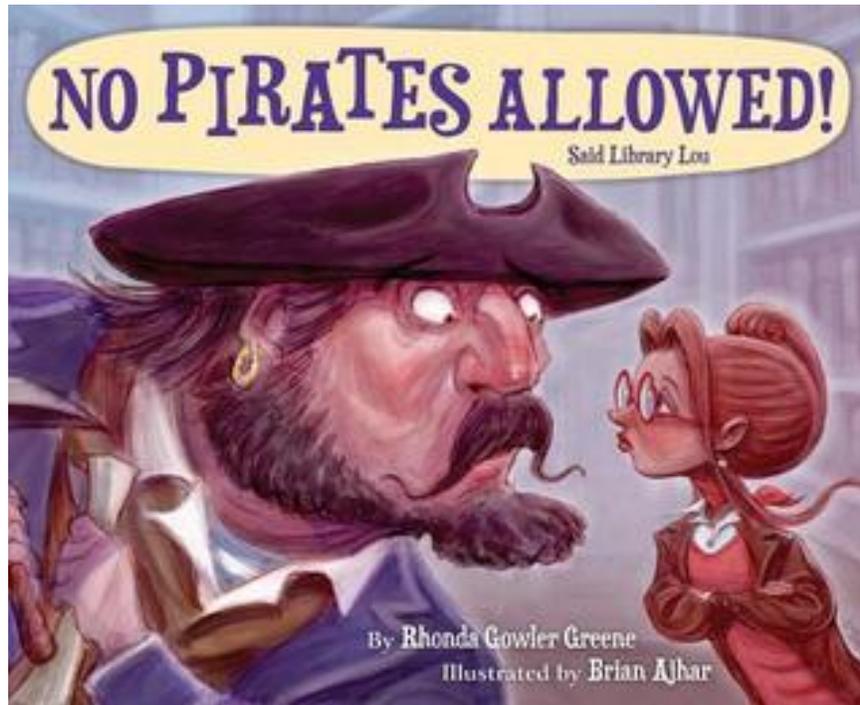


A Core Curriculum State Standards Annotated
Discussion and Activity Guide for



Written by Rhonda Gowler Greene

Illustrated by Brian Ajhar

Published by Sleeping Bear Press

Guide Created by Debbie Gonzales

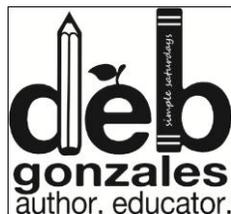
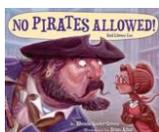
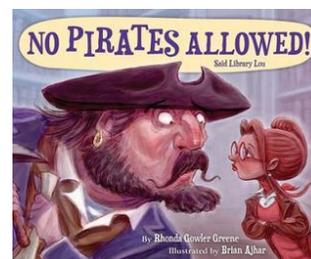


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Pre-Reading Discussion Questions – Take a Book Walk



Consider the front cover of *No Pirates Allowed! Said Library Lou* by discussing the following questions:

- 📖 The title of the book is *No Pirates Allowed! Said Library Lou*. Tell what you think the story may be about.
- 📖 Describe the front cover. Tell what you see.
- 📖 Who are these characters?
- 📖 How are the characters feeling? How do you know?
- 📖 What is the pirate holding in his hands?
- 📖 Compare these two characters. Tell ways that they are the same.
- 📖 Contrast these two characters. Tell of ways that they are different.
- 📖 Where are these characters? What is the setting?

Consider the back cover by discussing the following questions:

- 📖 Who are characters featured on the back cover?
- 📖 Where are they?
- 📖 How do they feel?
- 📖 Why do you think they feel this way?
- 📖 It says that “chills ran down spines” and that these readers “shook.” How does someone feel if they have chills and are shaking?
- 📖 What do you think is going to happen to these characters?



Meet the author – Rhonda Gowler Greene:

- 📖 Tell what you know about an author. What tools do they use to tell stories?
- 📖 Click [HERE](#) to access Rhonda Gowler Greene’s website. In it, she talks about her love of reading. Do you think her love for reading well has helped her publish over 20 books. How so?

Meet the illustrator – Brian Ajhar:

- 📖 Tell what you know about an illustrator. What tools do they use to tell stories?
- 📖 What is an illustration?
- 📖 Click [HERE](#) to access Brian Ajhar’s website. Watch some of the videos he has posted there. Where do you think Brian finds the inspiration to draw so many different characters?

Click [HERE](#) to watch a book trailer for *No Pirate Allowed! Said Library Lou*

Now let’s get reading.

Greene, Rhonda Gowler, and Brian Ajhar. *No Pirates Allowed! Said Library Lou*. Ann Arbor, MI: Sleeping Bear Press, 2013.
ISBN: 978-1-58536-796-2

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Post-Reading Discussion Questions

Minute by minute, their tempers both flared as they stood head to head and doggedly dared!



- 📖 What is happening in this illustration?
- 📖 A temper is defined as a bad mood, anger, and fury. Tell why Pirate Pete and Library Lou's tempers are flaring. Why are they both so mad?
- 📖 How did the illustrator show their emotions? What details in the illustration communicate how Pirate Pete and Library Lou are feeling?
- 📖 What does Pirate Pete want?
- 📖 What does Library Lou want?
- 📖 Pirate Pete is much larger in size than Library Lou – towering over her – and he is holding a pickaxe in his hand. Why is she not afraid of him?

The next day they burst through that library door with a fresh soapy scent but – as LOUD as before!

- 📖 Pirate Pete and Igor return to the library after bathing, which is what Library Lou told him to do.
 - Tell of ways that Pirate Pete changed after bathing.
 - Tell of ways that he is still the same.
- 📖 In this illustration, Library Lou is pushing a cart loaded with books. What is she going to do with those books?
- 📖 With regard to finding the “loot,” Library Lou tells Pirate Pete “not yet.” Explain why.

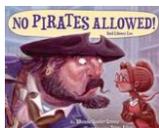
“Correct!” answered Lou. “In a book, there’s a clue. I’ve given my help. It’s now...up to you.”



- 📖 What does Library Lou mean when she says, “It’s now...up to you?”
- 📖 Notice the way the illustrator uses height to show the changes happening between the characters.
 - Tell why, in this illustration, Library Lou is standing high above Pirate Pete’s head. What message is the illustrator giving the reader by drawing Library Lou in this way?
 - Notice the way Pirate Pete is standing looking at the huge wall and stacks of books in front of him. Describe how you think Pirate Pete is feeling.
 - Why do you think the illustrator did not give Pirate Pete his ax and pick in this scene?
- 📖 Look through the book and notice the use of size in other illustrations. Tell how words and illustrations work together to tell a great story.

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Those factual books, Big Pete came to love. He read about things that he'd never heard of – stink bugs...and baseball...and surfing...and Mars...dinosaurs, mummies, electric guitars!

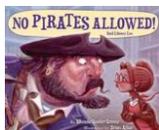


- ☞ Explain the change in Pirate Pete. What is happening to him?
- ☞ Tell why Pete is changing. What is causing him to become interested in other things besides being loud and mean?
- ☞ Who has caused the change? Library Lou? Or has Pirate Pete created the change himself? How so?
- ☞ Look closely at the illustration. Notice that Pete, books, and the barrel he is using as a deck are illustrated in dark, full tones and the characters behind him are less bright. Explain why this is so. What do you think the illustrator was trying to say through the use of color and style?

The next day...at Seabreezy Library, things were just right. Book lovers were cozy. The sky was blue-bright when Big Pete and Igor tiptoed through the door (shhh...) and spied Library Lou in aisle four hundred and four.



- ☞ Compare this illustration with the one featured on the book cover. Discover ways that the two are similar.
- ☞ Contrast this illustration with the one featured on the book cover. Tell of ways that they are different.
- ☞ The word *grateful* means to be thankful and appreciative. Does Pirate Pete feel grateful to Library Lou? If so, why?
- ☞ The word *proud* means to be pleased, content, and glad. Do these words describe the way Library Lou feels for Pirate Pete? Explain your answer.
- ☞ Which character changed the most in the story? In what ways?
- ☞ Which character stayed the same? How so?
- ☞ Do you think that the story has ended here? If not, predict what will happen to Pirate Pete and Library Lou.
- ☞ Use the writing paper on the following page to write and illustrate a new ending for the story.



Handwriting practice lines consisting of 10 sets of three horizontal lines (top, middle-dotted, bottom).

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Story Sequencing

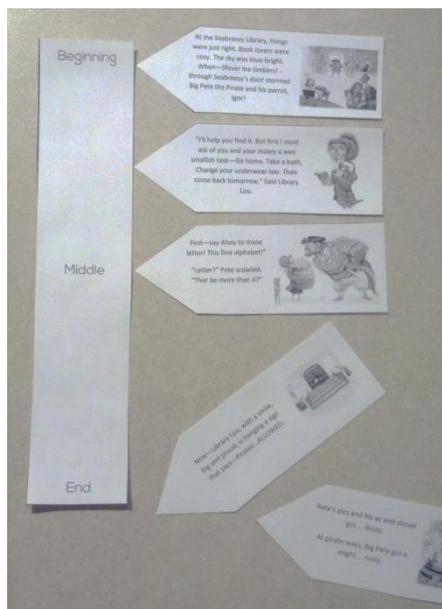
Objective: To use clues from both illustrations and text to organize plot points along a story line, as well as to identify characters, setting, and major events of the story.

Materials:

- ☞ Cardstock
- ☞ Scissors
- ☞ Story Strip – Beginning, middle & end (page 8)
- ☞ Plot Arrows (page 8)
- ☞ The book *No Pirates Allowed! Said Library Lou*

Procedure:

- ☞ Print Story Strip and Plot Arrows on cardstock.
- ☞ Use scissors to cut out Story Strip and Plot Arrows.
- ☞ Study the illustration and text printed on the Plot Arrows taking care to identify the characters and setting in the scene.
- ☞ Sequence the Plot Arrows according to the sequence of occurrence in the story emphasizing the beginning, middle, and end of the story.
- ☞ Use either the book or the Story Sequencing answer sheet found on page 9 to verify correct plot point sequencing.



Story Sequencing

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Story Sequencing Cards

"I'll help you find it. But first I must ask of you and your matey a wee smallish task—Go home. Take a bath. Change your underwear too. Then come back tomorrow," said Library Lou.



Pete's picks and his ax and his shovel got ... dusty.

At piratey ways, Big Pete got a might ... rusty.



Now—Library Lou, with a smile, big and proud, is hanging a sign that says—Pirates...ALLOWED.



At Seabreezy Library, things were just right. Book lovers were cozy. The sky was blue-bright when—Shiver me timbers! - through Seabreezy's door stormed Big Pirate Pete and his parrot, Igor!



First—say Ahoy to these letters! This fine alphabet!"

"Letters?" Pete scowled. "Thar be more than X?"



Beginning

Middle

End



Story Sequencing Answers

Beginning

At Seabreezy Library, things were just right. Book lovers were cozy. The sky was blue-bright when— Shiver me timbers! - through Seabreezy's door stormed Big Pirate Pete and his parrot, Igor!



"I'll help you find it. But first I must ask of you and your matey a wee smallish task—Go home. Take a bath. Change your underwear too. Then come back tomorrow," said Library Lou.



Middle

First—say Ahoy to these letters! This fine alphabet!"

"Letters?" Pete scowled.
"Thar be more than X?"



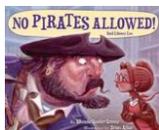
Pete's picks and his ax and his shovel got ... dusty.

At piratey ways, Big Pete got a might ... rusty.



End

Now—Library Lou, with a smile, big and proud, is hanging a sign that says—Pirates...ALLOWED.



Alphabetizing

Objective: To practice the skills of letter recognition, beginning word analysis, and letter matching in a concrete, manipulative manner.

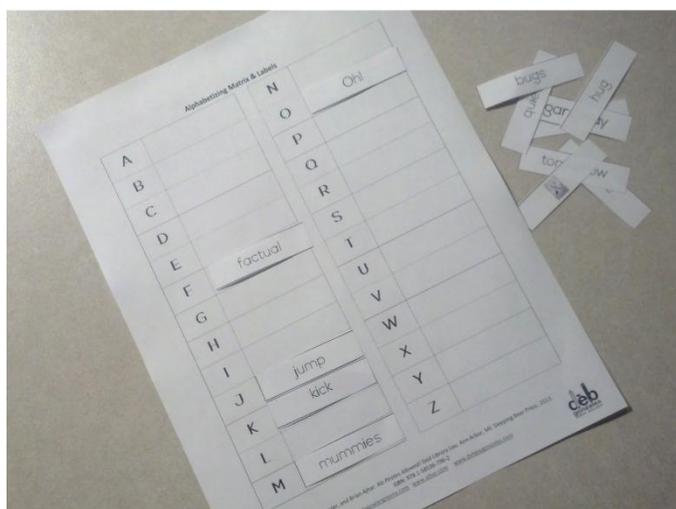


Materials:

- 📄 Computer paper or cardstock
- ✂ Scissors
- 📌 Glue sticks or tape
- 📄 Alphabetizing Matrix & Labels (pages 11 & 12)

Procedure:

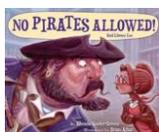
- 📄 Print Alphabetizing Matrix & Labels on either computer paper or cardstock.
- ✂ Cut out the labels.
- 📄 Using the Alphabetizing Matrix, match the first letter of the word printed on the labels with the correct letter of the alphabet.
- 📄 Continue until all word labels have been matched on the Alphabetizing Matrix.
- 📄 Tape or glue the words in correct space on the Alphabetizing Matrix.
- 📄 Check your work using the answer sheet found on page 13.



Alphabetizing

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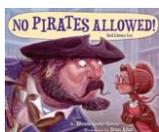
Alphabetizing Matrix & Labels

A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

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pirate	code
rusty	kick
electric	gangway
listen	tomorrow
ventured	bugs
Yo-ho-ho!	
zoom	wee
alphabet	factual
dinosaurs	jump
night	mummies
Seabreezy	hug
underwear	quiet
Igor	Oh!

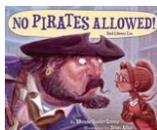
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Alphabetizing Answer Sheet

A	alphabet	N	night
B	bugs	O	Oh!
C	code	P	pirate
D	dinosaurs	Q	quiet
E	electric	R	rusty
F	factual	S	Seabreezy
G	gangway	T	tomorrow
H	hug	U	underwear
I	Igor	V	ventured
J	jump	W	wee
K	kick	X	
L	listen	Y	Yo-ho-ho!
M	mummies	Z	zoom



Dewey Decimal Matching Game

The system that libraries use to organize books on shelves was invented by Melvil Dewey, who lived from 1851 to 1931. Using the **Dewey Decimal System**, each book is assigned a three-digit number based on what it is about - think of it as a code for that subject. A book's Dewey number is also called its "**call number**".

A digit is one number, 0 through 9. For example, the number 629 has 3 digits - the first one is a 6, the second is a 2, and the third is a 9. The first digit of a three-digit Dewey number tells you what main Dewey group a book belongs in.

~ Dewey Decimal for Kids – [Breitlinks.com](http://www.breitlinks.com)

Resource: "Dewey Decimal for Kids." *Dewey Decimal for Kids*. Web. 31 Oct. 2013.
<http://www.breitlinks.com/dewey_for_kids.htm>.

Objective: To catalog genre classification using Dewey Decimal System call numbers in a hands-on, manipulative manner.

Materials:

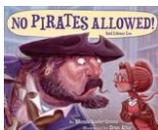
-  Computer paper or cardstock
-  Scissors
-  The Dewey Decimal Matching Game Board – Bookshelf (page 16)
-  The Dewey Decimal Matching Game Pieces – Books (page 17)
-  The Dewey Decimal Matching Game Answer sheet (page 18)

Procedure:

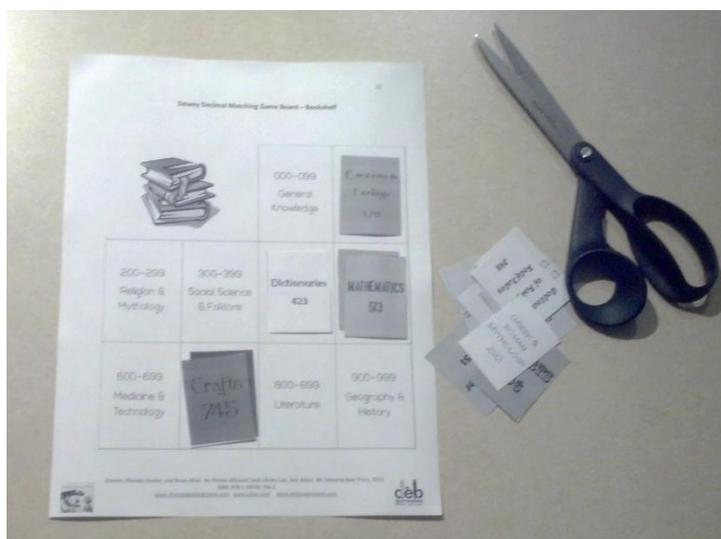
-  Print The Dewey Decimal Matching Game Board – Bookshelf (page 16) and The Dewey Decimal Matching Game Pieces – Books (page 17).
-  Trim around the “Book” borders.
-  Discuss the catalog classification printed on each book.
 - The subject matter is printed in creative fonts on each book.
 - Each book is labeled with a 3-digit call number code.
 - The first digit signifies the subject matter’s main grouping within the Dewey Decimal System.
 - The second digit tells what the book is about.
 - The third digit reveals even more specific information about the book.

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- Discuss the cataloging classification numbers listed inside the Dewey Decimal Matching Game Board – Bookshelf.
 - Each rectangle has a numeric range and subject category listed in it – the structure of the Dewey Decimal System.
 - Explain that libraries use this call number system to organize books on the shelf and that books have specific three digit call numbers, based on subject matter, assigned to them.
- Catalog using the Dewey categories on the bookshelf by matching books in the correct space on the Dewey Decimal Matching Game Board – Bookshelf.
- Once all books have been cataloged on the bookshelf, check your work using the Dewey Decimal Matching Game Answer sheet (page 18) as a reference.



The Dewey Decimal Matching Game

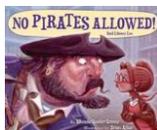
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Dewey Decimal Matching Game Board – Bookshelf

		<p>000–099</p> <p>General Knowledge</p>	<p>100–199</p> <p>Philosophy & Mythology</p>
<p>200–299</p> <p>Religion & Mythology</p>	<p>300–399</p> <p>Social Science & Folklore</p>	<p>400–499</p> <p>Language</p>	<p>500–599</p> <p>Math & Science</p>
<p>600–699</p> <p>Medicine & Technology</p>	<p>700–799</p> <p>Arts & Recreation</p>	<p>800–899</p> <p>Literature</p>	<p>900–999</p> <p>Geography & History</p>

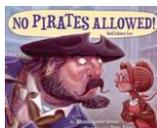


Dewey Decimal Matching Game Pieces – Books

Weather 551	Australia & New Zealand 993-994	<i>Dinosaurs</i> <i>567</i>	British Literature 820, 829
<i>Jokes & Riddles</i> 818	Pets 636	UFO's & the Unexplained 001	<i>Collections of Fairy & Folk Tales</i> 398
Dictionaries 423	<i>Crafts</i> <i>745</i>	<i>Emotions & Feelings</i> 170	GREEK & ROMAN MYTHOLOGY 292
MATHEMATICS 513	<i>Magic Tricks</i> <i>793.8</i>	Insects 595	SPORTS 796

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Dewey Decimal Matching Game Answers



		000–099 General Knowledge ----- UFO's & the Unexplained 001	100–199 Philosophy & Mythology ----- Emotions & Feelings 170
200–299 Religion & Mythology ----- GREEK & ROMAN MYTHOLOGY 292	300–399 Social Science & Folklore ----- <i>Collections of Fairy & Folk Tales 398</i>	400–499 Language ----- Dictionaries 423	500–599 Math & Science ----- Weather 551 DINOSAURS 567 MATHEMATICS 513 Insects 595
600–699 Medicine & Technology ----- Pets 636	700–799 Arts & Recreation ----- Crafts 745 Magic Tricks 793.8 SPORTS 796	800–899 Literature ----- Jokes & Riddles 818 British Literature 820, 829	900–999 Geography & History ----- Australia & New Zealand 993–994



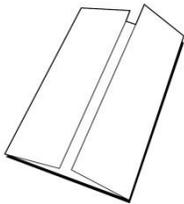
Diorama & Scene Analysis

Objective: To re-create and summarize a scene.

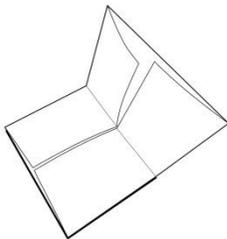
Materials:

- ☞ Paper (Cardstock)
- ☞ Scissors
- ☞ Tape
- ☞ Markers
- ☞ Character cut outs (page 21)
- ☞ Writing paper (page 22)
- ☞ The book *No Pirates Allowed! Said Library Lou*

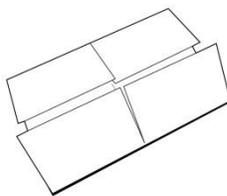
Procedure



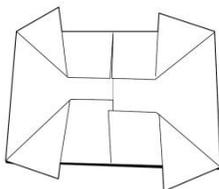
- ☞ Fold paper lengthwise creating a shutter fold.



- ☞ Fold top and bottom edges in half and crease.



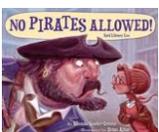
- ☞ Cut along crease to form 4 paper doors.

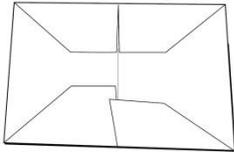


- ☞ Fold the two corners back to the outer edges.

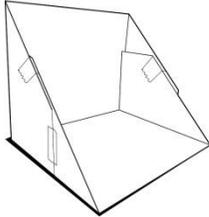
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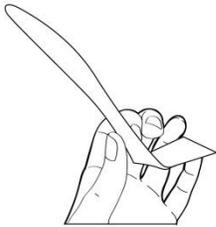




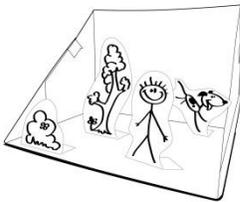
- ✎ Cut off the outer edge triangles along the crease.



- ✎ Form a 90 degree angle along the center crease. Tape sides together.



- ✎ Trim around the edges of the character cut outs. Fold tab back.

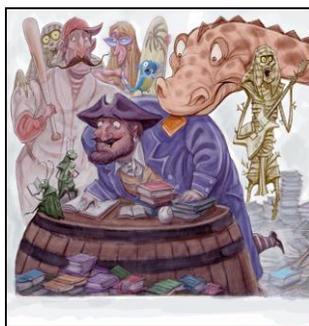


- ✎ Tape character to the base of the diorama.

- ✎ Use markers to decorate the base and backdrop of your diorama.
- ✎ Make additional characters and props of your own with paper, markers, and scissors.
- ✎ Use writing paper found on page 22 to describe the scene. Retell the story in your own words.



Character Cut Outs

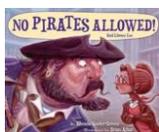


Writing Paper

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom) with a dotted line in the middle, providing a guide for letter height and placement.

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Meet the Author & Illustrator

Rhonda Gowler Greene is the author of over twenty children’s books (*This is the Teacher*, *The Very First Thanksgiving Day*, *Santa’s Stuck*, etc.) Her books have received honors such as IRA Children’s Choice Book, Bank Street College Best Book, *School Library Journal* Best Book, and starred reviews. A dynamic speaker, Rhonda has presented at schools, libraries, and conferences across the country for the past 15+ years. Her goal at school visits? Get students excited about reading and writing! Rhonda is a former elementary school teacher and has a Master’s degree in educational media. She lives in West Bloomfield, Michigan, with her husband, Gary. They have four grown children. To learn more, visit www.rhondagowlergreene.com.



Author Rhonda Gowler Greene

What inspired the book? “Two great picture books inspired the story— *Library Lion* and *How I Became a Pirate*. One day I saw them listed on the *New York Times* children’s bestseller list. They sparked an idea—Why not put a pirate in a library? A pirate is always looking for treasure. The treasure could be books. I made Pirate Pete have to discover that for himself though, with some help from witty Library Lou.”



Illustrator Brian Ajhar

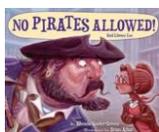
Brian Ajhar’s career as an artist has spanned three decades. His extensive and diverse client list includes numerous magazines, newspapers, advertising agencies, corporate clients, and book publishers. His illustrated children’s books have been published worldwide in a multitude of languages and have appeared on the *New York Times* Bestseller list.

Ajhar’s work is widely recognized for its distinctive and humorous point of view. The diverse range of his ideas have adapted to a variety of social, economic, and political issues. His whimsical paintings incorporate traditional mediums such as watercolors, acrylics, pencils and inks that have been integrated with digital technology. His earliest influences were the works of 19th century European political satirists and book illustrators.

Brian’s work has been featured in many articles and books written about the field of illustration. “The Illustrator in America” 1860-2000 written by well-known illustration historian Walt Reed who profiled Brian as a major influence on illustration in the 1990s. An excerpt from the book follows: “*Ajhar has a free and fluid style of drawing coupled with humor that looks uninhibited and easy. It is based on the strong knowledge of the figure, however, and the ability to draw without slavish reliance on photographs*”.

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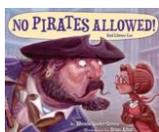
Core Curriculum State Standards Annotations

English Language Arts Standards » Reading: Literature

		Discussion Questions	Story Sequencing	Alphabetizing	Dewey Decimal Matching	Diorama	Meet the Author/Illustrator
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	✓	✓			✓	
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓	✓			✓	
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.	✓					✓
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	✓	✓			✓	
RL.K.10	Actively engage in group reading activities with purpose and understanding.	✓	✓	✓	✓	✓	✓
RL.1.1	Ask and answer questions about key details in a text.	✓	✓			✓	
RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓	✓			✓	
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	✓	✓			✓	
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	✓	✓	✓	✓	✓	✓
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.	✓	✓				
RL.2.3	Describe how characters in a story respond to major events and challenges.	✓	✓				

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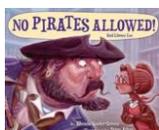
English Language Arts Standards » Reading: Literature (cont.)

		Discussion Questions	Story Sequencing	Alphabetizing	Dewey Decimal Matching	Diorama	Meet the Author/Illustrator
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	✓	✓				
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.	✓	✓			✓	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓	✓
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓	✓				
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	✓	✓				
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)	✓					
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.	✓	✓	✓	✓	✓	✓

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English Language Arts Standards » Writing

		Discussion Questions	Story Sequencing	Alphabetizing	Dewey Decimal Matching	Diorama	Meet the Author/Illustrator
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.	✓				✓	
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	✓				✓	
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	✓				✓	

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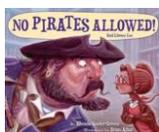
English Language Arts Standards » Speaking & Listening

		Discussion Questions	Story Sequencing	Alphabetizing	Dewey Decimal Matching	Diorama	Meet the Author/Illustrator
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.	✓					
SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	✓					
SL.K.1b	Continue a conversation through multiple exchanges.	✓					
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.	✓	✓			✓	
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓	✓	✓	✓	
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	✓				✓	
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.					✓	
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	✓					
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.	✓					
SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	✓					
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	✓					
SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.	✓					

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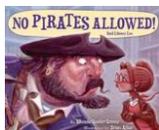
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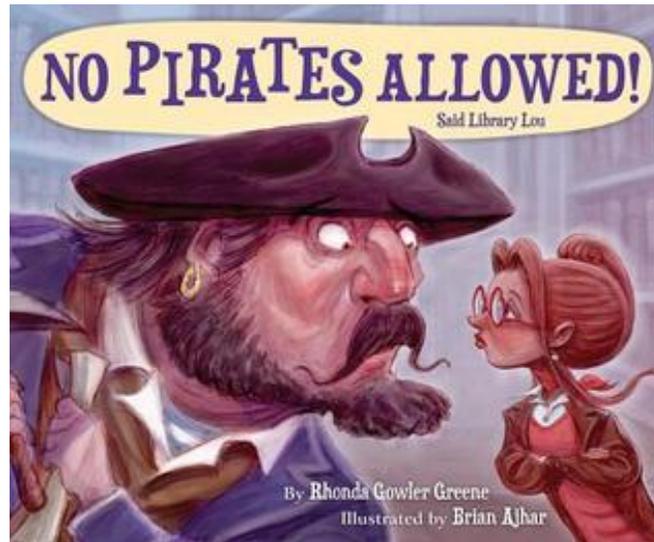


English Language Arts Standards » Speaking & Listening (cont.)

		Discussion Questions	Story Sequencing	Alphabetizing	Dewey Decimal Matching	Diorama	Author/Illustrator	Meet the
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓	✓			✓		
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	✓	✓	✓	✓	✓		
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓	✓					
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	✓				✓		
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.	✓						
SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓						
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	✓						
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	✓	✓	✓	✓	✓		
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓	✓			✓		
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.	✓						
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓						
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	✓						
SL.3.1d	Explain their own ideas and understanding in light of the discussion.	✓						



Acknowledgments



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