

An Academic Standards Aligned
Discussion/Activity Guide for
Grades K-4

A Chip Off the Old Block

ISBN: 9780399173882

Written by Jody Jensen Shaffer

Illustrated by Daniel Miyares

Published by Nancy Paulsen Books
(an imprint of Penguin Random House)

A plucky pebble shows true grit as he travels the country trying to find out if he fits in with any of his famous rock-formation relatives.

Rocky comes from a long line of rock stars! Uncle Gibraltar, Aunt Etna, and Great-Grandma Half Dome are just some of the legendary rock formations he calls family. It's no wonder he wants to matter in a big way too—but it's not easy trying to get a foothold. Rocky gets tossed by The Wave and driven away at Devil's Tower—but he's determined not to allow these pitfalls to chip away at his confidence. Rather than feeling crushed, he keeps on rolling, hoping to become the rock-star he knows he's meant to be.

Guide created by Debbie Gonzales, MFA
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Pre-Reading Discussion Questions

Consider the illustration on the front cover:

- Describe the action in this illustration. Tell what the smiling rock is doing.
- Identify where the action is taking place.
- Describe the mountainous structures in the background. Explain what mountains are made of.
- Predict the little smiling rock's connection with the mountains. Are they affiliated with one another in some way? If so, how?
- The title of the book is *A Chip Off the Old Block*. What suggestion does the title give as to what the story is going to be about?



Meet the Author - Jody Jensen Shaffer:

Jody Jensen Shaffer is an award-winning poet and the author of more than 30 books of fiction and nonfiction for children, including *PRUDENCE THE PART-TIME COW* (Godwin Books, 2017), Missouri's pick for the National Book Festival in Washington D.C. September 2, 2017. Jody's poetry has been published in magazines like *Highlights*, *Ladybug*, and *Clubhouse Jr.* Jody lives with her husband and kids in Liberty, Missouri, and is a member of the Society for Children's Book Writers and Illustrators. When she's not writing, Jody can be found watching baseball or walking her rescue dog, Sophie. Visit Jody at jodyjensenshaffer.com.

Meet the Illustrator - Daniel Miyares:

Daniel Miyares is an author and illustrator of stories for children. He grew up in the foothills of South Carolina before studying at Ringling College of Art and Design. After graduating with a BFA in illustration he headed west to Kansas City where he now lives with his wife and their two children.

Since then he has collaborated with a number of clients including Hallmark Cards, Inc., Simon & Schuster, Charlesbridge Publishing, Imagine Books, The New York Times, National Geographic, Spider Magazine, Ladybug Magazine, and the Kansas City Star. Access danielmiyares.com to learn more about Daniel.



Post-Reading Discussion Questions

"I want to do something important, too!" said Rocky.

- Discuss how hearing stories of his relatives being as famous as a [mountian in the Mediterranean](#) or an [active volcano in Italy](#) makes Rocky feel.
- The word 'insignificant' means little, not important, and powerless. Explain how Rocky's size causes him to be insignificant as compared to his relatives.
- Identify Rocky's deepest desire. What does he really want? What is standing in his way of getting it?
- Though Rocky is small in size, he is determined to make a difference. The word 'determined' means serious, strong-minded, and persistent. Explain how Rocky's determination guides him in his quest to become important in some way.

Rock was crushed. He had traveled so far, searched so hard, lost so much mass. "Now I'll never be great like my relatives."

- Despite being deeply disappointed that Mt. Rushmore park was closed, Rocky remained determined to make a difference. Explore how his willingness to help became his greatest strength.
- The word 'helpful' means caring, useful, and valuable. Explain how being 'helpful' allowed for Rocky to do something and be something very, very important.
- Discuss how Rocky's important contribution was something that no other member of his family could accomplish. Explain why this is so.
- Which aspect of Rocky's character was ultimately the most important - his size or his determination? Explain your answer.

And when he landed, he noticed a piece of him had broken off. "Oh, no! I hope I'm still big enough to make a difference."

- Rocky admires the size and power of his famous relatives. And yet, he keeps getting smaller and smaller as his travels continue. Discuss Rocky's character. Identify the quality within him that keeps him going, despite enduring so many troubles along the way.
- Explain why Rocky doesn't give up on his dream to make a difference.
- What about you? Do you have a dream like Rocky does? Do you desire to make a difference in some way? Do you feel insignificant sometimes? Discuss how Rocky's plight inspires you to keep rocking and rolling against all odds!

All thanks to Rocky, the little pebble that wouldn't be taken for granite.

- The phrase "wouldn't be taken for granite" is a form of speech known as a 'pun.' Puns play with similar sounding words in funny ways. In this sentence, the word *granite*, referring to a type of rock, is similar to the word *granted*, which means being accepted or allowed. Discuss the connection between the words 'granite' and 'granted.'
- The common phrase "being taken for granted" means that a person is considered to be insignificant, or that their dreams are not taken seriously by others. Knowing this, explain the meaning of the the pun "wouldn't be taken for granite."
- Discuss how Rocky's determination and willingness to be helpful caused him not to be taken for granted.



Scavenger Hunt Mapping

ROCKY'S DAD

Happy to sit at home and gather moss.

Objective: To incorporate spatial awareness with basic map skills in a physically active manner.

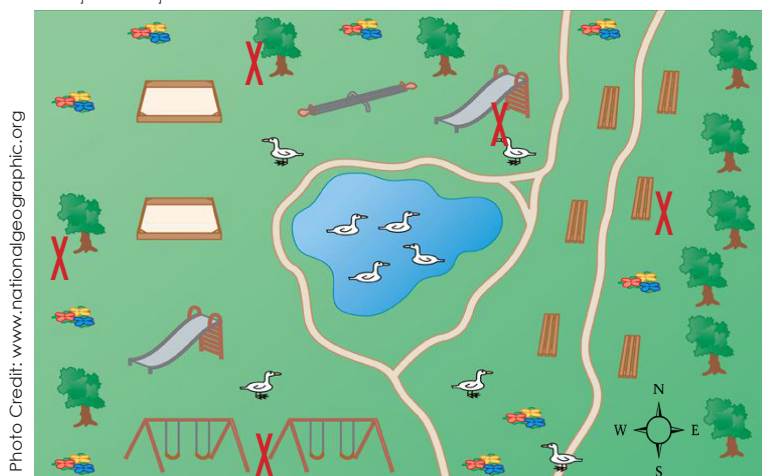
Materials:

- Art paper
- Markers
- Pencil
- Index cards
- A child pretending to be Chip
- A collection (5 to 7) of medium-sized toys or random objects
- An outdoor environment (backyard, park, school yard, etc.)

Procedure:

- Using the art paper, markers, and pencil, draw a map of a selected outdoor facility to scale (as best as possible). Include physical features on the property such as trees, play structures, and pathways, as well as a compass rose on the map to establish the cardinal directionality.
- Place the medium-sized toys or random objects in designated places in the yard. Note the location of each object by labeling a red 'X' on the map.
- Using index cards and markers, record the location of each object. For example, "The toy horse is near the slide."
- Choose a child participant to pretend to be Chip. Instruct 'Chip' to choose a labeled index card. Using the map and the compass rose as reference, encourage 'Chip' to state the direction required to follow to find the object. Then, instruct 'Chip' to count the steps taken to find the object.

Sample Map:



Rocky's Travels: Map Study Overview

"I'll join my cousin and become part of one of the most amazing formations on Earth!"

Objective: To integrate map skills with the overall plot and theme of the story.

Materials:

- A CHIP OFF THE OLD BLOCK
- Landmarks & Labels (Guide, pg. 5)
- Mapping Rocky's Travels (Guide, pg. 6)
- Rocky's Travels Observations (Guide, pg. 7)
- Mapping Rocky's Travels Answer Sheet (Guide, pg. 8)
- Scissors
- Tape or gluesticks
- Pencil

Activity 1 - Locate Landmarks:

- Print **Mapping Rocky's Travels** and the **Landmarks & Labels**. Use scissors to trim around the borders of the Landmarks & Labels tabs.
- Using A CHIP OFF THE OLD BLOCK as reference, discover the location of the landmarks of Rocky's travels. Tape or glue each in the correct place on the map.
- Check your work using the **Mapping Rocky's Travels Answer Sheet**.

Activity 2 - Rocky's Travels Observations:

- Print the **Rocky's Travels Observations** page.
- Answer the questions listed on the page.
- Check work using the **Mapping Rocky's Travels Answer Sheet**.
- Use space provided on the **Rocky's Travels Observations** page to respond in writing to the statement printed there.
- Share your work with the class.

Landmarks & Labels



The Wave



The Tower



Rushmore



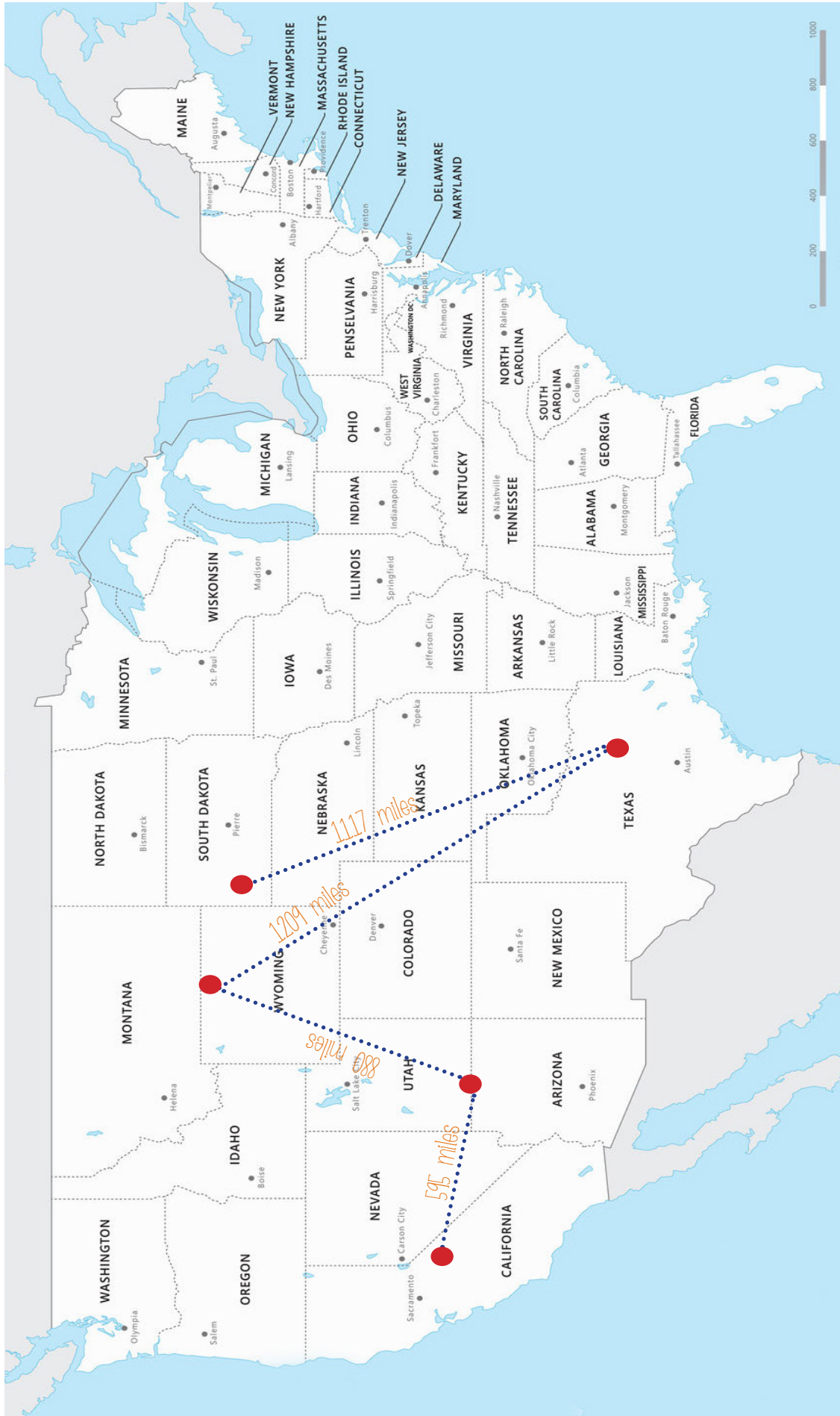
Half Dome



Dino



Mapping Rocky's Travels



Rocky’s Travels Observations

“Cousin Rushmore may be monumental. But everybody needs a little help sometimes!”

Using the **Mapping Rocky’s Travels** sheet as reference, answer the questions below.
Once complete, use **Mapping Rocky’s Travels Answer Sheet** to check your work.

Record answers in the boxes below.

What was the difference between the trip from Half Dome to The Wave and the trip from Dino to Rushmore?

→

How many miles longer was the trip from The Tower to Dino than the trip from Dino to Rushmore?

→

How many miles did Rocky travel in total?

→

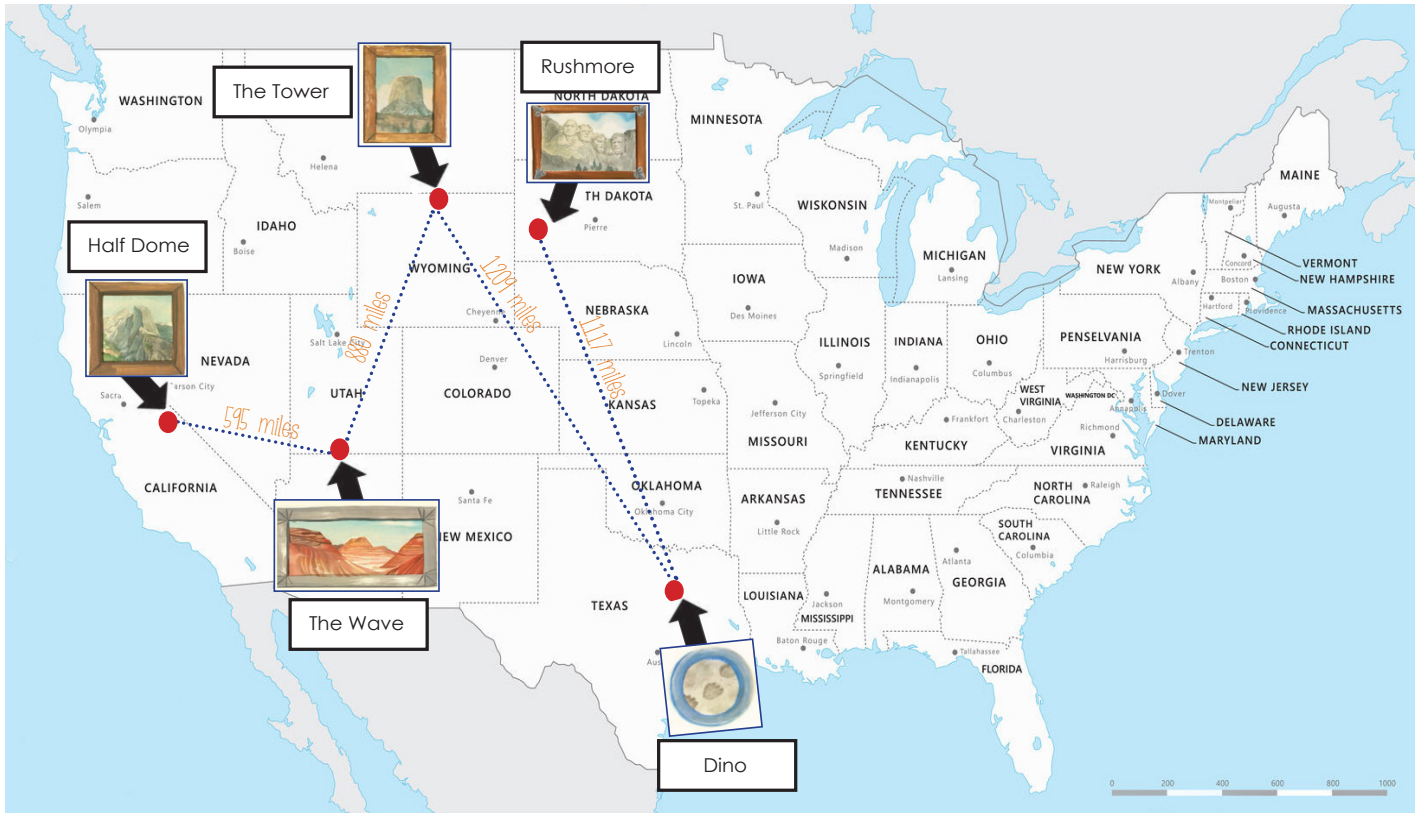
The word ‘important’ means amazing, remarkable, and worthy of attention. In the space below, explain why doing “something important” meant so much to Rocky. What do you think was most important to Rocky - to be helpful or to be noticed? Explain your answer below.

“I did it! I did something important!”

Horizontal lines for writing an explanation.



Mapping Rocky's Travels Answer Sheet



Using the **Mapping Rocky's Travels** sheet as reference, answer the questions below.
Once complete, use **Mapping Rocky's Travels Answer Sheet** to check your work.

Record answers in the boxes below.

What was the difference between the trip from Half Dome to The Wave and the trip from Dino to Rushmore?

→ 522 miles

How many miles longer was the trip from The Tower to Dino than the trip from Dino to Rushmore?

→ 92 miles

How many miles did Rocky travel in total?

→ 3,801 miles



Found Rock Classification

ROCKY

A little pebble with boulder-sized dreams.

Type: sedimentary

Objective: To analyze, classify, and categorize a selection of rocks.

Materials:

- Adjective Cards (below)
- Cardstock
- Scissors
- Pencil
- Basket or small plastic bin
- A collection of a variety of types of rocks

Procedure:

- Print labeled and blank **Adjective Cards** on cardstock. Use scissors to trim around the borders of each card.
- Direct students to gather a collection of all kinds of rocks. Place rocks in container.
- Instruct students to spread rocks out on a smooth surface. Encourage students to look closely at every one of them, identifying similarities and differences between them all.
- Tell students to discover an **Adjective Card** that best describes aspects of each rock. If the students cannot find a match, instruct them to write a description on a blank **Adjective Card**.
- Examine the rocks and cards to attempt to find more than one match.

ADJECTIVE CARDS

| | | | | |
|---------|--------|---------|--|--|
| smooth | tiny | small | | |
| rough | big | strange | | |
| spotted | pretty | | | |
| sharp | round | | | |



Rocking Sorting Overview

Rocky was part of a great big family.

Objective: To associate attributes of different types of rocks within the three classifications.

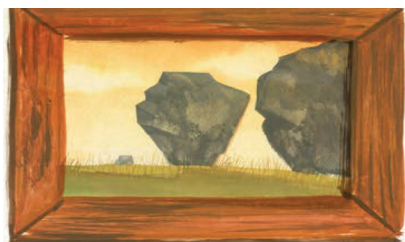
Materials:

- Rock Sorting: A Reference Guide (Guide, pg. 10)
- Rock Sorting Foldable (Guide, pg. 11)
- Color-coded Rock Sorting Cards (Guide, pgs. 12-13)
- Rock Sorting Cards (Guide, pgs. 14-15)
- Scissors
- Stapler



Procedure:

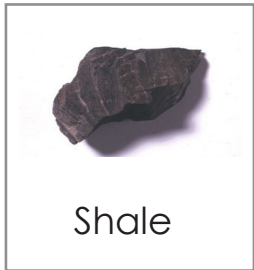
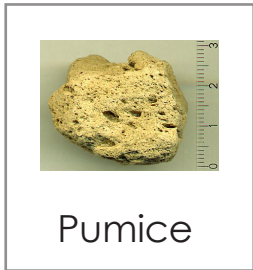
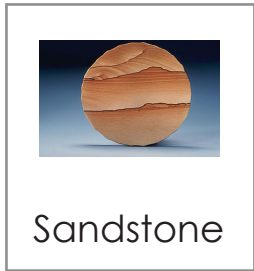
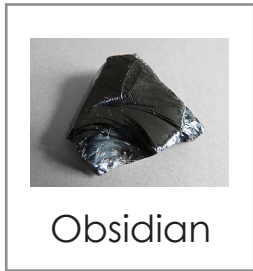
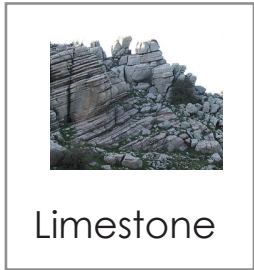
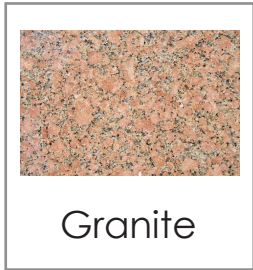
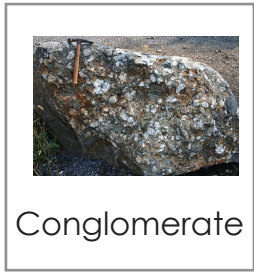
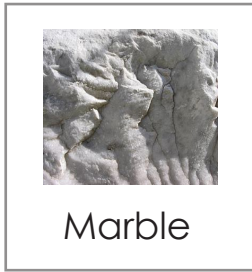
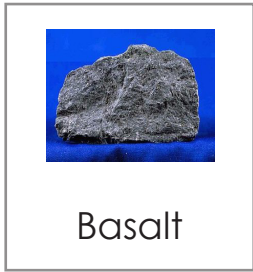
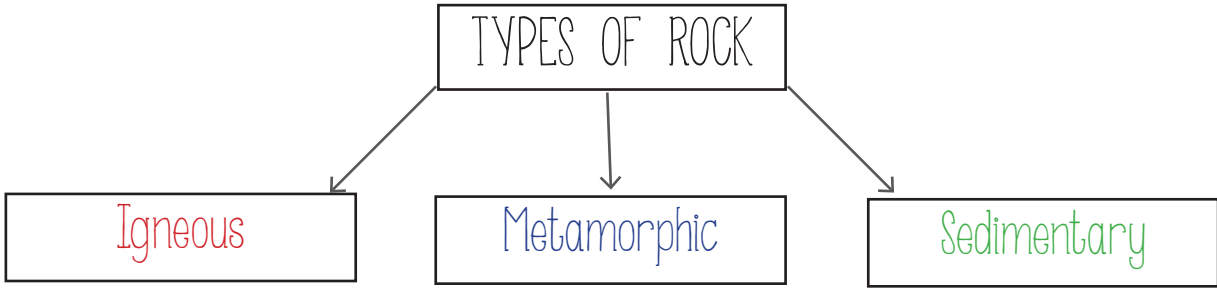
- Print **Rock Sorting Foldable** and, depending on the students' reading skill level, either the **Color-coded Rock Sorting Cards** or the **Rock Sorting Cards**.
- Use scissors to trim around the borders of the Rock Sorting Cards.
- Fold the **Rock Sorting Foldable** as shown on the right.
- Use stapler to create three sorting pockets on the **Rock Sorting Foldable**.
- Using the **Rock Sorting: A Reference Guide** as needed, sort each card in the corresponding pocket in the foldable.
- Encourage students to closely observe the various classifications of rocks as featured on the sorting cards. Instruct students to write a short essay describing the differences and similarities between sedimentary, igneous, and metamorphic rocks.



Rocky's Family
Photo



Rocking Sorting - A Reference Guide



Sedimentary

Formed when combinations of rock fragments, seashells, and chemicals are compressed in layers and hardened.

Metamorphic

Formed when other rocks are changed by heat, pressure, and chemical reaction.

Igneous

Formed by solidified molten rock.

Color-Coded Rocking Sorting Cards

Basalt



Photo Credit: Wikipedia

Granite



Photo Credit: Wikipedia

Obsidian



Photo Credit: Wikipedia

Pumice



Photo Credit: Wikipedia

Marble



Photo Credit: Wikipedia

Quartzite



Photo Credit: Wikipedia



Schist



Photo Credit: Wikipedia

Slate



Photo Credit: Wikipedia

Conglomerate



Photo Credit: Wikipedia

Limestone



Photo Credit: Wikipedia

Sandstone



Photo Credit: Wikipedia

Shale



Photo Credit: Wikipedia



Rocking Sorting Cards

Basalt



Photo Credit: Wikipedia

Granite



Photo Credit: Wikipedia

Obsidian

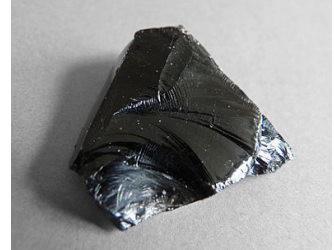


Photo Credit: Wikipedia

Pumice



Photo Credit: Wikipedia

Marble



Photo Credit: Wikipedia

Quartzite



Photo Credit: Wikipedia



Schist



Photo Credit: Wikipedia

Slate



Photo Credit: Wikipedia

Conglomerate



Photo Credit: Wikipedia

Limestone



Photo Credit: Wikipedia

Sandstone



Photo Credit: Wikipedia

Shale



Photo Credit: Wikipedia



Sedimentary Shake-Up

Rocky tossed and tumbled.

Objective: To make observations regarding the fundamental formation of sedimentary rock.

Materials:

- A clear jar
- A small amount of small rocks, small shells, sand, dirt, and/or silt
- Water

Procedure:

- Layer rocks, shells, sand, dirt, and/or silt in jar.
- Fill jar with water.
- Carefully shake jar for at least ten minutes. Make sure that the contents are mixed together well.
- Place jar on shelf. Do not move jar for, at minimum, four hours. At best, leave the jar untouched overnight.
- Observe the changes of the contents in the jar. Note the layers of sediment forming at the base of the jar. Identify the contents in the newly formed layers there.
- Discuss the definition of sedimentary rocks being it is the name for processes that cause mineral or organic particles to settle in place. Explore how this experiment is a reflection of the definition.
- Instruct students to write a short descriptive paragraph about how sedimentary rock is formed over times, using their experience with the Sedimentary Shake-Up experiment as reference.



Add water & shake.



Notice how sedimentary layers are being formed.



That's Punny

(It was clear the two of them didn't share the same sediment.)

Objective: To demonstrate the understanding of puns through writing and illustration.

Materials:

- List of Rock Puns (Guide, pg. 17)
- Rock Puns Illustrated (Guide, pg. 18)
- Pencil
- Markers

Procedure:

- Discuss the definition of *puns* with students.
- Explore the meanings of the rock puns listed below.
- Using the Rock Puns Illustrated sheet, pencil, and markers, instruct students to chose a pun to illustrate and explain the dual defintion of the pun.
- Encourage students to share work with the class.

Puns are words with two meanings. They're defined as a joke exploring the different possible meanings of a word or the fact that there are words that sound alike but have different meanings.

List of Rock Puns

| | |
|----------------------------|------------------------------|
| River rock | Classic rock. |
| Rocking chair | Jingle bell rock. |
| Bedrock | You rock! |
| Punk rock | Crocodile rock |
| Rock on! | Rock out! |
| Be bolder! | Rock climbing |
| Don't take me for granite. | Of quartz, you are the best! |



Rock Puns Illustrated

Illustrate your chosen pun in the framed space provided here.



Write your chosen pun on the line above and explanation of your illustration on the lines below.



Academic Standards Alignment

Common Core State Standards

| English Language Arts Standards » Reading: Literature | | Discussion Questions | Scavenger Map Study | Map Study | Found Rock Classification | Rock Sorting | Sed. Shake-Up | That's Punny |
|---|--|----------------------|---------------------|-----------|---------------------------|--------------|---------------|--------------|
| 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.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.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.2.3 | Describe how characters in a story respond to major events and challenges. | ● | | ● | | | | |
| 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.3.3 | 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) | ● | | | | | | |
| 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.4.3 | 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.4.7 | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | ● | | | | | | |
| English Language Arts Standards » Writing | | | | | | | | |
| 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.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.5 | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | | | ● | | ● | ● | ● |
| CCSS.ELA-Literacy.W.K.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | ● | | ● | ● | ● |
| 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.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.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 sequences. | | | | | | | ● |
| CCSS.ELA-Literacy.W.4.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | ● | | ● | ● | |
| CCSS.ELA-Literacy.W.4.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | | | | | ● |



| English Language Arts Standards » Speaking & Listening | | Discussion Questions | Scavenger Map Study | Map Study | Found Rock Classification | Rock Sorting | Sed. Shake-Up | That's Punny |
|--|--|----------------------|---------------------|-----------|---------------------------|--------------|---------------|--------------|
| 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. | | | | | | | ● |
| CCSS.ELA-Literacy.SL.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. | ● | ● | ● | ● | ● | ● | ● |
| 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.1.6 | Produce complete sentences when appropriate to task and situation. | ● | ● | ● | ● | ● | ● | ● |
| 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.2.5 | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | | | | | | | ● |
| CCSS.ELA-Literacy.SL.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | ● | ● | ● | ● | ● | ● | ● |
| 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. | ● | ● | ● | ● | ● | ● | ● |
| English Language Arts Standards » Mathematics | | | | | | | | |
| CCSS.Math.Content.K.MD.A.1 | Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | | | ● | | | | |
| CCSS.Math.Content.1.MD.C.4 | Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | | | ● | | | | |
| CCSS.Math.Content.2.MD.B.5 | Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. | | | ● | | | | |

Next Generation Science Standards

| 2-ESS2-1 Earth's Systems | | | | | | | |
|--|--|--|--|---|--|---|--|
| | Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land | | | ● | | ● | |
| Science and Engineering Practices | | | | | | | |
| | Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. | | | ● | | ● | |
| Disciplinary Core Ideas | | | | | | | |
| | ESS2.A: Earth Materials and Systems - Wind and water can change the shape of the land. | | | | | ● | |
| Crosscutting Concepts | | | | | | | |
| | Stability and Change: Things may change slowly or rapidly. | | | | | ● | |

