



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

# Lizzie Flying Solo

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Written by Nanci Turner Steveson

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*Lizzie St. Claire wants to be invisible. Forced to move out of her home, she and her mom now live in a transitional housing shelter, Good Hope, until they can get back on their feet. Lizzie just wants to keep her head down at Good Hope and her new school, so she doesn't have to admit the real reason she and her mom lost everything.*

*But when Lizzie finds herself at the nearby Birchwood Stables, some new friends—along with the arrival of a frightened pony named Fire—help Lizzie to open up and accept help from those around her, even if it means she'll have more to lose if things change again.*

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Guide created by  
Debbie Gonzales, MFA



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## Discussion Section

***After I'd scribbled and scrawled and let silent tears fall, I wrapped the diary inside a blue-and-white Middlebury College sweatshirt and dropped it into the suitcase along with my box of pencils and a sketch pad (pg. 7).***

- Lizzie's father was once a "normal" dad; one that participated in summer cookouts, movie nights, and sledding expeditions. After a period of time, he became removed from the family. Discuss reasons why he pulled away from Lizzie in this way. Consider Lizzie's response to his behavior change.
  - The word *loss* means harm, hurt, and misfortune. List aspects of Lizzie's life that were destroyed – or forever lost – as a result of her father's arrest. Describe the harm and hurt he caused Lizzie.
  - Examine the list of items Lizzie packed in this scene. Discuss why Lizzie chose each item in hopes of easing the deep feeling of loss she experienced in this scene.
- 

***Everything went silent again as the truth about my dad dirtied the air. He was living with some rich lady while Mom and I were at Good Hope. He hadn't even cared enough to help, or come see me. He'd sold us out (pg. 40).***

- Determine which situation involving her father affected Lizzie more – his arrest or knowing that he was living with "some rich lady". Discuss how becoming aware of this information about her father changed Lizzie's life forever.
  - Explain what the phrase "sold us out" means. Did her father sell them out? How so? Explain your answer.
- 

***He let out a breath and shifted his eyes quickly toward the barn. "I'm at Birchwood because my horse came from Wyoming today. That's why I got to stay home from school. But I'm hiding because I don't want to take the stupid equitation lesson my dad signed me up for" (pg. 84).***

- Both Bryce and Lizzie considered Birchwood Stables to be a safe place to hide. Compare and contrast their reasons to do so. Describe how their motivations to hide are similar and different.
- Discuss each character's bond with their fathers and how that bond shapes their desires.
- A *relationship* is defined as a connection or a friendship. Examine the development of Lizzie's relationship with Bryce. Consider how and why their connection became a friendship.



***“We’re all here because we need some extra help for a while,” Mom said quickly.  
“Never be afraid to ask” (pg. 125).***

- In this scene, Lizzie busily assisted Angela, a fellow resident at Good Hope, feed and entertain her active young children at dinner time. Both Lizzie and her mother forgot about their own needs to care for Angela’s children. Discuss how this act of kindness helped to create a sense of community at the homeless shelter.
- Later that night, Lizzie discovered a five-dollar bill inside a note written by Angela – a gift of gratitude from a frantic mother. Lizzie states that she “knew better than to keep the money” (pg. 126). Explain why.
- In your opinion, was it right or wrong to accept payment for helping a community member? How so?

***I shrugged but didn’t answer. The truth was, I didn’t want to cause any trouble.  
I wanted to be invisible. I wanted to fly solo, like Ms. Fitzgerald said (pg. 186).***

- Joe, the trainer at Birchwood Stables, described classmates Rikki and Sabrina as being a “...bit on the busybody side, but I don’t think they mean any harm” (pg. 179). How would you describe Rikki and Sabrina? Do you think they meant any harm? Explain your answer.
- Rusty, the horse Lizzie was riding, became dangerously spooked by an abrupt, loud bang coming from behind a wall in the arena, injuring his knee and tossing Lizzie to the ground. Joe told Lizzie that he witnessed Rikki and Sabrina instigating the accident and wanted to report them. Discuss reasons why Lizzie is resistant to do so.
- Do you agree with Lizzie when she stated that giving Rikki and Sabrina reasons to be mad at her would make her life harder than it already was? Why or why not?
- Describe what it means to “fly solo”. Make a connection between being “invisible” and flying solo. Discuss why Lizzie desires to do both.

***“I’m not sure how much I trust promises,” I said.***

***“Probably with good reason,” she said. “But someday you’ll understand which promises are trustworthy and which are empty” (pg. 235).***

- The word *trust* means faith, sureness, and hope. The word *promise* means guarantee, possibility, and to give hope. Make a connection between the words. Consider how, by being resistant to trust promises, Lizzie is afraid to hope for a better life. Explain why Lizzie is resistant to trust promises.
- Explore ways that a promise can be “empty”. Identify how Lizzie has experienced both empty and trustworthy promises.
- Determine why and how Kennedy seems to know so much about trust, promises, and following a dream.



***“Lizzie,” he said again, softer this time. “It’s me” (pg. 267).***

- Determine why, in this scene, Lizzie’s father felt to need to meet her after she had left the school bus and was walking to Good Hope, on her turf, instead of honoring her wishes to leave her alone. Analyze his motivation to do so.
  - The word *irony* means ridiculous, twisted, and sarcastic. Lizzie’s father told his daughter that she had “... no idea what it’s like to be confined” (pg. 268). Determine how this statement is ironic.
  - Lizzie confronted her father with facts regarding his abandonment. Discuss how she gained the confidence and boldness to do so.
  - Her father stated that he had made the decision to plead guilty for the white collar crimes he committed. Explain why this decision demonstrates a change in his character. Discuss why he felt the need to let Lizzie know about his plans, even though he could spend time in prison.
- 

***But I know I will never be going home (pg. 293).***

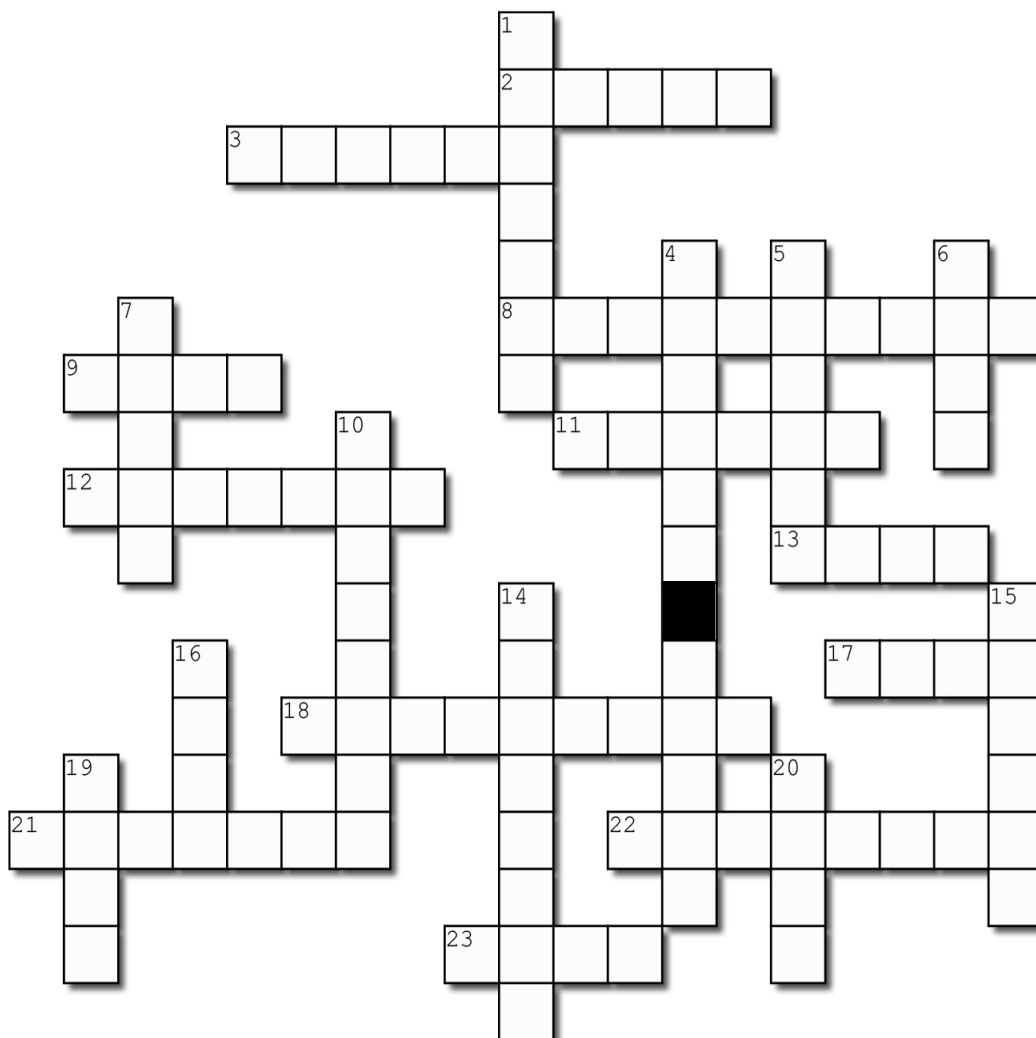
- Consider how the first part of the concrete poem represents how Lizzie came to terms with the loss of the life she once lived there. Identify how nature has served to heal her emotional wounds.
  - Analyze the last section of the concrete poem. Observe the use of the words “comfort”, “peace”, and “those is need”. Talk about how the use of these words to describe her feelings demonstrate a change in her character.
  - In the poem, Lizzie states that she does not need to “fly solo” anymore. Identify a situation or an event that took place in the story that helped her realize that she was ready to reach out to others in kindness and in friendship.
  - Explain Fire’s role in Lizzie’s transformation. Originally, Fire was her oject of desire. How did not getting what she thought she wanted benefit her in the end?
- 

***I know from living at Good Hope that people can surprise you in a lot of ways if you let them (pg. 318).***

- In the letter Lizzie wrote to her father, she expressed sympathy and empathy to him, even after his abandonment! Discuss how her experiences at Good Hope and Birchwood Stables empowered her to forgive him.
- Lizzie’s father destroyed trust by breaking promises. Examine how Lizzie eventually learned to trust once again. Consider how her passion for horses played a role in regaining faith in herself and others.
- In the end, Lizzie sacrificed everything she once thought she wanted to help others. Explore her motivation to do so. Talk about the emotional and personal freedom she gained by giving back to Good Hope.



## Horse Care & Equipment Crossword Puzzle



### ACROSS:

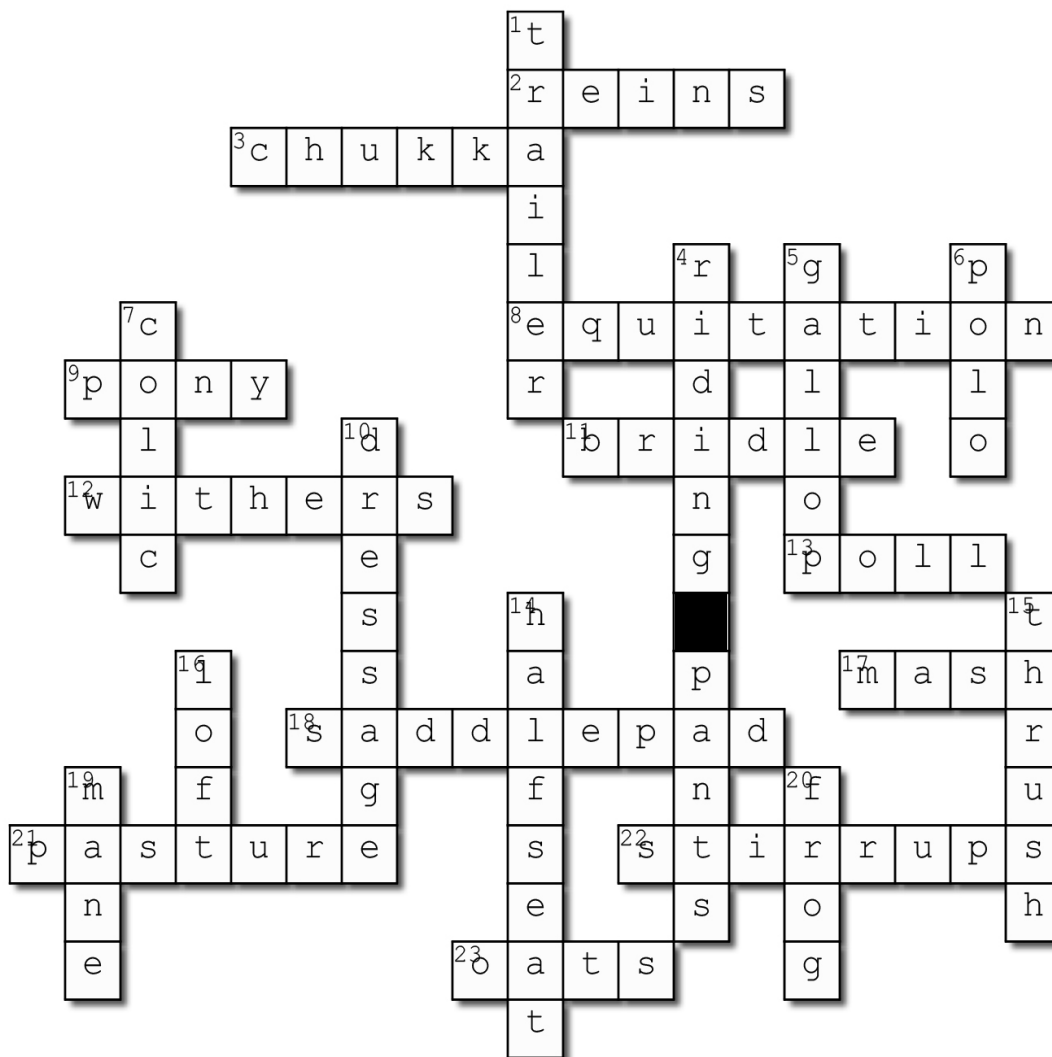
2. Leather pieces attached to the bit used to communicate with a horse
3. Measurement of time in a polo match
8. Type of riding focusing on rider's position
9. Equine under 14.2 hands
11. Equipment that goes on a horse's head that the rider uses to communicate with the horse
12. Above horse's shoulder place when they are measured
13. Point on top of horse's head between the ears
17. Hot meal made for horse made with bran
18. Cloth piece that goes between horse's back and saddle
21. Enclosed area where horses are turned out to graze on grass
22. Iron piece where rider's foot is placed
23. A type of grain fed to horse

### DOWN:

1. Large vehicle used for transporting horses
4. Breeches
5. Four beat gait
6. Equestrian game played with mallets
7. Horse belly ache - can be fatal!
10. Type of English riding originally used to teach horses precise and swift movements to use in battle
14. Position rider takes when going over jumps
15. Bacterial infection in soft part of horse's hooves
16. Overhead space in a barn used for storing hay
19. Hair along horse's neck



## Horse Care & Equipment Crossword Puzzle Answers



### ACROSS:

2. Leather pieces attached to the bit used to communicate with a horse
3. Measurement of time in a polo match
8. Type of riding focusing on rider's position
9. Equine under 14.2 hands
11. Equipment that goes on a horse's head that the rider uses to communicate with the horse
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## Thematic Study

*“Easy, sweet girl. You were just afraid. Nothing wrong except you need a friend. I’m right here, right in front of you. I am your friend” (306).*

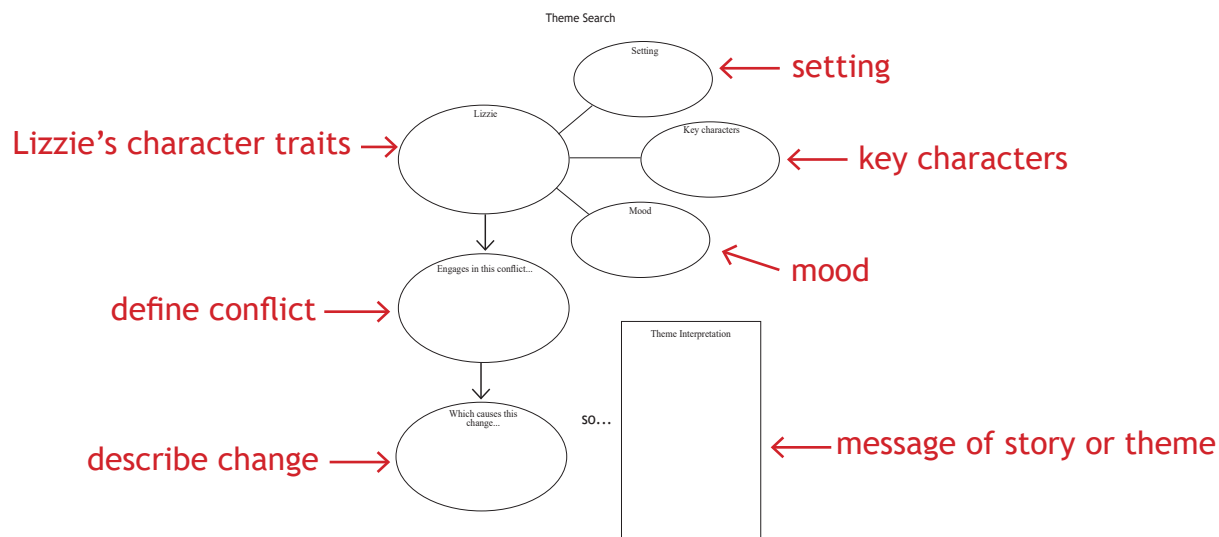
**Objective:** To explore a theme in a literary text.

### Materials:

- LIZZIE FLYING SOLO, the book
- List of Themes (Guide, pg. 9)
- Theme Search Template (Guide, pg. 10)

### Procedure:

- Consider the content listed in the **List of Themes**. Read them together as a group. Make connections between the choices and the premise of LIZZIE FLYING SOLO. Choose three or four topics and explore how they are played out in the story.
- Begin filling out the **Theme Search Template** by first describing Lizzie’s character in labeled oval. List her dominant character traits based on the evidence provided in the text.
- In the ovals extending to the right, list key ideas about the *Setting*, *Characters*, and *Mood* of the story.
- In the oval labeled *Engages in this conflict...*, describe the problem Lizzie faces in the story. Explain the obstacle she must face.
- In the oval labeled *Which causes this change...*, describe how Lizzie is changed as a result of confronting her challenge.
- Using the information gathered in the overall **Theme Search Template**, make an inference about the message, or the theme of the story in the rectangle provided. Use the **List of Themes** as reference, if needed.
- Discuss conclusion regarding the story’s theme with the class.

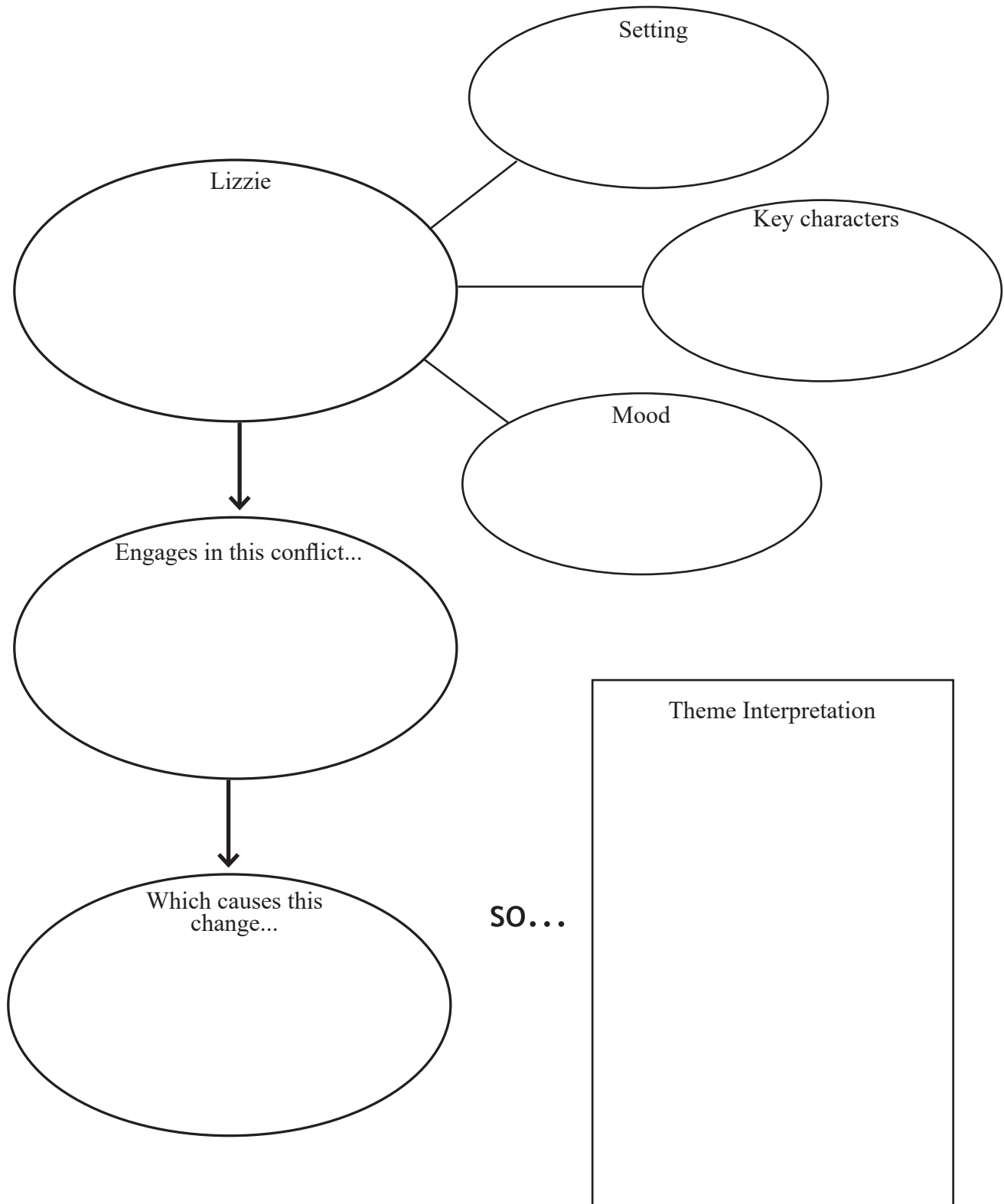


## List of Themes

Confidence vs. insecurities	Emptiness/ loneliness
Overcoming fears	Empowerment
Appreciation/ gratitude	Responsibilities
Acceptance/ tolerance	Crime and the law
Kindness	Peer pressure
Honesty	Nature
Overcoming adversities	Conflict
Loss of innocence	Exploration
Sacrifice	Relationships
Friendship	Personal vs. group identity
Philanthropy	Promise
Bravery vs. cowardice	Alienation/ shunned from family, friends, and/or life
Maturity vs. immaturity	Value of life
Social class structure/ inequalities/ poverty	Purpose of life
Code of conduct	Betrayal/ breaking a bond
Trust	Desire to escape
Sympathy	Empowerment
Hatred and regret	Empathy
Forgiveness	Ignorance vs. knowledge
The power of one	Truth
Innocence and experience	Compassion
Choices and possibilities	Commitment
Guilt vs. forgiveness	Personal vs. group identity
Family bond/ loyalty	Beauty
Animals	Greed and selfishness



## Theme Search





## Giving Back

*I started a program at Birchwood for kids who live at Good Hope (pg. 319).*

**Objective:** Plan and prepare for an outreach situation inspired by the desire to assist and meet the needs of others.

### Materials:

- LIZZIE FLYING SOLO, the book
- The Giving Back Planning Guide (Guide, pg. 13)
- Journal
- Pencil

### Procedure:

- The word *philanthropy* means generous, gracious, big-hearted, and giving. Consider how the word makes you feel. Explore reasons why philanthropy is important. List reasons why giving of ourselves can help to make a difference in the lives of others.
- Read and discuss Chapter 34 (pgs. 318-320). Make connections between Lizzie's desire to establish a philanthropic project such as providing opportunities for the children from Good Hope to ride horses. Examine ways that her project benefitted others. Tell how the project benefitted Lizzie, too.
- How about you? Do you have a philanthropic project that you might like to establish? A program much like the one Lizzie put together? Is there an organization or an individual who has made a difference in your life? Use **The Giving Back Planning Guide** to begin the planning process to establish a philanthropic program of your own!
- Journal while working through all of the steps required to put your plan into action. Use your journal to brainstorm ideas and solutions discovered along the way. Use your entries as reference to prepare for a final presentation describing your philanthropic experience.

The Giving Back Planning Guide

Narrow your vision for the program you'd like to create. Explain what you want to do and why it is beneficial. →

List the necessary steps required to take action. →

Identify a program or service that inspires you make a difference in the lives of others. Use the grid below to establish a plan to create an outreach program to do just that!	
<b>Step 1: Pick a Topic</b> Consider your strengths. List things that you do well. Determine how you can maximize your strengths to benefit others. Decide who you want to serve and how you are going to do it.	
<b>Step 2: Learn</b> Identify who you'd like to serve. Learn about them. What do they need? What do they want? Make a plan for meeting their needs. Will you need to raise money for your program? If so, how will you do this?	
<b>Step 3: Do</b> Put your plan in action. Gather your resources. Make connections with people who share your vision. Start small. Each person your program benefits is a success story for many!	
<b>Step 4: Share</b> What did you learn about the experience? Discuss some of the challenges and triumphs you experienced in launching your outreach program. Present your findings with the class.	

← Come to understand all that you can about the individuals you desire to serve by specifying exactly what they need and how you can help.

← Create a follow-up presentation sharing the joys, challenges, and the lessons learned while establishing your own outreach program.



## The Giving Back Planning Guide

*Identify a program or service that inspires you make a difference in the lives of others.  
Use the grid below to establish a plan to create an outreach program to do just that!*

### Step 1: Pick a Topic

*Consider your strengths.  
List things that you do well. Determine how you can maximize your strengths to benefit others. Decide who you want to serve and how you are going to do it.*

### Step 2: Learn

*Identify who you'd like to serve. Learn about them. What do they need? What do they want? Make a plan for meeting their needs. Will you need to raise money for your program? If so, how will you do this?*

### Step 3: Do

*Put your plan in action. Gather your resources. Make connections with people who share your vision. Start small. Each person your program benefits is a success story for many!*

### Step 4: Share

*What did you learn about the experience? Discuss some of the challenges and triumphs you experienced in launching your outreach program. Present your findings with the class.*

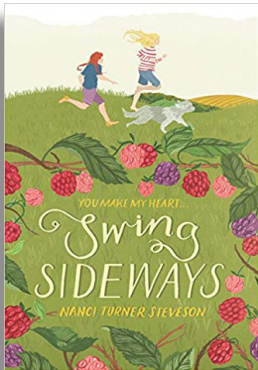


## About the Author: Nanci Turner Steveson



**Nanci Turner Steveson** grew up with a book in one hand, the reins of a pony in the other. She wrote her first “novel” at age nine about a wild horse named Liberty. Nanci is a member of Society of Children’s Book Writers and Illustrators, and is on the Board of Directors of the Jackson Hole Writers Conference. She is a theatre stage manager, Teen Creative Writing Instructor at the Teton County Library, and reading fairy to book hungry children. The mother of two grown sons, Nanci lives in a historic meadow cabin in Jackson Hole, Wyoming, with assorted horses and dogs. She is dedicated to getting books into the hands of the homeless through her Literacy for Hope Project. Nanci is represented by Al Zuckerman, the founder of Writers House, LLC, and can also be reached through her web site at [www.nanciturnersteveson.com](http://www.nanciturnersteveson.com).

## Her Books



Annie has been promised a summer of freedom in the country. Freedom from a difficult school year, freedom from her fake “friends” back in the city, and, most of all, freedom from her mom’s life-governing spreadsheets and rigid schedules. When Annie meets California, who is visiting her grandfather’s farm, it seems she has found the perfect partner for the summer she’s always craved. Especially when California offers Annie a real-life adventure: if she and Annie can find the ponies her mom rode as a girl, surely it will remind her mom how wonderful the farm is—and fix what’s broken between her mom and her grandfather.

But Annie’s summer of freedom is sprinkled with secrets, and everything she has learned about bravery and love will be put to the test when the truth behind the ultimate secret changes her life forever.



Magnolia Grace never wanted to leave Georgia. She never wanted to move with her mama to the farm her daddy owned before he died. But now here she is, in a tiny Vermont town where everybody sings the praises of the father Maggie never knew.

Then Maggie meets the Parker family—two moms, six kids, plus a pony. The Parkers are loud and wild, ask lots of questions, and don’t follow any of the rules Maggie grew up with in Georgia. Suddenly Maggie has questions too—questions about what her father was really like, and why Mama kept him away for so long.

In her search for answers, Maggie will learn that families are like patchwork quilts, sewn together by love, and all the more beautiful for their different colors.



Lizzie St. Claire wants to be invisible. Forced to move out of her home, she and her mom now live in a transitional housing shelter, Good Hope, until they can get back on their feet. Lizzie just wants to keep her head down at Good Hope and her new school, so she doesn’t have to admit the real reason she and her mom lost everything.

But when Lizzie finds herself at the nearby Birchwood Stables, some new friends—along with the arrival of a frightened pony named Fire—help Lizzie to open up and accept help from those around her, even if it means she’ll have more to lose if things change again.

# Common Core State Standards

		Discussion	Crossword	Thematic Study	Concrete Poem	Giving Back
<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.3.2	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.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	•	•	•	•	
CCSS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	•		•	•	
CCSS.ELA-Literacy.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters	•		•	•	
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.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	•	•	•	•	•
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.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	•	•	•	•	•
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.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	•	•	•		
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.	•		•		
<b>English Language Arts Standards » Foundational Skills</b>						
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.	•	•	•	•	•



		Discussion	Crossword	Thematic Study	Concrete Poem	Giving Back
<b>English Language Arts Standards » Foundational Skills</b>						
CCSS.ELA-Literacy.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	•	•	•	•	•
CCSS.ELA-Literacy.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	•	•	•	•	•
CCSS.ELA-Literacy.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.	•	•	•	•	•
CCSS.ELA-Literacy.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	•	•	•	•	•
<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.3.3	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.				•	
CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			•		
CCSS.ELA-Literacy.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				•	
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.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				•	
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.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				•	
<b>English Language Arts Standards » Speaking &amp; Listening</b>						
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.	•		•		•



		Discussion	Crossword	Thematic Study	Concrete Poem	Giving Back
<b>English Language Arts Standards » Speaking &amp; Listening</b>						
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.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.					•
CCSS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			•		•
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.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	•		•		•
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.	•		•		•

