

Grades 4 to 7

A Common Core State Standards and
TEKS Aligned Discussion & Activity

Guide for

LITTLE GREEN MEN AT THE MERCURY INN

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PICTURES BY ANDREW ARNOLD

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Summary: Beach culture and UFOs collide in this lighthearted adventure story about an alien encounter at an aging Cocoa Beach motel. Twelve-year-old Aidan lives and works at his parents' motel on the Space Coast in Florida, so he's seen a lot of weird stuff. Even his best friend, Louis, is a little bit crazy: he's obsessed with UFOs and swears he saw one two years ago. But things at the Mercury Inn are about to get a whole lot weirder. When an actual unidentified flying object suddenly appears in the sky over the motel, Aidan begins to realize that some of the residents of the Mercury Inn may be much more unusual than he thought. And Louis might not be so crazy after all. Filled with quirky characters and atmosphere, this beachy alien caper, like the motel where it takes place, is anything but ordinary.

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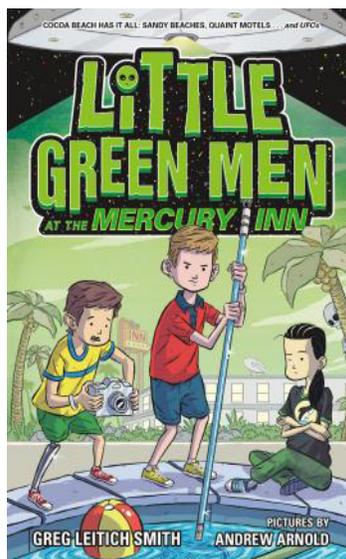
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DISCUSSION QUESTIONS

Kidding. At least about the scar (p. 12).

- Explain why, at this point in the story, Aidan seems unaffected by the horrific accident – emotionally, as well as physically.
- Explore Louis’s story about seeing a UFO at the time of the accident. Tell why Louis saw the UFO and Aidan did not.
- Tell why Louis seems overly-obsessed with UFOs and aliens, to the point of suggesting that he and Aidan wear rubber bracelets embedded with titanium particles.
- Describe Mrs. Fleance’s character at this point in the book. Identify her connection with Aidan early in the story.

“...for the first time ever, we totally have proof of a real-life government UFO cover-up” (p. 42)!

- Explain why the government changed the story of the power outage and the type of aircraft observed approaching the Cape during the launch of the *Resolution*.
- Tell why Louis was quick to believe that the strange phenomenon surrounding the aborted launch was due to the presence of aliens.
- Observe Aidan’s reluctance to believe Louis’s claim, even though he witnessed the aircraft flying overhead.
- Examine Dru’s reaction to the aircraft. Tell what her whispered “Uh-oh” reveals about her character (p. 32).

“But I founded the UFO Boards to find curious and intelligent people who can keep an open, critical mind to the truth, as a tool in the quest for extraterrestrial life. People whose commitment I have seen and I can trust” (p. 92).

- Discuss Dr. Gleeman’s awareness of Louis’s accident. Explain how he knew about it and why the accident was important to him.
- Predict why, after using the FLIR camera on Louis, Dr. Gleeman confirmed that Louis was human. What was the intent behind this action?
- Explain why Aidan’s FLIR image revealed that he was human.
- Dr. Gleeman trusts Louis to report extraterrestrial sightings. Aidan has discovered that Dru is, in fact, an alien. Describe the level of conflict these situations created for Aidan.
- Consider why, when his loyalty was tested, Aidan chose to protect Dru’s identity.



“He’s a dead alien,” I told him, “who my parents are thawing in the kitchen because they think he’s a luau pig” (p. 116).

- Consider how Ishmael’s condition increases tension in the plot.
- Explore how Ishmael, deceased as he may be, connects characters in a dramatic way.
- Explain why, though being a loyal follower of Dr. Gleeman and his work, Louis chose to help Dru get closer to the site where the ship went down in order to obtain better communication transmission. Examine the source of Louis’s loyalty.

“No, don’t,” she replied as another phone sailed into the water. “I’m not going to have you bonked on the head by those dolts. I’m taking a break, at least until the day after tomorrow” (pp. 146-7).

- Observe the commonalities of the setting in which Mrs. Fleance appears. Tell why she swims so often.
- Consider Mrs. Fleance’s comment of “I’m not going to have you bonked on the head by those dolts.” Tell why she might be concerned if Aidan should be “bonked” by a flying cell phone. Explore the reasons why she seems more concerned for Aidan’s well-being than her own.

I was a gray (p. 157).

- Describe your reaction to the fact that Aidan was an extraterrestrial. Did you anticipate this plot point in advance or was it a complete surprise? Explain your answer.
- Observe the events that led to this moment in the story. Consider clues in Aidan’s character that suggested that he was an alien being.
- If Aidan was an alien, explain how his FLIR image revealed him as being human.

I see and remember.

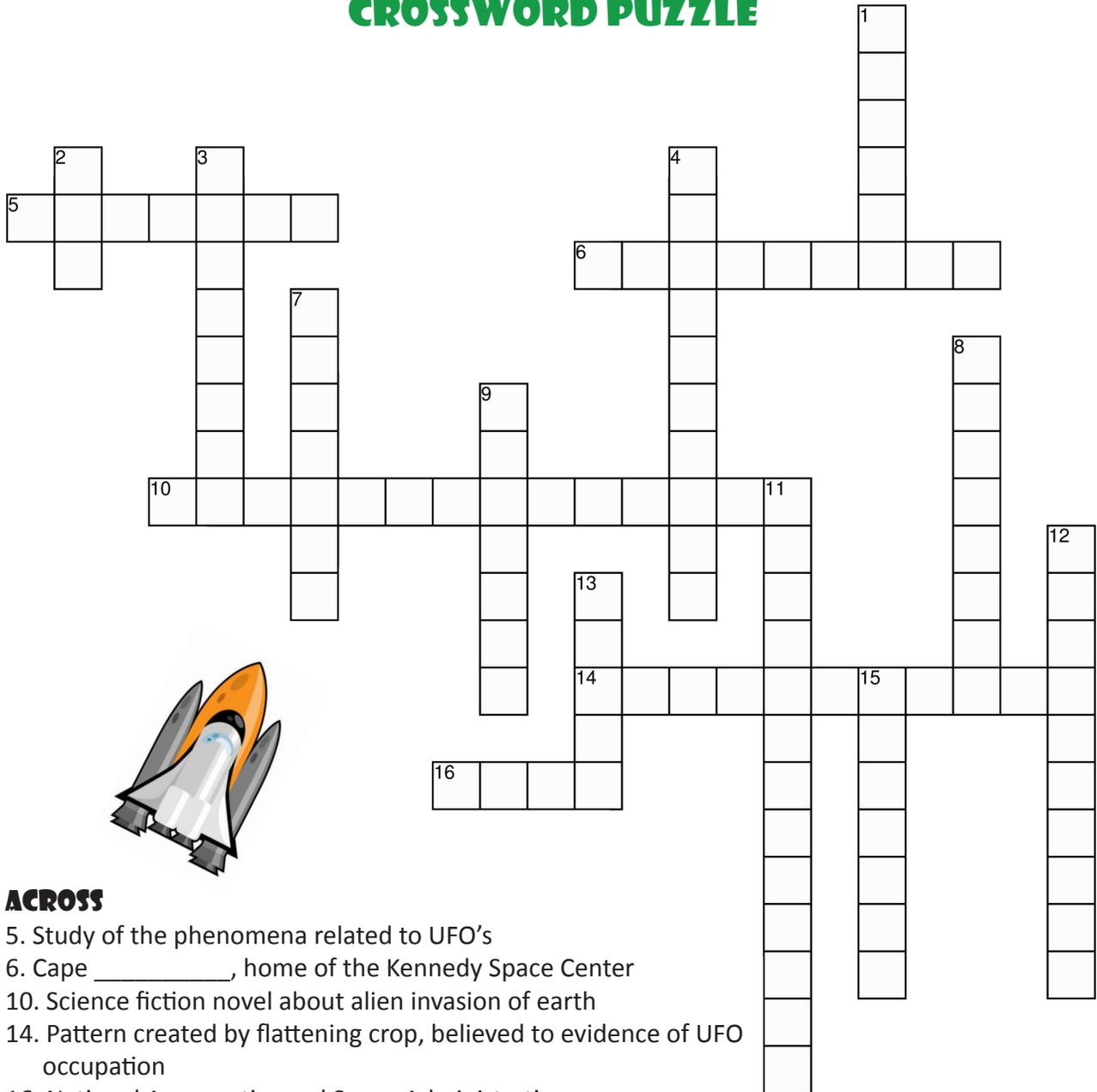
Everything (p. 189).

- Identify how being physically altered, from human to alien and back again, affected Aidan’s character. Tell how his nature was changed as a result of this story.
- Discuss what effect Aidan’s alien-ness had on Louis.
- Consider whether Mrs. Fleance is a changeling. Identify facts in support of this notion.
- Examine why Mrs. Fleance being identified as Kurt186 is significant to the story.
- List all of the people and aliens that came together for Aidan’s benefit.
- The term *redemption* means the action of saving or being saved. Explain how *Little Green Men of the Mercury Inn* can be considered to be a redemption story.

Review the first three chapters of the book. Search through the text to discover clues suggesting that Aidan was an alien. Discuss how the beginning of the book informs the ending.



CROSSWORD PUZZLE



ACROSS

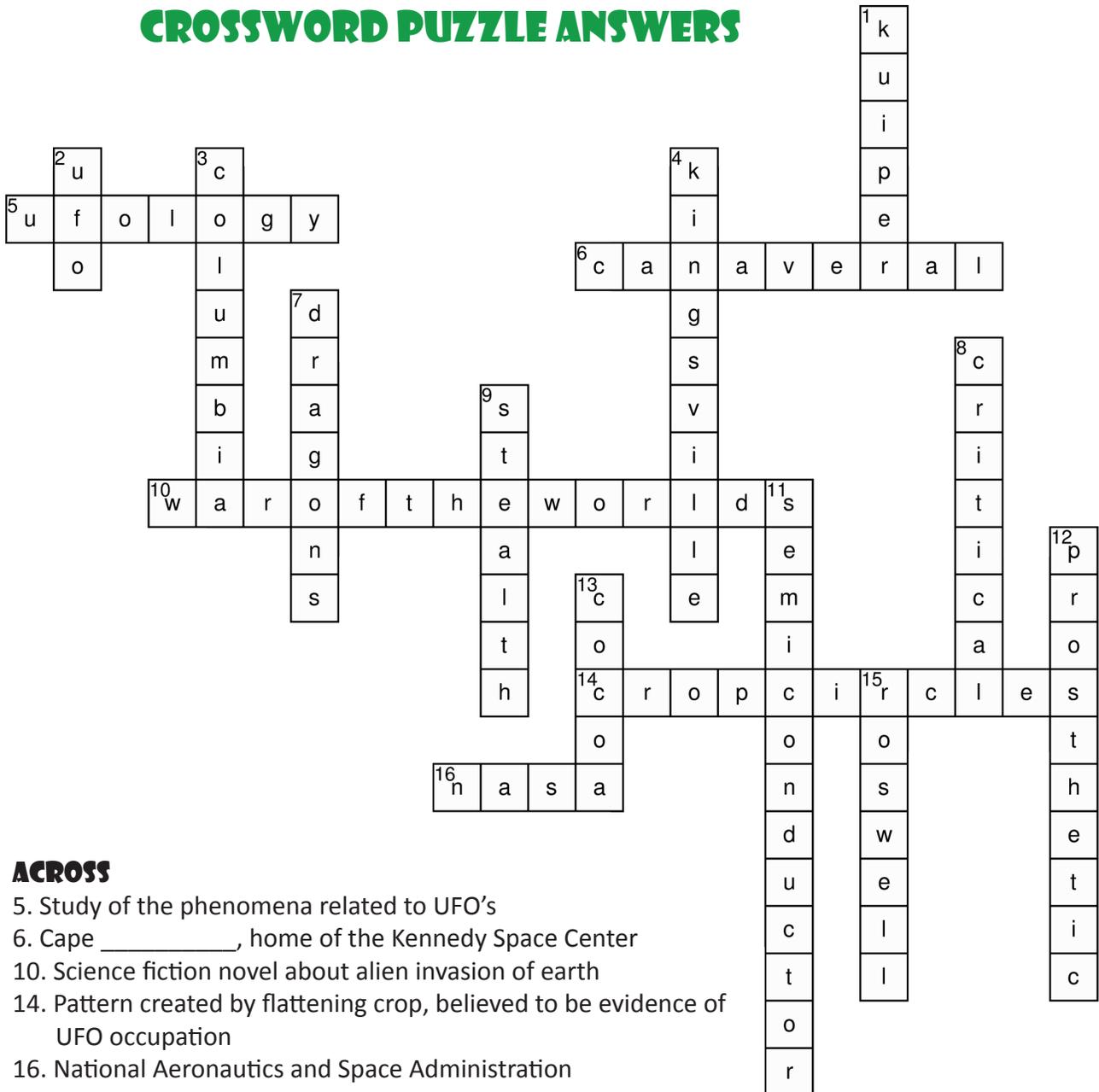
5. Study of the phenomena related to UFO's
6. Cape _____, home of the Kennedy Space Center
10. Science fiction novel about alien invasion of earth
14. Pattern created by flattening crop, believed to evidence of UFO occupation
16. National Aeronautics and Space Administration

DOWN

1. _____ Belt, a region of the solar system beyond the orbit of Neptune
2. Unidentified Flying Object
3. Space shuttle disaster in 2003
4. Texas town, home of UFO sightings in 2012
7. _____ Triangle, believed to be associated with an unidentified submerged UFO in Japan
8. _____ mass, minimal amount of atomic material needed to maintain a nuclear chain reaction
9. The B-2 Spirit _____ Bomber
11. Essential components of most electronic circuits
12. Device designed to replace a missing part of body
13. _____ Beach, located on Florida's space coast
15. Site in New Mexico of purported UFO crash in 1947



CROSSWORD PUZZLE ANSWERS



ACROSS

- Study of the phenomena related to UFO's
- Cape _____, home of the Kennedy Space Center
- Science fiction novel about alien invasion of earth
- Pattern created by flattening crop, believed to be evidence of UFO occupation
- National Aeronautics and Space Administration

DOWN

- _____ Belt, a region of the solar system beyond the orbit of Neptune
- Unidentified Flying Object
- Space shuttle disaster in 2003
- Texas town, home of UFO sightings in 2012
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- Essential components of most electronic circuits
- Device designed to replace a missing part of body
- _____ Beach, located on Florida's space coast
- Site in New Mexico of purported UFO crash in 1947



FACT-FINDING: DISCOVER THE AUTHOR'S INTENT

Objective: To research and summarize topics presented in the text and use the information to predict how the topics help to develop the premise of the story.

Materials:

- *Little Green Men at the Mercury Inn*
- Research materials
- Plot Point Analysis: Topic List (Guide, pg. 8)
- Plot Point Analysis Graphic Organizer (Guide, pg. 9)

Procedure:

- Discuss the author's use of details in the story. Explain that every detail the author presents in a well-written story is planned for and serves the premise of the story.
- Explore the term *premise*. Author Blake Snyder defines premise as being the point where the reader understands what the story is about (Snyder, 190). Identify the premise of *Little Green Men at the Mercury Inn*. Explain what the purpose of the story is. What's it about?
- Examine the author's use of historical details in the story. Author John Gardner says, "In any piece fiction, the writer's first job is to convince a reader that the events he recounts really happened, or to persuade the reader that they might have happened" (Gardner, 22). Investigate the author's use of historical detail as tools to enhance the plot's believability or to develop the premise of the story.
- Referring to the **Plot Point Analysis: Topic List**, instruct students to choose 4 terms of interest.
- Using the **Plot Point Analysis Graphic Organizer** as a guide, tell students to cite a passage in *Little Green Men at the Mercury Inn* where the term is referenced. Write the passage and page number in the grid beneath the label **Text Citation**.
- Students are to summarize factual information describing the chosen term in the grid spaces beneath the label **Term Summary** by telling all that they know about the topic. Additional research will be required to be able to provide an accurate description of the topic.
- Beneath the label **Identify Author's Intent**, instruct students to explore how the author's use of the term served to enhance the plot. Examine how the topic helped to make Aidan's fictional world seem believable. Analyze how the topic served to develop the premise of the story.
- Discuss students' **Plot Point Analysis Graphic Organizer** analysis as a group.

Plot Point Analysis Graphic Organizer



Premise: *Identify premise here*

Text Citation	Term Summary	Identify Author's Intent
<i>Cite quotation here</i> pg. _____	<i>Summarize definition or historical reference</i>	<i>Infer author's intent. Tell why use of term serves the story.</i>
pg. _____		
pg. _____		
pg. _____		

References:

Gardner, John. *The Art of Fiction: Notes on Craft for Young Writers*. New York; Vintage Books, 1991.

Snyder, Blake. *Save the Cat!: The Last Book On Screenwriting That You'll Ever Need*. Studio City: Michael Wiese Productions, 2005.

Leitch Smith, Greg. *LITTLE GREEN MEN AT THE MERCURY INN*. New York: Roaring Brook Press, 2014.

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PLOT POINT ANALYSIS: TOPIC LIST

Choose 4 topics from the list below. Using the *Plot Point Analysis Graphic Organizer*, examine the author's intention in using the topic as a literary device to enhance the story's premise or to develop the plot's believability. Research the topic to add depth to your summary.

CROP CIRCLES
DRAGON'S TRIANGLE
BERMUDA TRIANGLE
ROSWELL, NEW MEXICO
PROSTHETICS
B-2
STEALTH BOMBER
WAR OF THE WORLDS
KUIPER BELT
KINGSVILLE, TEXAS
COLUMBIA SPACE SHUTTLE
UFOLOGY
THE RITZ-CARLTON
THE SPACE PROGRAM IN THE 1950'S
COCOA BEACH, FLORIDA
JACK KILBY OF TEXAS INSTRUMENTS
ROBERT NOYCE OF FAIRCHILD SEMICONDUCTOR
THE BANANA RIVER
UNIVERSITY OF FLORIDA GATORS
KOI
THOMAS MOORE & THE REFRIGERATOR (1800'S)
THE NAME 'ISHMAEL'
MAYANS
AZTECS
EGYPTIANS
TOLTECS
PROJECT MERCURY (NASA)
THE APOLLO MISSIONS (NASA)
AL CAPONE'S VAULT
CHANGELING
AEGIS COMBAT SYSTEM



PLOT POINT ANALYSIS GRAPHIC ORGANIZER



Premise: _____

Text Citation	Term Summary	Identify Author's Intent
pg. _____		



TRENDING HEADLINES WRITING PROMPTS

Objective: To write and illustrate imaginative narratives using relevant descriptive details and well-structured event sequences.

Materials:

- *Little Green Men at the Mercury Inn*
- Writing materials
- Illustration materials
- Writing prompts taken from the SMARTPHONE USA NEWS FEED pages in the text

Procedure:

- Instruct students to write and illustrate a narrative using the prompts below or any other that they might choose from the SMARTPHONE USA NEWS FEED pages in the text. Students are required to cite the location of their chosen headline.
- Have students use details from *Little Green Men at the Mercury Inn* as inspiration for their own creative pieces.
- Graphic novel formatting and/or cartoon illustrations are encouraged.

SMARTPHONE USA NEWS FEED (p. 62)
NASA Releases Photos of Errant B-2

SMARTPHONE USA NEWS FEED (p. 142)
World War II Submarine Spotted on Mars!

SMARTPHONE USA NEWS FEED (p. 142)
*Area Parks Overflowing with Alien
Thrill-seekers*

SMARTPHONE USA NEWS FEED (p. 167)
*THE SECRET OF ROSWELL: The Rancher
Speaks*

SMARTPHONE USA NEWS FEED (p. 126)
*ANALYSIS: Government Should Come Clean
about Roswell, Life on Mars*

SMARTPHONE USA NEWS FEED (p. 80)
*PARIS DESIGNER: "Green Is the
New Black"*

SMARTPHONE USA NEWS FEED (p. 80)
*White House Says Vice President at Safe,
Undisclosed Location*

SMARTPHONE USA NEWS FEED (p. 62)
*How to Talk to Your Children
About UFO's*

SMARTPHONE USA NEWS FEED (p. 167)
*World War II Submarine on Mars
Vanishes!*

SMARTPHONE USA NEWS FEED (p. 99)
*President to Record Greeting
for Aliens*



MEET THE AUTHOR - GREG LEITCH SMITH

Greg Leitich Smith is the award-winning author of the middle-grade novels *Little Green Men at the Mercury Inn*; *Chronal Engine*; *Borrowed Time*; *Ninjas, Piranhas, and Galileo*; and *Tofu and T.Rex*.

Greg and Cynthia Leitich Smith are the co-authors of the picture book, *Santa Knows*, illustrated by Steve Bjorkman and the short story “The Wrath of Dawn,” in the anthology *Geektastic*, edited by Holly Black and Cecil Castellucci.

Greg’s novels are characterized by their humor, adventure, and reflect his background in science and engineering. He is of German and Japanese descent, and many of his characters are similarly mixed-race. Greg holds degrees in electrical engineering from the University of Illinois at Urbana-Champaign and the University of Texas at Austin. In addition, he holds a degree in law from The University of Michigan Law School, Ann Arbor.



Greg Leitich Smith

DISCUSS THE INSPIRATION FOR THIS STORY. WHERE DID YOU GET THE IDEA FOR THIS CLEVER STORY?

I would have to say that this story came together in a very organic, nonlinear way. That is, there was no one grand idea that all came together at a single moment of inspiration. It was actually a lot of little things.

The first thing I really came up with was the motel, and I was actually working on another, as yet unpublished manuscript. When I was a kid, my parents’ best friends retired to Florida and bought a motel in Cocoa Beach. So my family spent a lot of summer vacations there. Of course, we went to all the theme parks, spent time on the beach, and toured the Kennedy Space Center and got to watch a bunch of space launches. I based the Mercury Inn in part on that motel and in part on a couple of interesting motels here in Austin that have been restored to have a sort of 1950s-60s-retro vibe.

So I had this kind of neat setting and decided to create the character who lived at the motel and whose parents owned the motel and sort of sketched him out and wrote a couple of scenes there. And then I realized that the kid (who became Aidan) and the motel were both far too interesting to be wasted on that other manuscript.

But of course, I had just a character and a setting and no idea of a story. So I got to thinking about summer vacations in Cocoa Beach and thought that I had to include something about the space program. And then I thought, well, there has to be a shuttle launch. And then what? And then, ALIENS VISIT! And it went from there...



EXPLAIN YOUR WRITING PROCESS. TALK ABOUT THE IMPORTANCE OF EVERY DETAIL IN THE STORY. EXPLAIN HOW THE SMALLEST OBJECTS, LIKE THE DISK AIDAN FOUND AT THE BOTTOM OF THE POOL, SERVE AS IMPORTANT LINKS TO THE OVERALL STORY STRUCTURE.

Generally, I've been writing what I call "proto-drafts," followed by a "first draft" and grid outline. And then I try to take it from there.

Let me explain: not every one of my brilliant ideas can eventually become a full-fledged novel. But I like to write at least an introduction to a character and his/her problem and then see if there's a sufficient voice there and if it's worth pursuing. This first proto-draft will be on the order of 30-40 pages. I'll also roughly sketch out where the story is going. Then I'll write a second photo-draft, maybe 80-100 pages, with a rudimentary middle and end. Then I'll do a third proto-draft, and this one will be novel length, with at least the idea of a complete story arc (internal and external). This third proto-draft will become my "first draft" and will be the basis of further revision. At this point, too, I'll do a grid outline. I'll make a table in the word processor (typically 5 by 5) and in each cell, will put a description of each scene from that first draft. I use a small font so I can see the entire novel on one piece of paper. Sometimes I use colors or italics, etc., to distinguish one story part from another (e.g., internal arc; external arc; time; and keep track of the widgets, like the disks).

*Now, that makes the process seem a lot cleaner than it actually is. You still need to work out the details of what is important and what is not important (and cut things that just don't make a difference!). With *LITTLE GREEN MEN AT THE MERCURY INN*, it was harder to do because most things there are not what they seem at first glance and I wanted to plant the clues from the start, but not obviously plant the clues...*

One of the details on the novel is that the launch countdown follows the actual space shuttle launch countdown protocol, with the countdown beginning and ending and holding at various times. As for the disks specifically, I don't want to give away spoilers, but I didn't want them to be just a mysterious artifact – they tie the characters together in different ways, and are a catalyst for different motivations, as well.

HAVE YOU ALWAYS BEEN INTERESTED IN ALIENS?

*In a sense. I think it would be more accurate to say I've always been interested in outer space and space travel. I remember watching reruns of *Star Trek* (the Original Series, back when the only other was the Animated Series) and thinking it was real (like the aliens from *GalaxyQuest*) and being very disappointed when I found we had only just recently landed on the moon ("How primitive are we?!").*

And, growing up in Chicago, I loved going to the Adler Planetarium and the Museum of Science and Industry and seeing spaceships and stars and the planets and such.

But I also liked watching all those paranormal shows (In Search of UFOs) and "aliens walking among us" kinds of things. Some of them were even narrated by Leonard Nimoy.

WHICH CHARACTER DO YOU MOST IDENTIFY WITH AND WHY?

That's hard to say. In a way, I think they all have a bit of me – for better and for worse.



ACADEMIC ALIGNMENT

COMMON CORE STATE STANDARDS

English Language Arts Standards » Reading: Literature

		Discussion Questions	Crossword Puzzle	Fact-Finding	Trending Headlines	Meet the Author
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.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology		●			
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.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●	●
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.	●		●		
CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●	●

English Language Arts Standards » Writing

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.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			●	●	
CCSS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.			●		
CCSS.ELA-Literacy.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			●	●	
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.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			●	●	



English Language Arts Standards » Writing (cont.)

		Discussion Questions	Crossword Puzzle	Fact-Finding	Trending Headlines	Meet the Author
CCSS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic			●		
CCSS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			●	●	
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.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			●	●	
CCSS.ELA-Literacy.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			●		
CCSS.ELA-Literacy.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			●	●	
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.				●	
CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			●	●	
CCSS.ELA-Literacy.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.			●		
CCSS.ELA-Literacy.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			●	●	

English Language Arts Standards » Speaking & Listening

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.5.4	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.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.			●		



TEXAS ESSENTIAL KNOWLEDGE & SKILLS STANDARDS

		Discussion Questions	Crossword Puzzle	Fact-Finding	Trending Headlines	Meet the Author
110.15. English Language Arts and Reading, Grade 4						
110.15.b.2	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.		●			
110.15.b.3	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	●		●		
110.15.b.15	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.			●	●	●
110.15.b.23	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.			●		
110.15.b.24	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.			●		
110.15.b.27	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.	●		●		
110.16. English Language Arts and Reading, Grade 5						
110.16.b.2	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.		●			
110.16.b.3	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	●		●		
110.16.b.15	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.			●	●	●
110.16.b.23	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them			●		
110.16.b.24	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.			●		
110.16.b.27	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings.	●		●		
110.18. English Language Arts and Reading, Grade 6						
110.18.b.2	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.		●			
110.18.b.3	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	●		●		
110.18.b.15	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.				●	
110.18.b.24	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information.			●		
110.19. English Language Arts and Reading, Grade 7						
110.19.b.2	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.		●			
110.19.b.3	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	●		●		
110.19.b.15	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.				●	
110.19.b.24	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information.			●		

