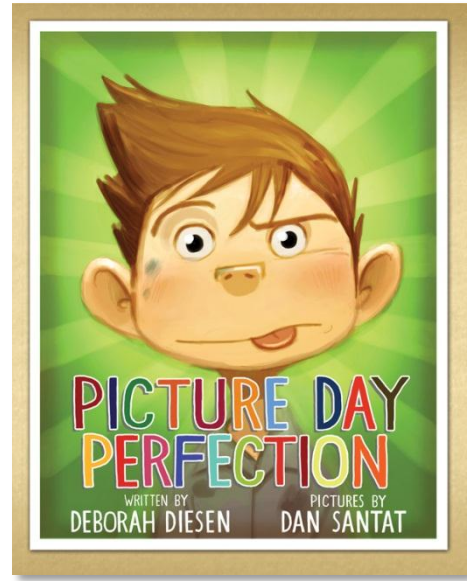


A Common Core State Standards

Aligned Reader's Theatre and
Project Guide for

PICTURE DAY PERFECTION



Grades: 3 to 5

ISBN: 978-1-4197-0844-9

Written by Deborah Diesen

Illustrated by Dan Santat

Published by Abrams Books for Young Readers

It's picture day, and the boy at the center of this charming picture book wants to make sure his picture is *perfect*. It seems as though everything's going wrong for him—he has bedhead, a stained shirt, and a big scowl on his face. But when he goes up for his picture, he thinks about his terrible appearance, and he smiles—because he secretly wants his picture to be the worst ever taken! But just as he smiles, the photo is snapped and his plan is ruined—the photo looks great.

Guide Created by Debbie Gonzales





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Discussion Questions

*I planned for months.
This was going to be the year
of the perfect school picture.
But some days, not everything goes
according to plan.*

- 📖 Define the word 'perfect.'
- 📖 Describe the perfect day.
- 📖 Describe the perfect school picture. Tell what such a picture looks like.
- 📖 Explain the sort of planning that goes into having the perfect school picture. List details that need to be planned for on Picture Day.
- 📖 Identify who is telling this story. Whose story is this?
- 📖 Tell what this boy wants.

Breakfast was "Picture Day Pancakes," a family tradition.

- 📖 A 'tradition' is a custom that celebrates something special, something to look forward to. This family celebrates Picture Day. Explain why this family looks forward to Picture Day. Tell why Picture Day is special to them, and to the boy.
- 📖 Explain how the boy feels about his bedhead. Tell who you know.
- 📖 Describe the sort of school picture he hopes to take.
- 📖 Describe his feelings about his favorite shirt being stained, wrinkled, and smelly.
- 📖 Tell how you would feel if your favorite shirt was in this kind of condition on the special day you'd hoped to wear it.

After that, the teacher had us all stand up and practice our Picture Day smiles.

- 📖 Turn to the spread featuring five kids standing in a row. Compare these kids. How are they same?
- 📖 Contrast these kids. Explain how they are different.
- 📖 Describe how the boy is feeling in this picture. Tell how you know.
- 📖 Explain how the boy got himself in trouble. Tell what he did and why he is wearing that particular expression.
- 📖 Think back on the series of events this boy has experienced since he stepped out of bed. Is his day going as perfectly as he had hoped? How do you know?





*As I sat and waited, everything
that had happened rushed through
my mind. The monstrous messes.
The muddles and mix-ups. The
whole day, from the moment I'd
rolled out of bed, had gone... **PERFECTLY!***

- 📖 When something is 'perfect' it is as good as it can possibly be. Explain how messes and muddles and mix-ups can be perfect.
- 📖 Describe the kind of picture he wants to take.
- 📖 Discuss the boy's plans for the perfect Picture Day. Tell how the events that happened were planned to perfection.

**WASTED!
USELESS!
RUINED,**

- 📖 Describe the boy's feelings about his school picture. How do you know?
- 📖 Explain why his mother is pleased with the picture.
- 📖 What does the boy really want? How do you know?
- 📖 Explain why, in the end, why he didn't get what he wanted.
- 📖 Predict what will happen next year on Picture Day.





A Study of the Story Arc

Objective: To describe and identify the story arc and how its specific parts relate to and build upon each other.

Materials:

- ✂ *Picture Day Perfection*
- ✂ Scissors
- ✂ Glue stick
- ✂ Cardstock
- ✂ Story Arc Discussion Questions (Guide, pg. 6)
- ✂ Story Arc Template (Guide, pg. 7)
- ✂ Story Arc Labels (Guide, pg. 8)
- ✂ Markers (optional)

Procedure:

- ✂ Print Story Arc Discussion Questions. Refer to the story arc graphic when answering questions.
- ✂ Print Story Arc Template on cardstock.
- ✂ Print Story Arc Labels. Use scissors to trim around the labels.
- ✂ Arrange Story Arc Labels in their correct placements on the Story Arc Template
- ✂ Reference the graphic on the Story Arc Discussion Questions sheet before securing the labels in their correct placements with glue sticks.
- ✂ As an option, use markers to draw the plot point scenes rather than affixing the Story Arc Labels in their particular spaces.

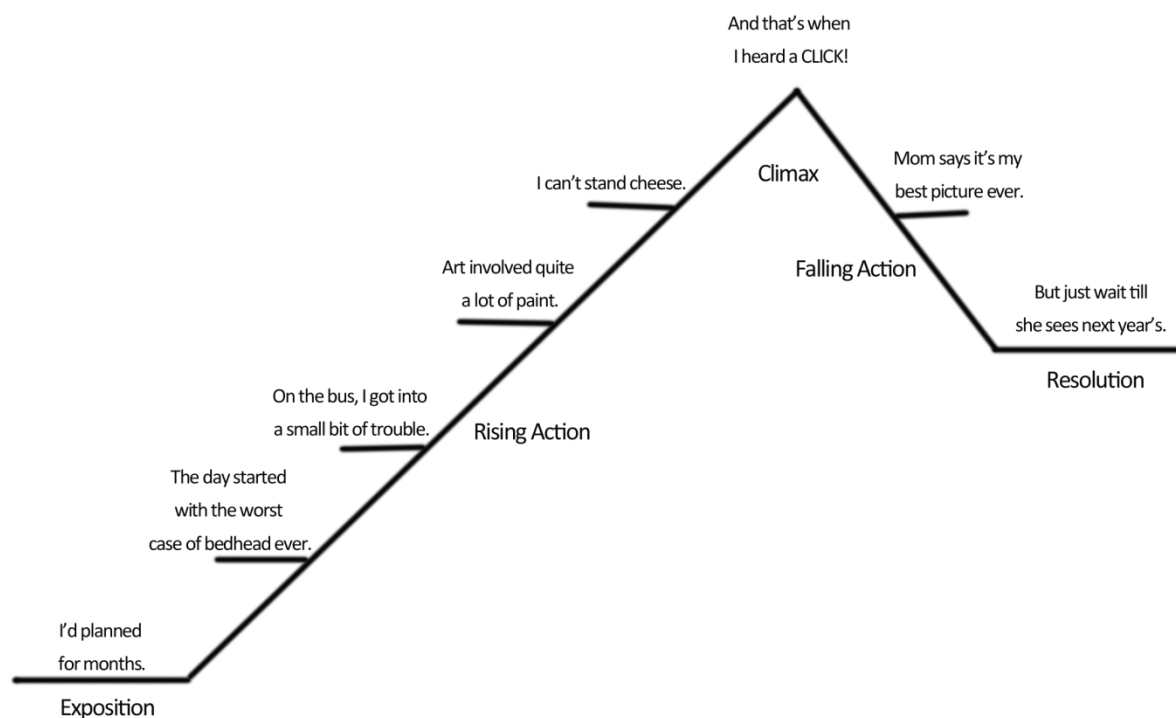




Story Arc Discussion Questions

A **story arc** is defined as being an extended or continuing storyline that follows a **narrative arc**. The word ‘narrative’ means a story that is either spoken or written. Below is a partial story arc for *Picture Day Perfection*. Phrases from selected scenes have been labeled above short line representing **plot points**, specific events that occur during a story. The five parts of a story – the exposition, rising action, climax, falling action, and resolution – are represented below the story arc.

Thumb through *Picture Day Perfection* to locate the illustrations represented by each plot point. Discuss how the plot points associate with their particular function on the story arc.

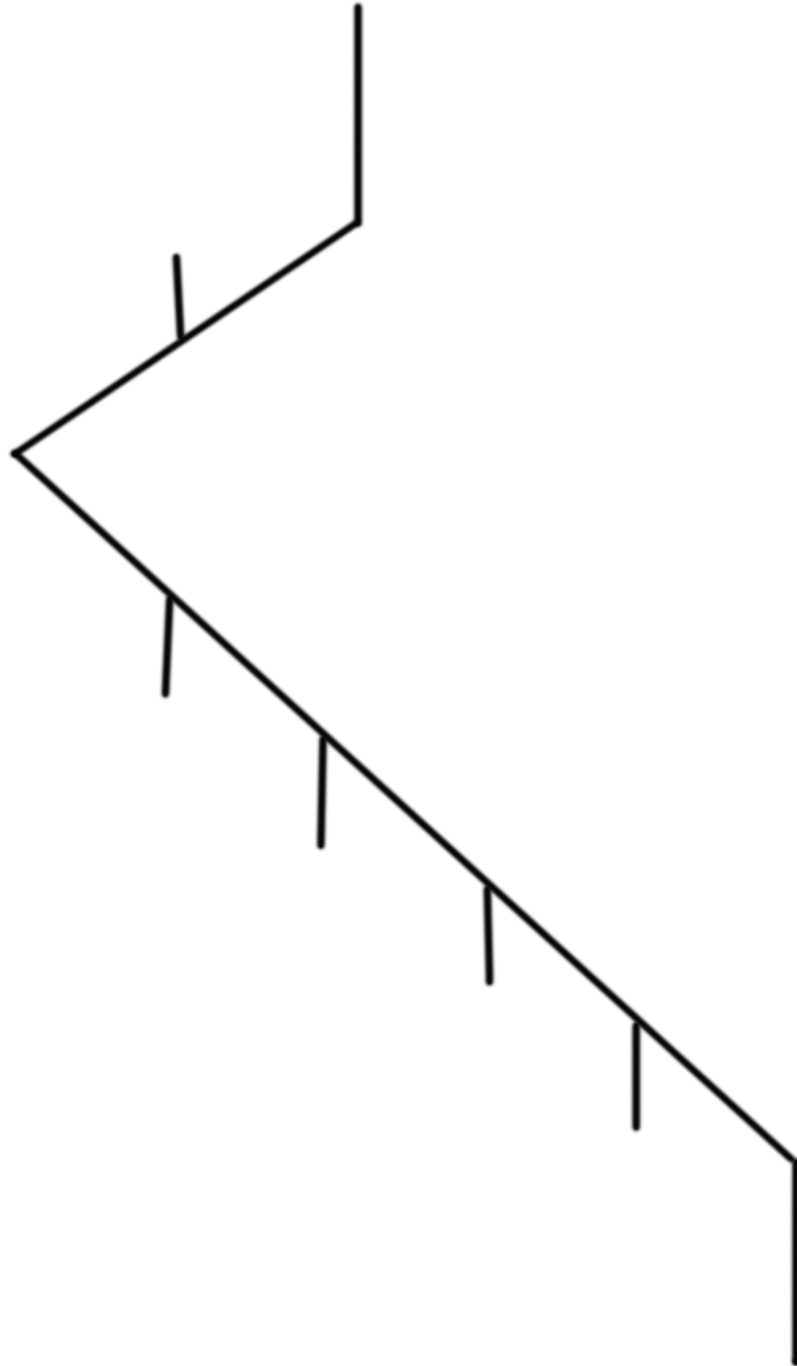


- 📖 The **Exposition** introduces important background information to the reader. Explain how the plot point represented on the story arc introduces background information to the reader.
- 📖 The **Rising Action** is a series of events that link to one another and leads toward the climax of the story. Identify how each plot point build upon one another as part of the Rising Action.
- 📖 The **Climax** is the turning point of the story, one in which charges the main character's fate. Justify how the plot point indicated at the peak of the represents the story's Climax.
- 📖 The **Falling Action** is made of scenes that create problems for the main character. Specify how the plot point identified presents problems for the main character.
- 📖 The **Resolution** is the part of the story arc in which the problem of the story is worked out. Tell how the plot point listed represents the resolution of the story.





Story Arc Template





Story Arc Labels

Rising Action	Resolution	Falling Action
Exposition	Climax	But just wait till she sees next year's.
Mom says it's my best picture ever.	I can't stand cheese.	Art involved quite a lot of paint.
On the bus, I got into a small bit of trouble.	The day started with the worst case of bedhead ever.	I'd planned for months.
	And that's when I heard a CLICK!	





Picture Day Perfection Bingo!

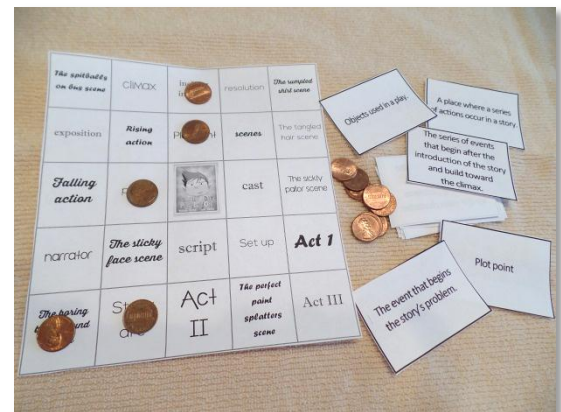
Objective: To refer to the structural elements of stories and dramas in a game-like format, ultimately developing a coherent understanding of a topic.

Materials:

- 📖 *Picture Day Perfection*
- 📖 Cardstock
- ✂️ Scissors
- 📖 The Picture Day Perfection Bingo Board (Guide, pg. 10)
- 📖 The Picture Day Perfection Game Cards (Guide, pg. 11-13)
- 📖 The Picture Day Perfection Bingo Answer Sheet (Guide, pg. 14)
- 📖 25 game pieces (pennies, buttons, beans, etc.) per player

Procedure:

- 📖 Depending on how many players will be competing, print 2 to 4 The Picture Day Perfection Bingo on cardstock.
- 📖 Print double copies of The Picture Day Perfection Secrets Game Cards.
- ✂️ Use scissors to trim around the borders of the game board and the cards.
- 📖 To play the game, mix up game cards and stack them, face down.
- 📖 Each player manages their own game board and collection of game pieces.
- 📖 A player begins by choosing a card from the top of the stack. If the card matches a space on their board, they may mark the match with a game piece.
- 📖 Note that the center space on the game board is a Free Space.
- 📖 The game card is placed near the face down stack.
- 📖 As the game continues, a player loses a turn if they choose a card that has already been covered on their board.
- 📖 When the Plot Point card is chosen, players may choose to play one particular Picture Day Perfection plot point space.
- 📖 The winner has either blocked out 5 spaces in a row or covered all of the spaces, depending how the players decide they'd like to play.
- 📖 Definitions and description can be verified using the Picture Day Perfection Bingo Answer Sheet.



Picture Day Perfection Bingo!





Picture Day Perfection Bingo Game Board

<i>The spitballs on bus scene</i>	CLIMAX	inciting incident	resolution	<i>The rumpled shirt scene</i>
exposition	Rising action	Plot point	<i>scenes</i>	The tangled hair scene
Falling action	props		cast	The sickly pallor scene
narrator	<i>The sticky face scene</i>	script	Set up	Act 1
<i>The boring background scene</i>	Story arc	ACT II	<i>The perfect paint splatters scene</i>	Act III





Picture Day Perfection Bingo Game Cards

<p>The parts of a story - exposition, rising action, climax, falling action, and resolution.</p>	<p>the exposition</p>
<p>A written text of a play, performance, or production.</p>	<p>A place where a series of actions occur in a story.</p>
<p>The series of events that begin after the introduction of the story and build toward the climax.</p>	<p>The part of the story's plot line in which the problem of the story is worked out.</p>
<p>Objects used in a play.</p>	<p>Plot point</p>





Exposition establishing the main characters, their relationships and the world they live in.	The Rising Action during which the main character tries to fix the problem only to find themselves in deeper trouble .
The Resolution of the story and its subplots.	Actors and performers in a dramatic production.
The turning point which changes the main character's fate.	Introduces important background information to the audience or reader.
Scenes in which the conflict unravels, creating problems for the main character.	The event that begins the story's problem.





<p>A cast member or character who tells the story.</p>	<p>A specific event that happens within a plot.</p>
<p>Plot point</p>	<p>Plot point</p>
<p>Plot point</p>	<p>Plot point</p>
<p>Plot point</p>	<p>Plot point</p>





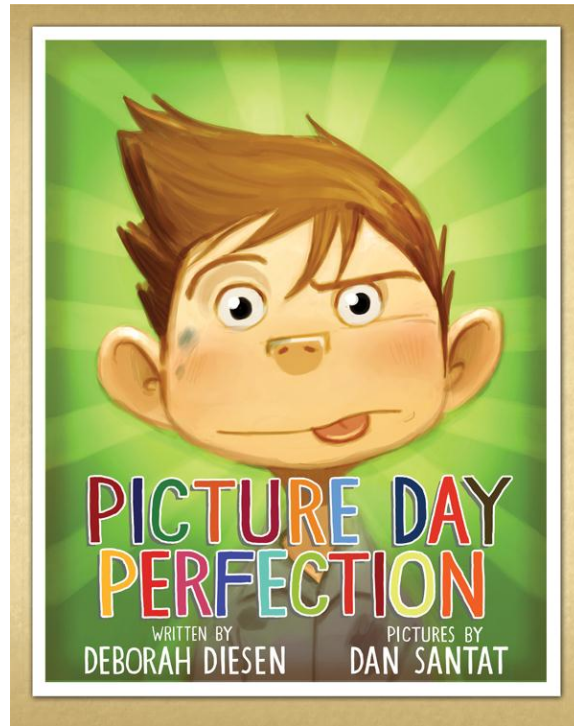
Picture Day Perfection Bingo Answer Guide

Act I	Exposition establishing the main characters, their relationships and the world they live in.
Act II	The Rising Action during which the main character tries to fix the problem only to find themselves in deeper trouble.
Act III	The resolution of the story and its subplots.
cast	Actors and performers in a dramatic production
climax	The turning point which changes the main character's fate.
exposition	Introduces important background information to the audience.
falling action	Scenes in which the conflict unravels, creating problems for the main character.
inciting incident	The event that begins a story's problem.
narrator	A cast member or character who narrates the events of a story.
plot point	A specific event that occurs within a plot.
props	Objects used in a play.
resolution	The part of the story's plot line in which the problem of the story is worked out.
rising action	The series of events that begin after the introduction of the story and build toward the climax.
scene	A place where a series of actions occur in a story.
script	The written text of a play, performance, or production.
set up	The exposition
story arc	The parts of a story - exposition, rising action, climax, falling action, and resolution.
The boring background scene	Plot point
The perfect paint splatters scene	Plot point
The rumpled shirt scene	Plot point
The sickly pallor scene	Plot point
The spitball on bus scene	Plot point
The tangled hair scene	Plot point
The sticky face scene	Plot point





A Core Curriculum State Standards Aligned Reader's Theatre Script For

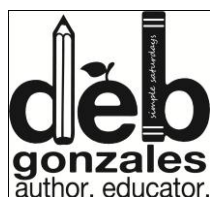


Written by Deborah Diesen

Illustrations by Dan Santat

Published by Abrams Books for Young Readers

Script Created by Debbie Gonzales





What is Readers' Theatre?

Readers' Theatre is a joint dramatic reading from a text, usually with no memorization, no movement and a minimum of props. It involves children in oral reading through reading parts in scripts. Unlike traditional theatre, the emphasis is on oral expression of the part - rather than on acting and costumes.

What is its purpose?

It enables students to bring a text to life and together create a powerful interpretation. It offers less confident readers support from peers and provides a genuine social purpose for attentive reading. It also provides students with models for creating 'the voice behind the page' in their own silent reading. Readers' Theatre provides a real context for reading and has obvious benefits for students by increasing their skills as readers, writers, listeners and speakers.

In the same way that a television adaptation can push book sales through the roof, Readers' Theatre can take students into the world of a text and entice them into enthusiastic reading.

Getting Started

The following pages contain all that is necessary to present a Readers' Theatre production of *Picture Day Perfection*.

- A Playbill is a promotional flyer of which multiple copies can be printed out to be distributed to members of the audience. Cast members can be listed, if desired.
- Cast List
- The Script

***I watched as classmate after classmate
smiled for the camera. I got queasy listening
to everyone say "Cheese."***

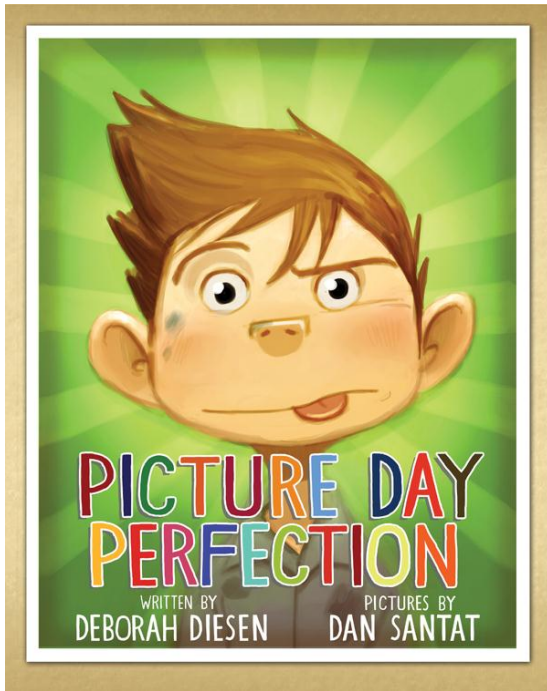
Reference: "Instructional Strategies Online – Readers' Theatre." Online Learning Centre. Web. 1 Dec. 2011.
<http://olc.spsd.sk.ca/de/pd/instr/strats>.





Playbill

Announcing a Readers' Theatre Performance of PICTURE DAY PERFECTION



Date

Time

Place

Cast members

Boy _____ Brother _____

Teacher _____ Bus driver _____

Mom _____ Photographer _____

Narrators 1, 2, & 3 _____

Classmates





Cast of Characters

Boy _____

Brother _____

Teacher _____

Bus Driver _____

Mom _____

Photographer _____

Narrator 1 _____

Narrator 2 _____

Narrator 3 _____

Classmates: _____





The Reader's Theatre Presentation

PICTURE DAY PERFECTION

Written by Deborah Diesen

Illustrated by Dan Santat

ACT I

Cast of Characters (in order of appearance):

Narrator 1

Boy (with badly messed up hair)

Brother

Mom

Props:

A small cup of water

Scene 1: Home

- Narrator 1: He'd planned for months.
- Boy: (Rub hands together and look about in a sinister way.)
- Narrator 1: It was going to be the year of the perfect school picture. But some days, not everything goes according to plan.
- Boy: (Wide-eyed shock!)
- Narrator 1: The day started with the worst case of bedhead *ever*.
- Boy: (Sleepy-eyed, face the audience.)
- Narrator 1: Exhibit A: Front view.





- Boy: (Sleepy-eyed, turn to one side.)
- Narrator 1: Exhibit B: Side view.
- Boy: (Turn back to the audience.)
- Narrator 1: Exhibit C: Back view.
- Brother: (Wide-mouthed laugh. Point an accusing finger at Boy.)
- Narrator 1: Notice the look on his brother's face when he saw the bed head.
- Boy: (Slip on a stained, wrinkled shirt.)
- Narrator 1: It took him quite some time to unearth his favorite shirt. He finally found of at the very bottom of the hamper.
You might call it "stained."
You might call it "wrinkled."
You might even call it "smelly."
- Boy: (Sniff the shirt. Look to the audience. Pinch nose.)
- Narrator 1: You wouldn't be wrong.
- Boy: (Face the audience and shrug.)
- Narrator 1: Breakfast was "Picture Day Pancakes," a family tradition.
- Boy: (Turn back to the audience. Pour water down of shirt.)
- Narrator 1: This year's festivities involved a small syrup disaster.
- Boy: (Turn to face the audience. Look to the splatter on shirt with wide-eyed shock.)
- Mom: (Hands on hips. Visibly angry.)
- Narrator 1: More accurately described as a large syrup disaster.
- Mom: (Point toward the doorway.)
- Narrator 1: He had a feeling that they'd be getting a new family tradition.
- Boy: (Skulk out the doorway.)





ACT II

Cast of Characters (in order of appearance):

Narrator 2

Boy

Bus Driver

Classmates on bus

Teacher

Classmates in classroom

Props:

Bus scene: Chairs lined up in a bus-like format

Straw

Wet spit balls

A folded sheet of paper

Classroom scene: Chairs arranged in in a row

Scene 2: On the Bus - Bus driver seated in the front pantomiming driving at the bus. The boy and classmates are seated in chairs behind.

Narrator 2: On the bus, he got into a small bit of trouble.

Boy: (Pantomime shooting spit balls through straw.)

Narrator 2: Make that a large bit of trouble.





- Bus Driver: (Pantomime getting hit by a spit ball. Turn to the audience, revealing a spitball stuck on face. Pantomime stopping the bus. Angrily point to the boy. Direct him to sit in the seat directly behind the driver's seat.)
- Boy: (Slump in chair. Arms folded.)
- Narrator 2: The bus driver made him sit in the seat right behind him for the rest of the ride.
- Boy: (Scowl.)
- Narrator 2: By the time he got to school, his face was fixed in a scowl.

Scene 3: Classroom – Teacher and classmates seated in a row

- Narrator 2: In class, Mrs. Smith collected photo forms.
- Teacher: (Bored and unenthusiastic. Extend hand toward boy.)
- Boy: (Give folded sheet of paper to teacher.)
- Teacher: (Open sheet of paper. Pantomime reading. Look up to scowl at Boy.)
- Narrator 2: Do you think his mom checked “Emerald Green” for his background?
- Boy: (Face the audience. Shake head slowly.)
- Narrator 2: Or “Peacock Blue?”
- Boy: (Face the audience. Shake head slowly.)
- Narrator 2: Or “Pizzazzy Purple?”
- Boy: (Face the audience. Shake head slowly.)
- Narrator 2: No. Of all the backgrounds in the world, his mom checked snoring-boring “Traditional Gray.”
- Teacher: (Shakes head in disgust.)
- Classmates: (Shake heads in disgust.)
- Narrator 2: No one gets “Traditional Gray.”





- All cast: (Point to Boy.)
- Narrator 2: Except for him. (Point to Boy.)
- Boy: (Face audience with wide-eyed innocent expression.)
- Narrator 2: And it just so happened to be the only color in the world that made his favorite shirt disappear.
- All but the stains and wrinkles.
- Boy: (Face audience. Shrug.)

Scene 4: Classroom – Teacher, Classmates and Boy standing in a row

- Narrator 2: After that, the teacher had the students stand up and practice their Picture Day smiles. He thought they needed a little something to get the class in the Picture Day mood.
- Boy: (Face the audience. Make a ridiculous face.)
- Teacher: (Scowl and wag a finger at Boy. Turn to help another Classmate.)
- Narrator 2: Whoops! He got himself in trouble.
- Boy: (Mock teacher behind her back.)
- Teacher: (Turn toward Boy. Place hands on hips. Scowl.)
- Narrator 2: Again.
- Boy: (Turn to audience and shrug.)





ACT III

Cast of Characters (in order of appearance):

Narrators 1, 2 and 3

Boy

Classmates in classroom

Photographer

Mom

Finale – Entire cast

Props:

A few plastic combs

A stool

A camera

A picture frame

Scene 5: Students in line preparing for school picture.

Boy & Classmates: (Standing in line waiting for turn with photographer. Photographer hands out plastic combs to classmates in line.)

Narrator 3: Finally, it was time to line up for their photos. Ned, the boy just in front of him, get the last complimentary comb.

Boy: (Indignantly fold arms over chest and pout.)

Narrator 3: He watched as classmate after classmate smiled for the camera.

Classmate: (Seated on stool facing photographer) Cheese!





Photographer: Wonderful! Next.

Classmate: (Seated on stool facing photographer) Cheese!

Photographer: Perfect! Next.

Narrator 3: He got queasy listening to everyone say “Cheese.”
He can’t stand cheese.

Boy: (Make a sickly face.)

Narrator 3: The mere thought of cheese turns him green.

Boy: (Hold stomach, becoming nauseous.)

Narrator 3: Deeply green.

Boy: (Hold stomach, woozy with nausea.)

Narrator 3: And, just as his face reached its most awful pea-green shade it was...

Boy: (Appear to be coming close to being really sick.)

Narrator 3: ...his turn.

Scene 6: Boy seated on stool facing photographer and camera.

Narrator 3: He stepped forward and sat down on the stool.

Boy: (Sit on stool. Grimace.)

Narrator 3: It was hard as a rock, and cold as an iceberg.

Photographer: (Look at the Boy.) Just a sec. (Duck behind the camera and fiddle with knobs. Appear to be having some technical trouble.)

Narrator 3: As he sat and waited, everything that had happened rushed through his mind.

Boy: (Seated on stool with hands folded wearing a thoughtful expression on face.)





- Narrator 3: The monstrous messes. The muddles and the mix-ups. The whole day, from the moment he rolled out of bed, had gone...
- Boy: (Sit up straight, grinning.)
- Narrator 3: PERFECTLY!
- Boy: (Smile broadly.)
- Narrator 3: Even better than planned! This year he was going to have the perfect school picture.
- Photographer: (Position behind the camera. Prepare to shoot.)
- Narrator 3: And that's when he hear a...
- Photographer: (Snap a photo.)
- Narrators 1, 2 & 3: CLICK!
- Boy: (Shocked expression.)
- Narrator 3: In a flash, all of his hard work –
- Boy: (Shocked expression. Shaking head.)
- Narrator 3: His perfectly tangled hair.
- Boy: (Touch hair. Shaking head.)
- Narrator 3: His perfectly rumpled shirt.
- Boy: (Touch shirt. Shaking head.)
- Narrator 3: His perfectly sticky face.
- Boy: (Touch face. Shaking head.)
- Narrator 3: His perfectly composed scowl.
- Boy: (Scowl deeply.)
- Narrator 3: That perfectly boring background, that perfect sickly pallor –





Finale – Scene 7: Entire cast surround Boy.

Mom with picture frame stands near Boy.

- Narrator 1: WASTED!
- Narrator 2: USELESS!
- Narrator 3: RUINED!
- Boy: (Disappointed. Pouting. Defeated.)
- Narrator 3: ...in a moment of weakness by an unexpected smile.
- Mom: (Embraces picture frame. Give Boy a kiss on the cheek.)
- Boy: (Look to audience with a sly, mischievous way. Rub hands together as if planning some devious act.)
- Entire cast: (Look to boy with anticipation. Hold poses for a tense dramatic pause.)
- Boy: (In a sinister tone.) But just wait until she sees next year's.

THE END





The Common Core State Standards Alignment

English Language Arts Standards ~ Reading: Literature

		Discussion Questions	Story Arc	Bingo	Reader's Theatre
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.3.5	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.3.7	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.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		✓	✓	✓
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.	✓	✓		✓
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.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		✓		





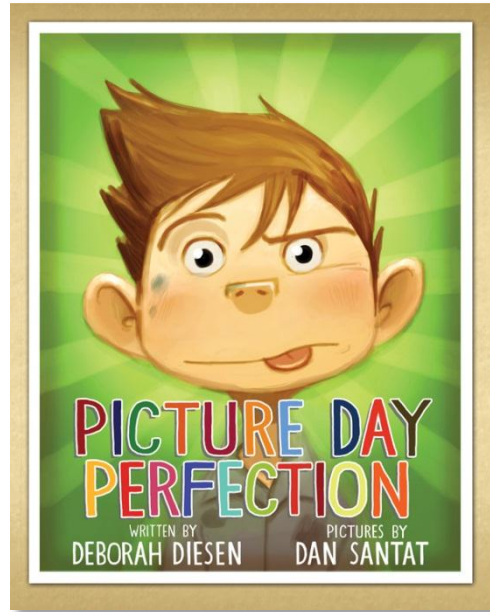
English Language Arts Standards ~ Speaking & Listening

		Discussion Questions	Story Arc	Bingo	Reader's Theatre
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.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.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	✓	✓	✓	✓





Acknowledgements



Written by Deborah Diesen

www.deborahdiesen.com

Illustrated by Dad Santat

www.dantat.com

Guide Created by Debbie Gonzales

www.debbiegonzales.com

