A sweet and fun and clever story about accepting yourself for who you are and being brave.

A great read-aloud picture book about a scaredy squid named Stubby (a stubby squid, rossia pacifica) who makes a BIG MISTAKE . . . getting a pen pal.

Intimidated by his new pen pal’s name--Razor Clam--and the extraordinary stories Razor writes about his exploits, Stubby gets carried away making up fantastic stories of his own bravery that end up putting him in hot water when something real and scary happens. But perhaps all his brave imaginings have made him brave enough to find a happy ending?
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Pre-Reading Discussion

• Consider the illustration depicted on the front of the book. Describe the character featured in the center. The creature is called a squid. Study the squid’s expression. Predict how the squid feels. How do you know?
• Describe the setting. Where do you think this story is going to take place?
• The squid is holding a fountain pen in his tentacles. Predict why he is doing so.
• Read the title of the book. Notice that the letters ful have been crossed out and replaced by the letters less, causing the word to be read as Fearless rather than Fearful. Explain the difference between being fearless and fearful. Predict what the crossing out of letters might have to do with the story.
• What do you think this story is going to be about? Identify clues in the illustration that support your prediction.

Meet the Author–Barbara Davis-Pyles:
• As a child, Barbara’s three most favorite things were horses, books, and school. Consider how her childhood enjoyment of books might have prepared her to become an author.
• On her website, Barbara states that she was the first person in her family to attend college. She loved going to school so much that she took all of the classes she could before she was finally made to stop. Make a connection with her passion for education and a love of reading. How do they compliment one another?
• When she was young, Barbara was known as the “story-fixer”, which means she tried to help others create happy endings to their stories. After reading Stubby the Fearless Squid, discuss whether she employed her “story-fixer” skills by creating yet another happy ending.

Meet the Illustrator–Carolyn Conahan:
• Carolyn enjoyed a childhood filled with horseback riding, hauling hay, watching rocket launches, and taking long road trips with her father. Discuss how being an outdoor-loving kid might influence the subjects she enjoys illustrating.
• On her website, Carol writes about opportunities she’s had to “...swim with pretty fish, sharks, barracudas, and alligators”. Consider the illustrations on the front and back covers of Stubby the Fearless Squid. Point out how those childhood experiences served to prepare her to illustrate this book.
• In college, Carol felt the most useful skills she gained were the freedom to ponder, to doodle, and to paint. Do you feel that it is important for an illustrator to be free to follow their own creative process while working on a project? Explain your answer.
Post-Reading Discussion

Stubby was a scaredy squid.  
But one day he had a brave idea.

• The word scared means panicked, worried, and anxious. Discuss what being a scaredy squid might be like for Stubby. What would it be like to always feel panicked, worried, and anxious?
• The word brave is defined as bold, adventurous, and courageous. Compare the definition of scared with the meaning of the word brave. Discuss the vast differences between each definition.
• Determine how and why a scaredy squid might have a brave idea. What might might inspire Stubby to do so?

Clearly Stubby had gotten carried away and that was a mistake.

• Reread the first letter Stubby wrote to Razor. Closely consider the words and phrases he added and crossed out. Determine what the message of the letter might be if he had not crossed out anything.
• The phrase gotten carried away means to become overly excited and to take things too far. Tell why Stubby felt that he had gotten carried away with the letter.
• Do you think that Stubby made a mistake by pretending to be fearless in the letter? Explain your answer.

But Stubby wrote back, even though it was probably a mistake.

• Considering the return letter sent to Stubby, predict how brave and bold Razor might be. Describe the courage required to dodge the pinchers of an angry, six-legged Alaskan king crab well over three times his size.
• Though Stubby knew that the story he told in his response to Razor was not true, predict why he chose to write it and send it.
• The word mistake means a blooper, an error, or a misunderstanding. Make a connection between the definition or the word mistake and Stubby’s return letter.
• Explain why he decided to send the letter, even though he knew that the message was not true.
But when Razor arrived, Stubby put on his bravest face and talked of all the daring things they could do.
And that was the biggest mistake of all.

• When squids feel threatened, they release a cloud of ink into the water around them making the water dark and murky. This ink confuses the predator, giving the squid a chance to escape. Consider how the exciting stories Stubby told Razor might have caused him to feel threatened enough to ink himself.
• How do you think Razor felt while listening to Stubby’s stories?
• Which action is more of a mistake, telling daring stories or inking? Explain your answer.

Stubby was so frightened he forgot to think – or even ink!

• Consider that, while Stubby was being truthful with Razor about not really being brave, he noticed the otter reaching for his new friend. Explain why, during this moment, instead of behaving fearfully, Stubby became fearless.
• Stubby confronts the otter by tickling him, honking his nose, and riding his back. How is it that Stubby knew to control the otter in this way? Where did he get the ideas – and the bravery – to do so?
• Which action required the most courage for Stubby to do, being truthful with Razor or confronting the otter? Explain your answer.

So instead of having daring adventures together, Stubby and Razor wrote about them.
Until one day they had a brave idea.

• Explain why sharing stories can be considered to be an act of bravery.
• Observe the characters depicted in the illustration featuring Stubby reading his story aloud to the group. Describe the creatures’s’s reaction to Stubby’s stories. Identify clues in the illustration that suggest how the animals are feeling.
• Describe how truth, friendship, and the power of a good story brought about a change in Stubby.
Antonym Matching

Objective: To identify antonyms for words featured in the text.

Materials:
- *Stubby, the Fearless Squid*, the book
- Antonym Matching Worksheet (Guide, pg. 7)
- Antonym Matching Worksheet Answers (Guide, pg. 8)
- Antonym Illustrating (Guide, pg. 9)
- Pencil
- Ruler
- Markers

Procedure:
- Discuss the concept of opposites with the student. Explain the definition of the word *antonym*. Tell the students that the story of *Stubby, the Fearless Squid* is comprised of antonyms. Re-read the story to discover examples of how Stubby used antonyms to create his adventurous pen pal letters.
- Print a copy of the Antonym Matching Worksheet. Instruct students to match the antonyms by drawing lines to connect them. (Note that a sample match has been made on the worksheet.)
- Check matches using the Antonym Matching Worksheet Answers sheet.
- Encourage students to chose a matching pair of antonyms that they like the best. Using the Antonym Illustrating sheet, instruct students to write each antonym in the spaces provided in the upper portion of the template. Have them illustrate an example of each antonym in the spaces below each chosen world.
- Encourage students to share their work with the class.
Antonym Matching Worksheet

Draw a line to the correct match.

fearful — nothing

everything — scared

gutless — timid

mistake — truth

rumor — love

daring — remembered

brave — know

frightened — gutsy

forgot — bold

guess — correct

loathe — fearless
Antonym Matching Worksheet Answers

Draw a line to the correct match.

- fearful
- everything
- gutless
- mistake
- rumor
- daring
- brave
- frightened
- forgot
- guess
- loathe
- nothing
- scared
- timid
- truth
- love
- remembered
- know
- gutsy
- bold
- correct
- fearless
Antonym Illustrating
The Who Am I Folder Game

**Objective:** Use information gained from the illustrations and words to demonstrate understanding of its characters, setting, or plot.

**Materials:**
- *Stubby The Fearless Squid*, the book
- The Who Am I Folder Game Cover & Card Pocket (Guide, pg. 11)
- Who Am I Cards (Guides, pgs. 12-13)
- Critter Grid (Guide, pg. 14)
- The Who Am I Cards Answers (Guide, pgs. 15-16)
- Scissors
- Glue Sticks
- Tape
- A letter-sized manila folder
- Twelve small game pieces (For example beans, buttons, pennies, etc.)

**Procedure:**
- Print the **Folder Game Cover & Pockets, Who Am I Cards**, and the **Critter Grid**.
- Use scissors to trim around the borders of the Folder Game Cover & Pockets, Who Am I Cards, and the Critter Grid.
- Use glue sticks and tape to secure Game Cover to the front of the manila folder and the Pocket and Critter Grid to the inside of the folder.
- Insert the Who Am I Cards in the **Card Pocket**.
- To play the game, match each Who Am I Card to the correct picture featured on the Critter Grid. Look through the book to discover illustrated representations of each animal.
- Use the **Who Am I Cards Answers** guide to check your work.
The Who Am I Folder Game Cover & Card Pockets

The Who Am I Folder Game
Who Am I Cards

Outside of the mating season, I am a solitary creature who relys on my spindley legs to walk up to one mile a day on the ocean floor.  

Who am I?

People describe me as having sharp teeth and are fearful that I might attack them while swimming in the ocean.  

Who am I?

I have tentacles, large eyes, and protect myself by shooting a black, ink-like substance at predators.  

Who am I?

I am a playful, furry and curious mammal who love to eat sea urchins and have secret pockets under my arms.  

Who am I?

I am a star-shaped echinoderm who has eyespots at the end of each arm and a circulatory system made up of basically sea water.  

Who am I?

I am able to produce very powerful electrical current strong enough to kill an adult if they are silly enough to try and pick me up.  

Who am I?
I am a crustacean with two oversized claws that look like pinchers who lives in crevices or burrow on the sea floor.

Who am I?

I am the largest creature in the dolphin family. My fierce and tenacious nature has earned me that name “Killer Whale.”

Who am I?

I’m a brittle, bivalve clam that resembles the shape of an old-fashioned, straight edged razor.

Who am I?

I am a free-swimming, umbrella-shaped creature with trailing tenacles with stinging cells that I use to capture prey.

Who am I?

My body is torpedo-shaped for my life in the water. I have flattened, powerful flippers and four large fins instead of feet.

Who am I?

My thick, wrinkled skin is gray in color and oftentimes has algae growing on it. I am also known as a “sea cow”.

Who am I?
<table>
<thead>
<tr>
<th>Image</th>
<th>Image</th>
<th>Image</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>jelly fish</td>
<td>orca whale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lobster</td>
<td>manatee</td>
<td>otter</td>
<td>razor clam</td>
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<tr>
<td>starfish</td>
<td>stubby squid</td>
<td>shark</td>
<td>seal</td>
</tr>
<tr>
<td>electric eel</td>
<td></td>
<td>king crab</td>
<td></td>
</tr>
</tbody>
</table>

Critter Grid

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[www.carolyndigbyconahan.com](http://www.carolyndigbyconahan.com)  

**STUBBY THE FEARLESS SQUID**  
[www.debbiegonzales.com](http://www.debbiegonzales.com)  
[www.guidesbydeb.com](http://www.guidesbydeb.com)
Who Am I Cards Answers

Outside of the mating season, I am a solitary creature who relys on my spindley legs to walk up to one mile a day on the ocean floor.

Who am I?

king crab

People describe me as having sharp teeth and are fearful that I might attack them while swimming in the ocean.

Who am I?

shark

I have tentacles, large eyes, and protect myself by shooting a black, ink-like substance at predators.

Who am I?

stubby squid

I am a playful, furry and curious mammal who love to eat sea urchins and have secret pockets under my arms.

Who am I?

otter

I am a star-shaped echinoderm who has eyespots at the end of each arm and a circulatory system made up of basically sea water.

Who am I?

starfish

I am able to produce very powerful electrical current strong enough to kill an adult if they are silly enough to try and pick me up.

Who am I?

electric eel
I am a crustacean with two oversized claws that look like pinchers who lives in crevices or burrow on the sea floor.

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lobster

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orca whale

I’m a brittle, bivalve clam that resembles the shape of an old-fashioned, straight edged razor.

Who am I?

razor clam

I am a free-swimming, umbrella-shaped creature with trailing tenacles with stinging cells that I use to capture prey.

Who am I?

jelly fish

My body is torpedo-shaped for my life in the water. I have flattened, powerful flippers and four large fins instead of feet.

Who am I?

seal

My thick, wrinkled skin is gray in color and oftentimes has algae growing on it. I am also known as a “sea cow”.

Who am I?

manatee
Letter Writing

**Objective:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**Materials:**
- *Stubby The Fearless Squid*, the book
- The A Friendly Letter template (Guide, pg. 18)
- Pencil
- Markers

**Procedure:**
- Reread *Stubby The Fearless Squid* to review the letters Stubby and Razor exchanged. Discuss the tone and intention of each letter. Determine how the messages written in the letters served to establish a friendship between the two characters.
- Using the sample letter printed below as a guide, consider the format of each letter. Identify the salutation, body, closing, and signature in each. Analyze how each aspect of letter works together to comprise a creative message.
- Using the A Friendly Letter template, instruct students to write and illustrate a friendship letter to Stubby describing a brave idea they have in mind to do.
- Notice that the Salutation and the Closing is followed by a comma. Also, take note how each component of the letter is aligned on the left. Encourage students to follow the same format in their letters.
- Instruct students to share their work with the class.

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**Salutation:** A welcoming greeting for the person the letter is intended for.

**Body:** The message of the letter.

**Closing:** The end of the letter that needs to leave the reader with positive feelings about the letter that has been written.

**Signature:** The name of the individual who wrote the letter.

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Dear Stubbys,

I’ll be sure to use your tickle tip when things get rough at the shark park! Last Tuesday, one of the new guys mistook me for a breath mint. It took some serious karate chops to get out of those chompers!

Your finja friend,

Razor
A Friendly Letter
## Common Core State Standards Alignment

### English Language Arts Standards » Reading: Literature

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Discussion</th>
<th>Antonyms</th>
<th>Who Am I</th>
<th>Letter Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.RL.K.1</td>
<td>With prompting and support, ask and answer questions about key details in a text.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.K.3</td>
<td>With prompting and support, identify characters, settings, and major events in a story.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.K.4</td>
<td>Ask and answer questions about unknown words in a text.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.K.6</td>
<td>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.K.7</td>
<td>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).</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.K.10</td>
<td>Actively engage in group reading activities with purpose and understanding.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.1.1</td>
<td>Ask and answer questions about key details in a text.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.1.3</td>
<td>Describe characters, settings, and major events in a story, using key details.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.1.4</td>
<td>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.1.7</td>
<td>Use illustrations and details in a story to describe its characters, setting, or events.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.1.10</td>
<td>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.2.1</td>
<td>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.2.3</td>
<td>Describe how characters in a story respond to major events and challenges.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.3.1</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.3.3</td>
<td>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.3.7</td>
<td>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).</td>
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<td>CCSS.ELA-Literacy.RL.4.1</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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<td>CCSS.ELA-Literacy.RL.4.3</td>
<td>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).</td>
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### English Language Arts Standards » Foundational Skills

<table>
<thead>
<tr>
<th>Standard</th>
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<tr>
<td>CCSS.ELA-Literacy.RF.K.1</td>
<td>Demonstrate understanding of the organization and basic features of print.</td>
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<tr>
<td>CCSS.ELA-Literacy.RF.K.2</td>
<td>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
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<tr>
<td>CCSS.ELA-Literacy.RF.1.1</td>
<td>Demonstrate understanding of the organization and basic features of print.</td>
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<tr>
<td>CCSS.ELA-Literacy.RF.1.2</td>
<td>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
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<tr>
<td>CCSS.ELA-Literacy.RF.2.3</td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
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<tr>
<td>CCSS.ELA-Literacy.RF.2.4</td>
<td>Read with sufficient accuracy and fluency to support comprehension.</td>
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<tr>
<td>CCSS.ELA-Literacy.RF.3.3</td>
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**www.carolyndigbyconahan.com**  
**www.guidesbydeb.com**
### English Language Arts Standards » Foundational Skills (cont.)

<table>
<thead>
<tr>
<th>CCSS.ELA-Literacy.RF.4.4</th>
<th>Read with sufficient accuracy and fluency to support comprehension.</th>
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### English Language Arts Standards » Writing

<table>
<thead>
<tr>
<th>CCSS.ELA-Literacy.W.K.3</th>
<th>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.</th>
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</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.W.K.5</td>
<td>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</td>
<td>⬤ ⬤ ⬤ ⬤</td>
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<tr>
<td>CCSS.ELA-Literacy.W.1.3</td>
<td>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</td>
<td>⬤ ⬤ ⬤ ⬤</td>
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<tr>
<td>CCSS.ELA-Literacy.W.1.5</td>
<td>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.</td>
<td>⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.2.3</td>
<td>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</td>
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<tr>
<td>CCSS.ELA-Literacy.W.2.5</td>
<td>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</td>
<td>⬤ ⬤ ⬤ ⬤</td>
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<tr>
<td>CCSS.ELA-Literacy.W.3.3</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
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<tr>
<td>CCSS.ELA-Literacy.W.3.4</td>
<td>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</td>
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<tr>
<td>CCSS.ELA-Literacy.W.4.4</td>
<td>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</td>
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### English Language Arts Standards » Speaking & Listening

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<thead>
<tr>
<th>CCSS.ELA-Literacy.SL.K.1</th>
<th>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</th>
<th>⬤ ⬤ ⬤ ⬤</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.SL.K.2</td>
<td>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.</td>
<td>⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.K.3</td>
<td>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td>
<td>⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.K.4</td>
<td>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</td>
<td>⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.K.5</td>
<td>Add drawings or other visual displays to descriptions as desired to provide additional detail.</td>
<td>⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.K.6</td>
<td>Speak audibly and express thoughts, feelings, and ideas clearly.</td>
<td>⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.1.1</td>
<td>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</td>
<td>⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.1.2</td>
<td>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</td>
<td>⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.1.3</td>
<td>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</td>
<td>⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.1.5</td>
<td>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</td>
<td>⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.1.6</td>
<td>Produce complete sentences when appropriate to task and situation</td>
<td>⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.2.1</td>
<td>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</td>
<td>⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>English Language Arts Standards » Speaking &amp; Listening</td>
<td></td>
<td></td>
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<tr>
<td>-----------------------------------------------------</td>
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</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>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 grade 3 topics and texts, building on others' ideas and expressing their own clearly.</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>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.</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>