameless, and impeccable. Is it possible for a person to be perfect? Can perfection be quantified in some way, as if some areas of one’s life requires more levels of perfection than others? Explain your answer.
- The word *leadership* means authority, guidance, and supremacy. Analyze the level of perfection required to serve in a leadership role as supreme as the role of the presidency.
- The word *integrity* means honor, sincerity, and honesty. Which attribute do you feel is most needed in leadership, integrity or perfection? Explain your answer.
- Analyze the character and leadership of the presidents carved on Mt. Rushmore through the lenses of perfection and integrity.
- State your opinion regarding the legitimacy of Mt. Rushmore as a monument commemorating the contributions of the presidents represented there.





***If Dad saw me sitting under that IMPEACH NIXON NOW sign with a bunch of hippies he'd probably kick me out of the house, too. But I didn't care because I had decided he was wrong. Nixon was a crooked president and he should get impeached (pg. 190).***

- Identify the risks Nellie willingly took by sitting with the band of hippies in protest of Nixon's presidency. Explain why she chose to do so.
- Earlier in the story, Nellie seemed to accept her father's beliefs about the presidency and Mt. Rushmore at all costs. What changed?
- In this scene, Nellie firmly established an opinion, her own point-of-view, that Nixon deserved to be impeached. She had begun to think independently, discovering her own voice. Give examples of the effect this change had upon her and those around her.
- For Nellie, was finding her voice worth the risks? Explain your answer.

***Ever since I was a little kid I believed that mountain was a magical place. But it was really a messed up place – a stolen mountain with presidents carved into it who didn't come close to being like the paintings of the saints with golden halos over their heads on the walls at St. Norbert's Catholic Church (pg. 209).***

- Who stole Mt. Rushmore from whom? Mom from Dad or the U.S. government from the Lakota Sioux? Explain your answer.
- Explain what Nellie means by Mt. Rushmore being a “messed up place.” Why does she feel that it the mountain is messed up? Do you agree with her? Explain your answer.

***“I was named after Susan B. Anthony,” I said. “A group of women back in 1938 wanted her face up on Mt. Rushmore, too” (pg. 210).***

- Susan B. Anthony was a suffragist, abolitionist, author and speaker who was the president of the National American Woman Suffrage Association. She was a woman who found and used her voice to change lives. Consider reasons why her parents chose to name their daughter after such a dynamic woman in history. Could it be that Mom hoped that Nellie would grow to own her voice in a similarly powerful way? Explain your answer.
- Why do you think Nellie was grateful that Susan B. Anthony's face was not featured on Mt. Rushmore? How about you? What do you think about featuring Susan B. Anthony on Mt. Rushmore?

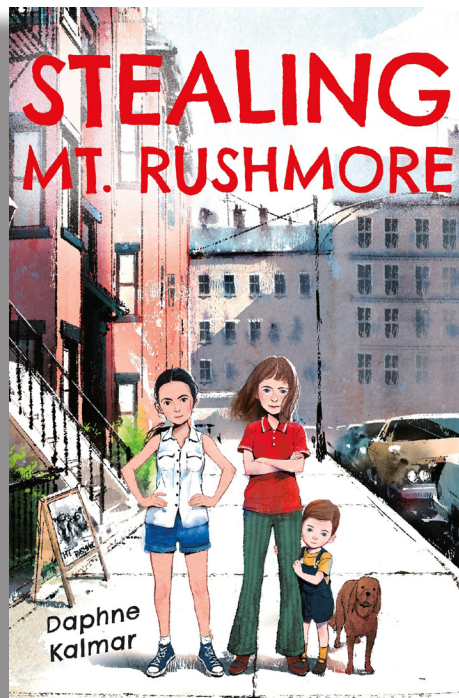


*“Abe was hurt. She left and this is where she comes when she’s sad. She said so. I knew she’d come. To see me. Because she forgot to say hello” (pg. 228).*

- Examine Teddy’s true motivation to come to the Boston Public Gardens and Swan Boats.
- Discuss Teddy’s deep desire to be noticed by his mother. Do the other family members share this same desire? How so?
- Consider how each member of Nellie’s family has reacted to the loss of their mother.
- Predict why Mom seemed to possess a closer relationship with George over her daughter. And, yet, she rejected George, too. Why?

*Yeah,” I said. All of it had been on me – to keep my family from flying apart in every direction. “It has” (pg. 234).*

- The word *initiative* means drive, resourcefulness, and spunk. Though carrying the full burden of the needs of her family, identify moments in the story where Nellie demonstrated initiative.
- The word *commitment* means obligation, duty, and promise. Without Nellie’s commitment to keeping her family intact, predict what might have happened to Teddy, George, or Dad. Why did Nellie possess such a deep sense of commitment to keep her family together?
- Nellie comes to understand that her father is not “perfect,” and that he will, more than likely, fall short again. Why is this realization important? Do you think she’ll be able to extend this same sense of forgiveness to her mother? Why or why not?
- Consider how Nellie eventually developed a sense of compassion for her father, her brothers, and even for herself.



## Hopscotch Basics

**Objective:** To write an informative or explanatory essay analyzing characterization in the story.

### Materials:

- Hopscotch Diagrams (Guide, pg. 9)
- Sidewalk, driveway or any concrete surface to draw the game board
- Sidewalk chalk
- Small stones or rocks to use as markers
- Paper & pencil
- Markers

### Procedure:

- Using the Hopscotch Diagrams as a guide, draw a hopscotch game layout on the concrete with chalk.
- Explain that the two basic rules to remember are that you can only have one foot in each square and remember to hop over the square with the rock in it.
- First player throws their rock onto the first square. Then hop over that square to the second square on one foot. On double squares players must land with your feet side by side. Turn around and come back the same way only when players get to the square with their rock, they must balance on one foot and pick up your rock.
- If completed with no mistakes then the player goes again and throws their rock to the two square and so on.
- Players lose a turn is they either step on a line, miss a square, fall, or if, while throwing the rock, it lands on the line or on the wrong number.

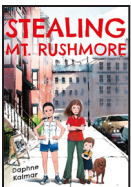
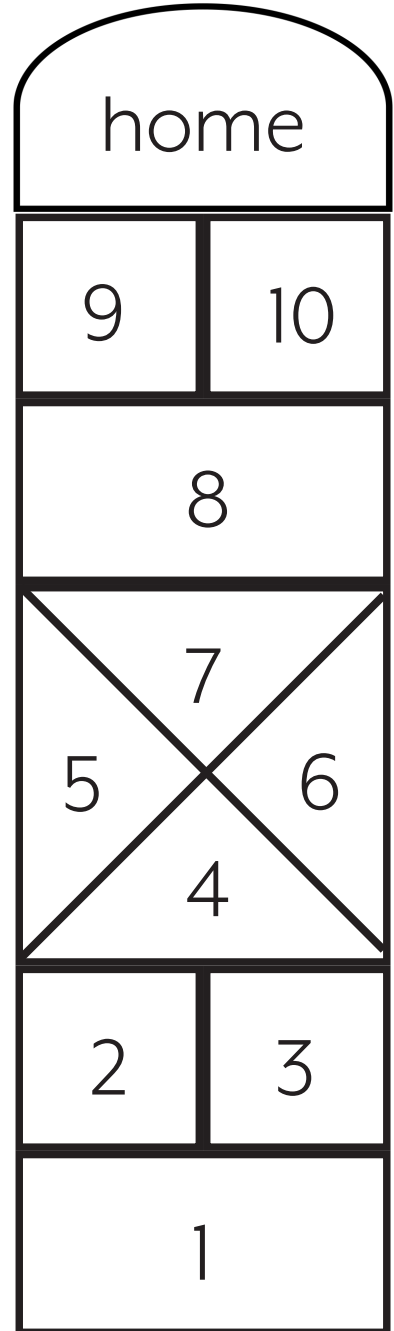
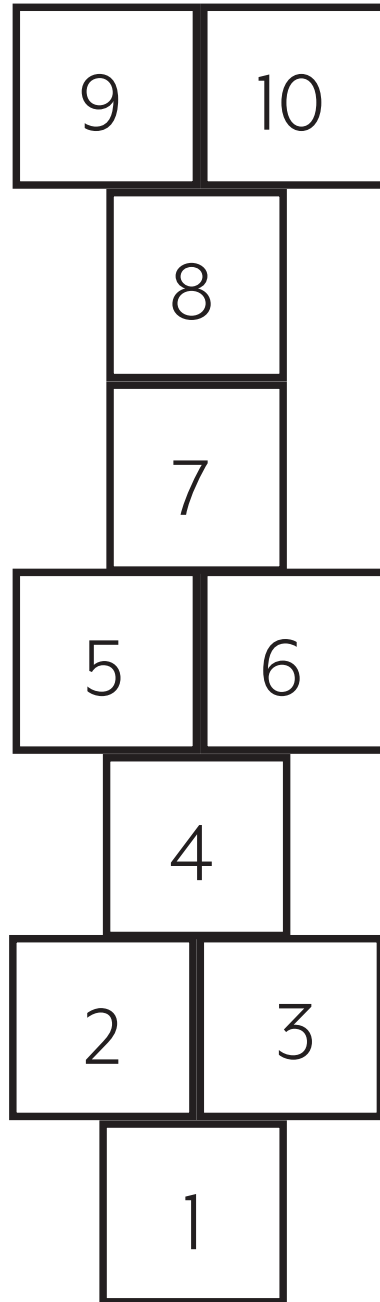
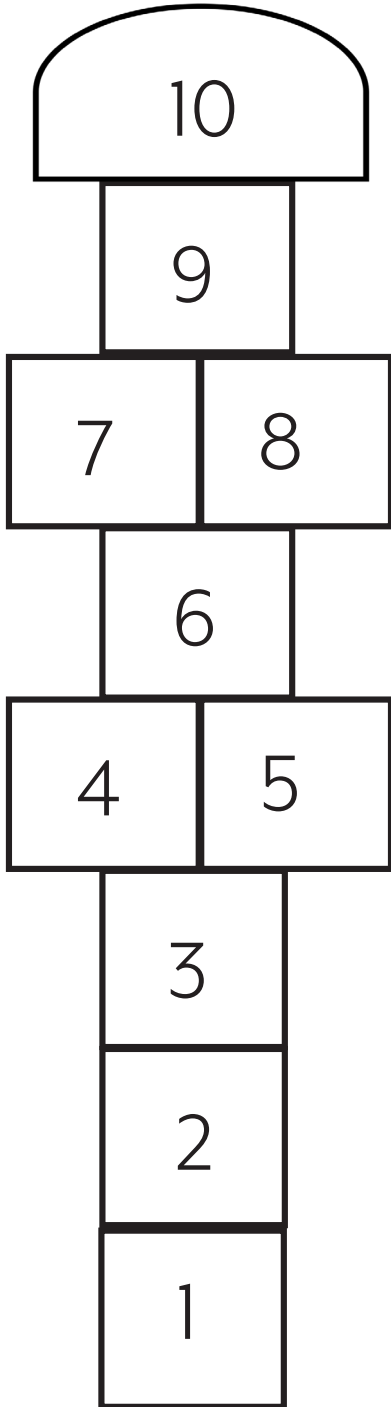
**Write about it:** ... 

*Write and illustrate an informative essay exploring Nell's emotional connection with the game of hopscotch. Examine her nostalgic references such as "hopscotch happiness (pg. 30)" and the symbolism her hopscotch rock represents. Encourage students to share their work with the class.*





### Hopscotch Diagrams



## Historical Fiction Scavenger Hunt

**Objective:** To cite specific textual historical elements in a story and make real-life applications for them.

**Materials:**

- *Stealing Mt. Rushmore*, the book
- A List of Historic Details (Guide, pg. 11)
- The Historical Fiction Scavenger Hunt template (Guide, pg. 12)
- Research materials
- Writing materials

**Procedure:**

- Lead a discussion about aspects of historical fiction. Explain that historical fiction is a literary genre in which the plot takes place in a setting located in the past. Being that *Stealing Mt. Rushmore* is set in the early 1970's, the story is an example of a historical fiction novel. Authors time-stamped details to establish historical settings. Encourage students to consider how author Daphne Kalmar steeped *Stealing Mt. Rushmore* in rich details.
- Using the **List of Historic Details** and the **Historical Fiction Scavenger Hunt** template as guides, instruct students to choose one item from each category – a Person, Place ,or Thing (With regard to the *Thing* category, students may choose items, television shows, place, and/or events.).
- Use the **Historical Fiction Scavenger Hunt** template to analyze each historic detail.
- Write a informative essay expressing the effect the inclusion of sound historical elements impacted the characterization, setting, plot, and theme of the story.

### Sample

Literary Element	Citation – pg. <i>page reference</i>	How was the literary element used in the story?	How did the literary element reflect the history of the time?
<i>Record your chosen topic here</i>	<i>Write the sentence in which the literary element was found</i>	<i>Describe how the person, place, or thing was portrayed in the story</i>	<i>Tell how the literary element reflected the history of the time</i>



## A List of Historic Details

Choose one item from each category – a Person, Place, or Thing (With regard to the Thing category, students may choose items, television shows, and/or events.) to analyze using the Historical Fiction Scavenger Hunt template as a guide.

Apollo 11	Nixon Impeachment Hearings
Back Hills	<i>One Life to Live</i>
Bambino’s Curse	<i>Peanuts</i> comics
Black Hills	President Nixon
<i>Brady Bunch</i>	Schwinn
Buzz Aldrin	Scooby-Doo
Captain Kangaroo	Steve McQueen
Carl Yastrzemski	Stevie Wonder
David Cassidy	Susan B. Anthony
Dodge Dart	Test Tube Babies – 1974
G. I. Joes	The Beatles
Gerald Ford	The Cardinals
Green Hornet	<i>The Flintstones</i>
Gutzon Borglum	<i>The Great Escape</i>
<i>Hagar the Horrible</i> comics	<i>The Guiding Light</i>
<i>Hawaii Five-O</i>	<i>The Partridge Family</i>
Huey Hog	The Red Sox
<i>I Love Lucy</i>	<i>The Road Runner</i>
Joni Mitchell	The Six Grandfathers
Lakota Sioux	<i>The Streets of San Francisco</i>
Lawrence Welk	<i>The Twilight Zone</i>
Led Zeppelin	<i>The Wonderful World of Disney</i>
<i>Lost in Space</i>	Treaty of Fort Laramie
Michael Collins	Vietnam War
<i>Mike Mulligan and His Steam Shovel</i>	Watergate
Nancy Drew	Woolworth’s
Neil Armstrong	



## The Historical Fiction Scavenger Hunt

### Person

Literary Element	Citation – pg.	How was this detail used in the story?	How did this detail reflect the history of the time?

### Place

Literary Element	Citation – pg.	How was this detail used in the story?	How did this detail reflect the history of the time?

### Thing

Literary Element	Citation – pg.	How was this detail used in the story?	How did this detail reflect the history of the time?



## A Life Well-Lived Memorial

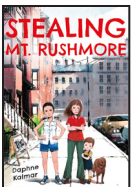
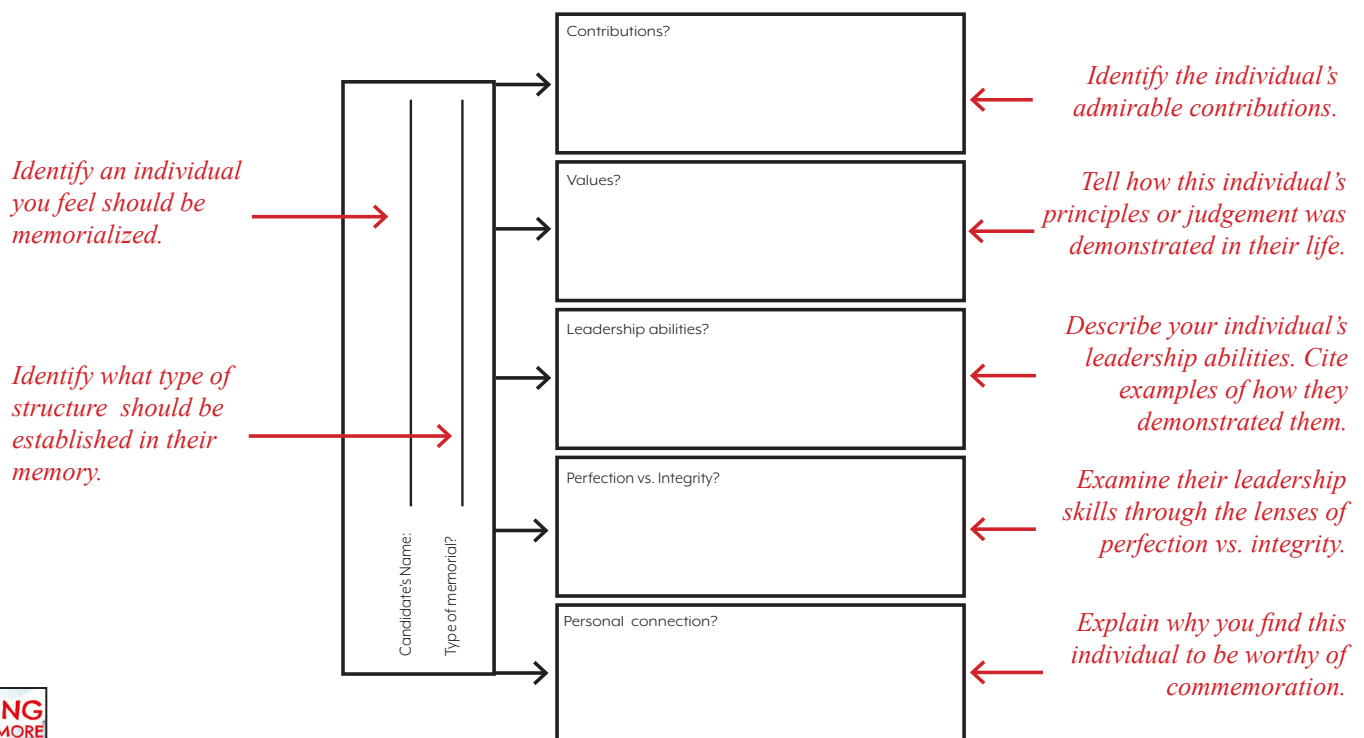
**Objective:** To determine the attributes of an individual worthy of becoming immortalized in a memorial or a statue and to create a plan for their commemoration.

### Materials:

- *Stealing Mt. Rushmore*, the book
- A Living Legacy template (Guide, pg. 14)
- Research materials
- Pencil
- Markers
- Poster board

### Procedure:

- Lead a discussion about how memorials and statues serve as commemorative representations of individuals who have contributed or benefitted society in a substantial way. Encourage the students to identify individuals that they feel should be memorialized in some way. Some monuments that were erected many years ago have become controversial and painful reminders of slavery, racism, and other difficult events and attitudes in our history. Some of these monuments are being taken down. How might their choices for monuments be viewed in one hundred years?
- Instruct students to use the A Life Well-Lived Memorial Planner template as a guide to research an individual worthy of commemoration.
- Instruct students to use markers and poster board to draw a prototype of their memorial.
- Have students write a proposal clarifying reasons why their individual deserves to be commemorated in a substantial way. Encourage students to share their work with the class.





A Life Well-Lived Memorial Planner

Candidate's Name: Type of memorial?	Contributions?
	Values?
	Leadership abilities?
	Perfection vs. Integrity?
	Your personal connection?



## Meet the Author – Daphne Kalmar

### Where do you live?

I live in Hardwick, Vermont with my dog, Yoyo. I've lived in six states so far: Massachusetts, Illinois, New York, Washington, California and now Vermont.

### Do you have any farm animals?

Not at the moment but we've raised turkeys, chickens, ducks, guinea fowl, and pigs. My favorites were the guinea fowl. Every morning the whole flock marched down the dirt road to our neighbor's apple tree and spent the day in the branches chasing bugs. At dusk they'd walk back up the hill to sleep in their guinea-fowl coop. The only problem with guinea fowl is their screeching. If they see anything suspicious—a strange dog, a hawk overhead, a pail or car that wasn't there before, they screech. It's pretty awful.

### Are you a dog person or a cat person?

I am a dog person. I'm allergic to cats so I might have also been a cat person if they didn't make my eyes itch. Our dog, Yoyo, chases squirrels and frogs and wild turkeys. He always brings visitors a shoe or boot as a welcome gift when they come visit. Yoyo enjoys mud baths and loves to cuddle—not always the best combination.

### Where do you write?

I work in a very old shed that started out as a corn crib, was converted to a spring shed for milk storage, then sat for a long, long time—home to squirrels and rusty tractor parts. We fixed it up. In the winter I wear snowshoes to get to my writing shed and start a fire in the woodstove to keep me warm. It's got everything I need: a view of the mountains, a chair for visitors and a dog bed for Yoyo.

### Did you always want to be a writer?

I always wrote, mostly about what I saw in the world and what I thought about it all. I became serious about writing fiction when I was older and had an idea for a novel. I went to Vermont College of Fine Arts and that experience changed my life.

### Where do you get your ideas?

Ideas arrive from mysterious places. I go for a long walk in the woods almost every day and let my mind and Yoyo wander. That's when ideas pop up, when I'm not looking for them. And I have to stop and jot them down since they fade away like a dream after I wake up.

### Did you like teaching?

I loved teaching, especially science. I owned almost 80 pairs of rubber boots so I could outfit each new class in September. We'd hike out to creeks and ponds and explore the natural world. I taught in Massachusetts, California and Vermont.

### Do you have any hobbies?

I read a lot. All kinds of books—non-fiction, fiction, mysteries, short stories, and biographies. I like to garden...berries mostly: strawberries, raspberries, blueberries, gooseberries and currants. I make a lot of jam and jelly. I listen to books on tape while I weed. I got through all of Moby Dick while I cut out the old canes in our enormous raspberry patch—thirty-seven hours. It was wonderful.



Common Core State Standards Alignment

		Discussion	Hopscotch	Memorial Planning	Scavenger Hunt
<b>English Language Arts Standards » Reading: Literature</b>					
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.3.10	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.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	●		●	●
CCSS.ELA-LITERACY.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	●	●	●	●
CCSS.ELA-LITERACY.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	●	●	●	●
CCSS.ELA-LITERACY.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	●			●
CCSS.ELA-LITERACY.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	●		●	●
CCSS.ELA-LITERACY.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	●	●	●	●
CCSS.ELA-LITERACY.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	●			●
CCSS.ELA-LITERACY.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	●	●	●	●
CCSS.ELA-LITERACY.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	●		●	●
CCSS.ELA-LITERACY.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	●			●
CCSS.ELA-LITERACY.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	●	●	●	●
CCSS.ELA-LITERACY.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	●	●	●	●
<b>English Language Arts Standards » Writing</b>					
CCSS.ELA-LITERACY.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		●	●	●
CCSS.ELA-LITERACY.W.3.2.A	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		●	●	●
CCSS.ELA-LITERACY.W.3.2.B	Develop the topic with facts, definitions, and details.		●	●	●
CCSS.ELA-LITERACY.W.3.7	Conduct short research projects that build knowledge about a topic.			●	●
CCSS.ELA-LITERACY.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		●	●	●
CCSS.ELA-LITERACY.W.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		●	●	●

English Language Arts Standards » Writing (cont.)		Discussion	Hopscotch	Memorial Planning	Scavenger Hunt
CCSS.ELA-LITERACY.W.4.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		•	•	•
CCSS.ELA-LITERACY.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.				•
CCSS.ELA-LITERACY.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		•	•	•
CCSS.ELA-LITERACY.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		•	•	•
CCSS.ELA-LITERACY.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			•	•
CCSS.ELA-LITERACY.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		•	•	•
CCSS.ELA-LITERACY.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			•	•
CCSS.ELA-LITERACY.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		•	•	•
CCSS.ELA-LITERACY.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.			•	•
English Language Arts Standards » Speaking & Listening					
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.		•	•	•
CCSS.ELA-LITERACY.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	•	•	•	•
CCSS.ELA-LITERACY.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	•	•	•	•
CCSS.ELA-LITERACY.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		•	•	•
CCSS.ELA-LITERACY.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		•	•	
CCSS.ELA-LITERACY.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	•	•	•	•
CCSS.ELA-LITERACY.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	•	•	•	•



English Language Arts Standards » Speaking & Listening (cont.)		Discussion	Hopscotch	Memorail Planning	Scavenger Hunt
CCSS.ELA-LITERACY.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		•	•	•
CCSS.ELA-LITERACY.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	•	•	•	•
CCSS.ELA-LITERACY.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	•	•	•	•
CCSS.ELA-LITERACY.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		•	•	•
CCSS.ELA-LITERACY.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	•	•	•	•
CCSS.ELA-LITERACY.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	•	•	•	•
CCSS.ELA-LITERACY.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	•	•	•	•

