

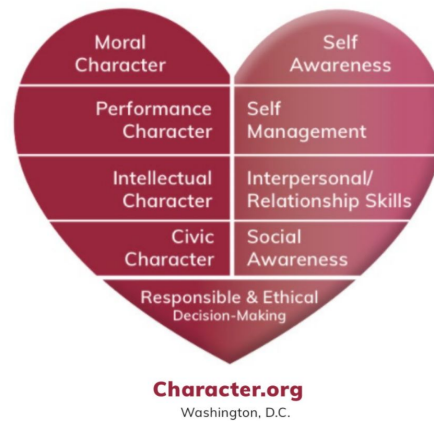


## Grades K -5 | Standards Alignment

NEXT GENERATION SEL	Other CASEL-Aligned Programs	Choose Love For Schools
Self-Awareness	✓	✓
Self-Management	✓	✓
Social Awareness	✓	✓
Responsible Decision-making	✓	✓
Relationship Skills	✓	✓
Neuroscience		✓
Character Development		✓
Positive Psychology		✓
Emotional Intelligence		✓
Growth Mindset		✓
Mindfulness		✓
Post Traumatic Growth		✓

### CHARACTER & SOCIAL-EMOTIONAL DEVELOPMENT (CSED)

#### Model Standards



## STANDARDS ALIGNMENT

The Choose Love For Schools program not only meets, but exceeds, CASEL standards!

The Choose Love for Schools program is aligned with the following standards:

- Character and Social Emotional Development Model Standards
- American School Counselor Association
- CASEL
- Common Core State Standards

The Choose Love for Schools program is the FIRST program to align with the Character and Social Emotional Development Model Standards. These standards go beyond the SEL standards (Self Management, Self Awareness, Social Awareness, Interpersonal/Relationships Skills and Decision Making) to include character development standards as well (see heart image above)! These competencies are not only helpful in developing well-rounded children and school success, but they are the same competencies used to develop the leadership potential in people in business and government.

*Character Development includes:*

- Moral Character
- Performance Character
- Intellectual Character
- Civic Character

*Social-Emotional Development includes:*

- Self-Awareness,
- Self-Management
- Social Awareness
- Interpersonal/Relationship Skills
- Responsible and Ethical Decision Making

***The Elementary Choose Love For Schools meets the following Character and Social Emotional Development (CSED) Standards:***

### ***Moral Character***

**Know, understand and practice the character strengths of self-discipline, responsibility, goal setting and grit.**

#### ***Grades K-2, ages 5-7***

1. Understand how forming positive habits develops a person's self-discipline
2. Understand how a person demonstrates responsibility

#### ***Grades 3-5, ages 8-10***

1. Explain how he or she demonstrates self-discipline (the ability to forgo instant and immediate gratification for a larger goal or commitment)
2. Explain why responsibility is an important character strength (e.g., being dependable, reliable, and conscientious)
3. Explain why it is a character strength to take responsibility for your behavior and conduct, rather than offer or make excuses
4. Define grit (e.g., perseverance and passion for a long-term goal)

**Apply and demonstrate the character strengths of self-discipline, responsibility, goal setting and grit**

3. Give an example of a positive habit that has helped you develop self-discipline
4. Give an example of a goal you have set for yourself (intention)

### Grades 3-5, ages 8-10

1. Provide an example of a friend or role model who demonstrates self-discipline (the ability to forgo instant and immediate gratification for a larger goal or commitment)
2. Provide an example of a friend or role model who is dependable, reliable, and conscientious (responsible)
3. Explain a time when you took responsibility for your behavior and conduct, rather than offering or making excuses
4. Provide an example of a role model who demonstrates grit (perseverance and passion for a long-term goal)

## *Intellectual Character*

**A. Know, understand and practice the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking**

### Grades K-2, ages 5-7

1. Recognize different approaches to problem-solving

### Grades 3-5, ages 8-10

1. Understand the skills (being prepared, focused effort, diligent practice, attention to detail, etc.) that enable someone to acquire or polish a skill
2. Recognize that making mistakes is an unavoidable part of learning (“failing forward”)

**Apply and demonstrate the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking**

### Grades K-2, ages 5-7

1. Apply different problem-solving approaches

### Grades 3-5, ages 8-10

1. Provide evidence that he or she has intentionally worked to strengthen a particular intellectual skill (diligence, attention to detail, etc.)
2. Share a time when he or she has made a mistake and learned from the experience

## *Civic Character*

**Know, understand and practice the character strengths of fairness, respect, volunteering and contributing to the common good**

### Grades K-2, ages 5-7

1. Understand why it is important to share, take turns, and follow rules (of a game, at home or school)
2. Explain why it is important for everyone to be respectful, courteous and polite
3. Explain what it means to follow the “Golden Rule”

### Grades 3-5, ages 8-10

1. Understand the idea of fairness and the consequences of not being fair, as it relates to breaking rules, playing favorites, or taking advantage of others
2. Explain why it is important for everyone to serve and contribute to their family, school, community, nation, globally

## **Apply and demonstrate the character strengths of fairness, respect, volunteering and contributing to the common good**

### Grades K-2, ages 5-7

1. Demonstrate the ability to share, take turns and follow rules (of a game, at home or school)
2. Demonstrate the ability to be respectful, courteous and polite

### Grades 3-5, ages 8-10

1. Describe how a role model exemplifies fairness
2. Describe how a role model exemplifies respect
3. Share a time when you avoided being unfair by making a different decision
4. Describe how a role model volunteers and contributes to the common good

## ***Social Emotional Development***

### ***Self-Awareness***

## **Recognize, understand and express your own thoughts, emotions, mindsets, and personal strengths, including how emotions can affect thoughts and actions**

### Grades K-2, ages 5-7

1. Identify and name different emotions (e.g., positive emotions, negative emotions, intense emotions)
2. Identify personal strengths (e.g., honesty, curiosity, listening)
3. Develop an emotional vocabulary to describe your feelings (e.g., anxious, bored, confident, confused, disappointed, embarrassed, excited, frustrated, hopeful, hurt, ignored, joyful, lonely, mad, proud, rejected, scared, worried)
4. Describe how your feelings influence and shape your thoughts and behaviors

### Grades 3-5, ages 8-10

1. Understand and explain why different situations may set in motion or give rise to different emotions (e.g., learning something new or difficult, meeting someone new)
2. Recognize how your negative thoughts (e.g., “no one likes me”) may distort or minimize the positive things about you (or around you)
3. Explain the ways in which you use and practice your personal strengths (e.g., your willingness to help others, your positivity)
4. Practice and apply “I feel” statements to express your emotions

## *Self-Management*

**Practice and demonstrate the ability to manage your impulses, emotions, thoughts, and behaviors in different situations**

### Grades K-2, ages 5-7

1. Demonstrate the ability to regulate your impulses (e.g., how to appropriately communicate your wants/needs, how to wait for something you want, how to use a hand signal)
2. Recognize how to express your emotions accurately and how to appropriately express your needs related to those feelings
3. Explain the different ways people respond to problems and challenges (e.g., ask for help, try harder, learn from mistakes)
4. Describe and practice communicating effective verbal and non-verbal messages (e.g., saying thank-you, waving goodbye to a friend)

### Grades 3-5, ages 8-10

1. Identify and develop a range of self-help and stress-reducing coping strategies (e.g., positive self-talk, deep breaths, taking a break, talking to someone about your feelings)
2. Demonstrate the ability to “predict” outcomes across a range of appropriate and inappropriate behaviors and actions (e.g., saying hello to a teacher, studying for a test, fighting on the playground)
3. Identify people, places and resources who can help you when you are having difficulty managing your thoughts and emotions (e.g., parents, family members, teachers)
4. Explain what it means to have either a “fixed” or “growth” mindset

## *Social Awareness*

**Demonstrate the ability to empathize and take the perspective of others, including demonstrating awareness of cultural differences and respect for human dignity**

### *Grades K-2, ages 5-7*

Demonstrate the ability to understand what another person is feeling (e.g., happy, sad, disappointed, confused, angry)

Demonstrate the ability to care about how others are feeling

Demonstrate the ability to listen carefully and intentionally to others

Describe ways in which people are similar and different

Use respectful language and actions when dealing with conflict or a difference of opinion

Be able to tell stories and listen to stories told by others

### *Grades 3-5, ages 8-10*

1. Use “I-statements” to let others know that you have heard them
2. Describe how a person will likely feel when being bullied or left out of an activity or group
3. Recognize examples of stereotyping, discrimination and prejudice
4. Explain a time when you put yourself in “someone else’s shoes” in order to understand their perspective and point of view
5. Explain what empathy means (e.g., the ability to sympathetically understand and personally identify with the emotional states, needs and feelings of others)

## *Interpersonal/Relationship Skills*

**Demonstrate the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, to communicate clearly, actively listen, collaborate and cooperate, manage conflict constructively, seek and offer help when needed, and resist inappropriate peer pressure**

### *Grades K-2, ages 5-7*

1. Initiate and engage in conversation and social interactions with classmates, peers, and adults
2. Understand the importance of sharing
3. Identify and practice appropriate behaviors to maintain positive relationships (e.g., sharing, helping, saying something nice)
4. Recognize and practice the skills to prevent, manage, and constructively resolve interpersonal conflicts (e.g., cool off, affirm, forgive, thank)
5. Learn to resolve conflicts without hitting, throwing a tantrum, or using hurtful language
6. Play games and appropriately participate in small group classroom activities

### Grades 3-5, ages 8-10

1. Describe how words, voice tone, and body language can impact relationships positively or negatively
2. Recognize the needs of others and how those needs may differ from your own
3. Understand and recognize the characteristics of healthy relationships (e.g., honesty, compromising, sharing, encouragement)
4. Understand and recognize the characteristics of unhealthy relationships (e.g., hostility, intimidation, hitting)
5. Identify a problem in a relationship and seek appropriate assistance from an adult
6. Give and receive constructive feedback to classmates and peers
7. Understand and recognize the positive and negative impact of peer pressure on self and others
8. Recognize and communicate to a trusted adult, any harmful individual and group behaviors

## *Responsible and Ethical Decision Making*

**Demonstrate the ability to make decisions based on consideration of ethical principles, safety concerns, appropriate social norms, respect for self and others, and the likely consequences of your actions**

### Grades K-2, ages 5-7

1. Describe a rule or principle that everyone should strive to live by (e.g., be kind, be honest, try your best)
2. Understand the difference between what is safe and not safe (e.g., touching a hot stove, skateboarding without a helmet)
3. Explain one “social norm” at school and the reason for the norm (e.g., do not litter, no running in the hallways)
4. Understand “if/then” thinking (e.g., “If I do x, then y will likely occur”)
5. Explain a time when you were given the responsibility to make your own decision after considering the “pros and cons” of different options

### Grades 3-5, ages 8-10

1. Write and share with your classmates an ethical principle you wish everyone in the world would follow all the time (e.g., all people are created equal, be honest, be kind)
2. Learn and practice a “formula” for making good decisions (stop, calm down, identify the dilemma or problem, compare options while considering ethical principles, safety, social norms, respect for self and others, make a decision, reflect on the consequences)

## *The Elementary School Choose Love for Schools program meets the following American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success:*

### *Mindsets:*

- **Mindset 1:** Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being
- **Mindset 2:** Self-confidence in ability to succeed
- **Mindset 3:** Sense of belonging in the school environment
- **Mindset 5:** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- **Mindset 6:** Positive attitude toward work and learning

### *Learning Strategies:*

- **Learning Strategies 1:** Demonstrate critical-thinking skills to make informed decisions
- **Learning Strategies 2:** Demonstrate creativity
- **Learning Strategies 4:** Apply self-motivation and self-direction to learning
- **Learning Strategies 6:** Set high standards of quality
- **Learning Strategies 7:** Identify long-and short-term academic, career, and social/emotional goals
- **Learning Strategies 9:** Gather evidence and consider multiple perspectives to make informed decisions

### *Self-Management Skills:*

- **Self-Management Skills 1:** Demonstrate ability to assume responsibility
- **Self-Management Skills 2:** Demonstrate discipline and self-control
- **Self-Management Skills 3:** Demonstrate the ability to work independently
- **Self-Management Skills 4:** Demonstrate ability to delay immediate gratification for long term rewards
- **Self-Management Skills 5:** Demonstrate perseverance to achieve long-and short-term goals
- **Self-Management Skills 6:** Demonstrate ability to overcome barriers to learning
- **Self-Management Skills 7:** Demonstrate effective coping skills when faced with a problem
- **Self-Management Skills 10:** Demonstrate ability to manage transitions and ability to adapt to changing situations



## ***Social Skills:***

- **Social Skills 1:** Use effective oral and written communication skills and listening skills
- **Social Skills 2:** Create positive and supportive relationships with other students
- **Social Skills 3:** Create relationships with adults that support success
- **Social Skills 4:** Demonstrate empathy
- **Social Skills 5:** Demonstrate ethical decision-making and social responsibility
- **Social Skills 6:** Use effective collaboration and cooperation skills
- **Social Skills 7:** Use leadership and teamwork skills to work effectively in diverse teams
- **Social Skills 8:** Demonstrate advocacy skills and ability to assert self, when necessary
- **Social Skills 9:** Demonstrate social maturity and behaviors appropriate to the situation and environment

## ***Common Core State Standards:***

### **Kindergarten**

#### **Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.K.1.B Continue a conversation through multiple exchanges.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CCSS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

#### **Key Ideas and Details:**

CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

#### **Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.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).

CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

CCSS.ELA-LITERACY.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## First Grade

### **Key Ideas and Details:**

CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.

### **Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A 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).

CCSS.ELA-LITERACY.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

### **Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A 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).

CCSS.ELA-LITERACY.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.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.

**Presentation of Knowledge and Ideas:**

CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-LITERACY.SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 [here](#) for specific expectations.)

## Second Grade

**Key Ideas and Details:**

CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.

**Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.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.

**Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.2.1.A 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).

CCSS.ELA-LITERACY.SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Presentation of Knowledge and Ideas:**

CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCSS.ELA-LITERACY.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-LITERACY.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 [here](#) for specific expectations.)

### Third Grade

#### **Key Ideas and Details:**

CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

#### **Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

CCSS.ELA-LITERACY.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

#### **Comprehension and Collaboration:**

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.

CCSS.ELA-LITERACY.SL.3.1.B 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).

CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Fourth Grade

#### **Key Ideas and Details:**

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.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**Comprehension and Collaboration:**

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 *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

## Fifth Grade

**Key Ideas and Details:**

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.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**Comprehension and Collaboration:**

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 *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.