

Grade	Student Learning Target	TN Standards	AASL Standards
Kindergarten	<ul style="list-style-type: none"> • Identify the librarian by name • Identify library rules and expectations • Define and explore key library terms and terminology • Identify the location of the different types of resources in the library <ul style="list-style-type: none"> *Fiction Books *Nonfiction Books • Draw inferences between library materials' physical location and library organization • Understand and sign district's acceptable use policy • Identify circulation policies and procedures • Identify book care expectations • Independently locate and checkout a library book by end of school year • Identify the parts of a book 	<p>Reading Standards: Literature K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text. K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details. K.RL.KID.3 With prompting and support, orally identify characters, settings, and major events in a story. K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text. K.RL.CS.5 Recognize common types of texts. K.RL.CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story. K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear. (Standard 8 is not applicable to literature.) K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories. K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.</p> <p>Reading Standards: Informational Text K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text. K.RI.KID.2 With prompting & support, orally Identify the main topic & retell key details of a text. K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text. K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in</p>	<p>1.1.2 Use prior and background knowledge as context for new learning. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.3.4 Contribute to the exchange of ideas within and beyond the learning community. 1.4.4 Seek appropriate help when needed. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.2.4 Demonstrate personal productivity by completing products to express learning. 2.3.1 Connect understanding to the real world. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.2.2 Show social responsibility by participating actively with others in learning</p>

		<p>a text relevant to a Kindergarten topic or subject area.</p> <p>K.RI.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.</p> <p>K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.</p> <p>K.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten.</p> <p>Writing</p> <p>K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.</p> <p>K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.</p> <p>K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations in writing types are defined in standards 1-3 above.)</p> <p>K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.</p> <p>K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Standard 9 begins in grade 3)</p> <p>Speaking & Listening Standards</p> <p>K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. Q1, Q2, Q3, Q4</p>	<p>situations and by contributing questions and ideas during group discussions.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.1.5 Connect ideas to own interests and previous knowledge and experience.</p> <p>4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p> <p>4.4.1 Identify own areas of interest.</p>
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<p>First Grade</p>	<ul style="list-style-type: none"> • Identify the librarian by name • Identify library rules and expectations • Define and explore key library terms and terminology • Identify the location of the different types of resources in the library <ul style="list-style-type: none"> *Fiction Books *Nonfiction Books *Biography/Autobiography Books *Periodicals • Draw inferences between library materials' physical location and library organization • Understand and sign district's acceptable use policy • Identify circulation policies and procedures • Identify book care expectations • Independently locate and checkout a library book • Identify major Book Awards and Honors <ul style="list-style-type: none"> *Caldecott Medal *John Newbery Award *Coretta Scott King Award 	<p>Reading Standards: Literature 1.RL.KID.1 Ask and answer questions about key details in a text. 1.RL.CS.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events 1.RL.RRTC.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading Standards: Informational Text 1.RI.KID.1 Ask and answer questions about key details in a text. 1.RI.KID.2 Identify the main topic and retell key details of a text. 1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area. 1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and details in a text to describe its key ideas. 1.RI.IKI.8 Identify the reasons an author provides to support points in a text.</p> <p>Writing 1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. 1.W.TTP.3 With prompting and support write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event</p>	<p>1.1.2 Use prior and background knowledge as context for new learning. 1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.3.4 Contribute to the exchange of ideas within and beyond the learning community. 1.4.4 Seek appropriate help when needed. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations. 2.3.1 Connect understanding to the real world. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. 3.2.3 Demonstrate teamwork by working productively with others. 3.3.5 Contribute to the</p>
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		<p>order and provide some sense of closure.</p> <p>Speaking & Listening</p> <p>1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.</p> <p>1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>exchange of ideas within and beyond the learning community.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.1.5 Connect ideas to own interests and previous knowledge and experience.</p> <p>4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p> <p>4.4.1 Identify own areas of interest.</p>
<p>Second Grade</p>	<ul style="list-style-type: none"> • Identify the librarian by name • Explain library rules and expectations • Define and explore key library terms and terminology • Identify the location of the different types of resources in the library <ul style="list-style-type: none"> *Fiction Books *Nonfiction Books *Biography/Autobiography Books *Reference *Periodicals *Audiovisuals • Draw inferences between library materials' physical location and library organization • Understand and sign district's acceptable use policy • Explain circulation policies and procedures 	<p>Reading Standards: Literature</p> <p>2.RI.KID.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.</p> <p>2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.</p> <p>2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.</p>	<p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view</p>

	<ul style="list-style-type: none"> • Explain book care expectations • Use the online card catalog to locate desired materials in the library • Independently locate and checkout a library book • Identify the Dewey Decimal System’s organizational scheme by the end of the year • Utilize the Dewey Decimal System to locate desired materials on the shelves by the end of the year • Understand, agree to, and sign the district’s Internet Acceptable Use Policy • Identify major Book Awards and Honors <ul style="list-style-type: none"> *Caldecott Medal *John Newbery Award *Coretta Scott King Award 	<p>2.RI.CS.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.</p> <p>2.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.</p> <p>Reading Standards: Informational Text</p> <p>2.RI.KID.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.</p> <p>2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.</p> <p>2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.</p> <p>2.RI.CS.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.</p> <p>2.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with</p>	<p>or bias.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.3.4 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>1.4.4 Seek appropriate help when needed.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>2.3.1 Connect understanding to the real world.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning</p>
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		<p>scaffolding at the high end as needed.</p> <p>Writing</p> <p>2.W.TTP.1 Write opinion pieces on topics or texts.</p> <ol style="list-style-type: none"> Introduce topic or text. State an opinion. Supply reasons to support the opinion. Use linking words to connect the reasons to the opinion. Provide a concluding statement or section. <p>2.W.TTP.2 Write informative/explanatory texts.</p> <ol style="list-style-type: none"> Introduce a topic. Use facts and definitions to provide information. Provide a concluding statement or section. <p>2.W.TTP.3 Write narratives recounting an event or short sequence of events.</p> <ol style="list-style-type: none"> Include details to describe actions, thoughts, and feelings. Use time order words to signal event order. Provide a sense of closure. <p>2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.</p> <p>2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.</p> <p>2.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.</p> <p>2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>situations and by contributing questions and ideas during group discussions.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.1.5 Connect ideas to own interests and previous knowledge and experience.</p> <p>4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p> <p>4.4.1 Identify own areas of interest.</p>
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		(Standard 9 begins in grade 3)	
		<p>Speaking & Listening Standards</p> <p>2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.</p>	
Third Grade	<ul style="list-style-type: none"> Identify the librarian by name Explain library rules and expectations Define and explore key library terms and terminology Identify the location of the different types of resources in the library <ul style="list-style-type: none"> *Fiction Books *Nonfiction Books *Biography/Autobiography Books *Reference *Periodicals *Audiovisuals Draw inferences between library materials' physical location and library organization Understand and sign the district's Internet Acceptable Use Policy Explain circulation policies and procedures Explain book care expectations Use the online card catalog to locate desired materials in the library Independently locate and checkout a library book Identify the Dewey Decimal System's organizational scheme Utilize the Dewey Decimal System to locate desired materials on the shelves Acknowledge copyright and intellectual property right laws Identify and explain major Book Awards and Honors 	<p>Reading Standards: Literature</p> <p>3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>3.RL.KID.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.</p> <p>3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events</p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (<i>e.g., feeling blue versus the color blue</i>).</p> <p>3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.</p> <p>3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.</p> <p>3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words. (Standard 8 is not applicable to literature.)</p> <p>Reading Standards: Informational Text</p>	<p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.3.1 Respect copyright/ intellectual property rights of creators and producers.</p> <p>1.3.4 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.4.2 Use interaction with and feedback from teachers and</p>

	<p>*Caldecott Medal *John Newbery Award *Coretta Scott King Award</p>	<p>3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. 3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area. 3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently. 3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text.</p> <p>Writing 3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ol style="list-style-type: none"> Introduce a topic. Group related information together, including illustrations when needed to provide clarity to the reader. Develop the topic with facts, definitions, and details. Provide a conclusion. Use linking words and phrases to connect ideas within categories of information. Use precise language to inform about or explain the topic. Apply language standards addressed in the Foundational Literacy standards. <p>3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are</p>	<p>peers to guide own inquiry process. 1.4.4 Seek appropriate help when needed. 2.1.4 Use technology and other information tools to analyze and organize information. 2.2.4 Demonstrate personal productivity by completing products to express learning. 2.3.1 Connect understanding to the real world. 2.4.1 Determine how to act on information (accept, reject, modify). 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.2.3 Demonstrate teamwork by working productively with others. 3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints. 3.3.5 Contribute to the exchange of ideas within and beyond the learning community. 4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. 4.1.3 Respond to literature and creative expressions of ideas in various formats and</p>
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	<p>appropriate to task, purpose, and audience. (Grade specific expectations in writing types are defined in standards 1-3.)</p> <p>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)</p> <p>3.W.PDW.6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.</p> <p>3.W.RBPK.7 Conduct short research projects that build general knowledge about a topic.</p> <p>3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.</p> <p>3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.</p> <p>3.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> <p>Speaking & Listening</p> <p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <p>3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.</p> <p>3.SL.CC.3 Ask and answer questions about information from a speaker, offering</p>	<p>genres.</p> <p>4.1.5 Connect ideas to own interests and previous knowledge and experience.</p> <p>4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p> <p>4.4.1 Identify own areas of interest.</p>
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		<p>appropriate elaboration and detail. 3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	
<p>Fourth Grade</p>	<ul style="list-style-type: none"> • Identify the librarian by name • Identify library rules and expectations • Define and explore key library terms and terminology • Identify the location of the different types of resources in the library <ul style="list-style-type: none"> *Fiction Books *Nonfiction Books *Biography/Autobiography Books *Reference *Periodicals *Audiovisuals • Draw inferences between library materials' physical location and library organization • Understand and sign the district's Internet Acceptable Use Policy • Explain circulation policies and procedures • Explain book care expectations • Use the online card catalog to locate desired materials in the library • Independently locate and checkout a library book • Identify and explain the Dewey Decimal System's organizational scheme • Utilize the Dewey Decimal System to locate desired materials on the shelves • Acknowledge and apply copyright and intellectual property right laws • Identify and explain major Book Awards and Honors <ul style="list-style-type: none"> *Caldecott Medal *John Newbery Award *Coretta Scott King Award 	<p>Reading Standards: Literature</p> <p>4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.</p> <p>4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.</p> <p>4.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.</p> <p>4.RL.CS.5 Explain the major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.</p> <p>4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated.</p> <p>4.RL.IKI.7 Make connections between the print versions of a story or drama and a visual or oral presentation of the same text.</p> <p>4.RL.IKI.9 Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.</p>	<p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.3.1 Respect copyright/ intellectual property rights of creators and producers.</p> <p>1.3.4 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>1.4.4 Seek appropriate help</p>

		<p>4.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.</p> <p>4.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <p>4.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <ul style="list-style-type: none"> a. Spell grade-appropriate words correctly consulting references as needed. b. Write legibly in manuscript and cursive. <p>4.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. <p>4.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ul style="list-style-type: none"> a. Use relative pronouns and relative adverbs. b. Form and use progressive verb tenses. c. Use auxiliary verbs such as <i>can</i>, <i>may</i>, and <i>must</i> to clarify meaning. d. Form and use prepositional phrases. 	<p>when needed.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.1.5 Collaborate with other to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>2.3.1 Connect understanding to the real world.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways others can view, use and assess.</p> <p>3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.</p> <p>3.2.2 Show social responsibility by participating</p>
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		<p>e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons.</p> <p>f. Use correct capitalization.</p> <p>g. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>h. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>i. Write several cohesive paragraphs on a topic.</p> <p>4.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context as a clue to the meaning of a word or phrase.</p> <p>b. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>c. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>4.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>i. Explain the meaning of simple similes and metaphors in context.</p> <p>ii. Recognize and explain the meaning of common idioms and proverbs.</p> <p>iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.</p> <p>4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of</p>	<p>actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.1.5 Connect ideas to own interests and previous knowledge and experience.</p> <p>4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p> <p>4.4.1 Identify own areas of interest.</p>
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		<p>being and that are basic to a particular topic.</p> <p>Reading Standards: Informational Text 4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. 4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.</p> <p>Writing 4.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none">f. Introduce topic or text.g. Develop an opinion with reasons that are supported by facts and details.h. Create an organizational structure in which related ideas are grouped to support the writer’s purpose.i. Provide a concluding statement or section related to the opinion presented.j. Link opinion and reasons using words and phrases.k. Apply language standards addressed in the Foundational Literacy standards. <p>4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ul style="list-style-type: none">d. Introduce a topic.e. Group related information in paragraphs and sections.f. Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.g. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.h. Provide a conclusion related to the	
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		<p>information or explanation presented.</p> <ul style="list-style-type: none">i. Link ideas within categories of information using words and phrases.j. Use precise language and domain-specific vocabulary to inform about or explain the topic.k. Apply language standards addressed in the Foundational Literacy standards. <p>4.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <ul style="list-style-type: none">d. Orient the reader by establishing a situation, using a narrator and/or introducing characters.e. Organize an event sequence that unfolds naturally and logically.f. Use dialogue and description to develop experiences and events or show the response of characters to situations.g. Use a variety of transitional words and phrases to manage the sequence of events.h. Provide a conclusion that follows from the narrated experience or events.i. Use precise words, phrases, and sensory details to convey experiences and events. <p>Apply language standards addressed in the Foundational Language standards.</p> <p>4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations in writing types are defined in standards 1-3.)</p> <p>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)</p>	
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Fifth Grade	<ul style="list-style-type: none"> • Identify the librarian by name • Identify and explain library rules and expectations • Define and apply key library terms and terminology • Identify the location of the different types of resources in the library <ul style="list-style-type: none"> *Fiction Books *Nonfiction Books *Biography/Autobiography Books *Reference *Periodicals 	<p>Reading Standards: Literature</p> <p>5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text.</p> <p>5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.</p> <p>5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text,</p>	<p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of</p>

	<p>*Audiovisuals</p> <ul style="list-style-type: none"> • Draw inferences between library materials' physical location and library organization • Understand and sign the district's Internet Acceptable Use Policy • Explain circulation policies and procedures • Explain book care expectations • Use the online card catalog to locate desired materials in the library • Independently locate and checkout a library book • Identify and explain the Dewey Decimal System's organizational scheme • Utilize the Dewey Decimal System to locate desired materials on the shelves • Acknowledge and apply copyright and intellectual property right laws • Identify and explain major Book Awards and Honors <p>*Caldecott Medal *John Newbery Award *Coretta Scott King Award</p>	<p>including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</p> <p>5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.</p> <p>5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p> <p>Reading Standards: Informational Text</p> <p>5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.</p> <p>5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.</p> <p>Writing</p> <p>5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce topic or text. Develop an opinion through logically ordered reasons supported by facts and details. Create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide a concluding statement or section related to the opinion presented. 	<p>information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>1.3.4 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>1.3.5 Use information technology responsibly.</p> <p>1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>1.4.4 Seek appropriate help when needed.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>2.3.1 Connect understanding to the real world.</p> <p>3.1.2 Participate and</p>
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		<p>e. Link opinion and reasons using words, phrases, and clauses.</p> <p>f. Apply language standards addressed in the Foundational Literacy standards.</p> <p>5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>a. Introduce a topic by providing a general observation and focus.</p> <p>b. Group related information illogically, including formatting features, illustrations, and multimedia when needed to provide clarity to the reader.</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>d. Provide a conclusion related to the information or explanation presented.</p> <p>e. Link ideas within and across categories of information using words, phrases, and clauses.</p> <p>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>g. Apply language standards addressed in the Foundational Literacy standards.</p> <p>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>a. Orient the reader by establishing a situation, using a narrator and/or introducing characters.</p> <p>b. Organize an event sequence that unfolds naturally and logically.</p> <p>c. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the</p>	<p>collaborate as members of a social and intellectual network of learners.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.1.5 Connect ideas to own interests and previous knowledge and experience.</p> <p>4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest</p>
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		<p>responses of characters to situations.</p> <p>d. Use a variety of transitional words, phrases, & clauses to manage sequence of events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>f. Use precise words, phrases, and sensory details to convey experiences and events.</p> <p>g. Apply language standards addressed in the Foundational Language standards.</p> <p>5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations in writing types are defined in standards 1-3.)</p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)</p> <p>5.W.PDW.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.</p> <p>5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.</p> <p>5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <p>5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5</p>	<p>in various literary genres.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p> <p>4.4.1 Identify own areas of interest.</p>
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		<p>standards for reading.</p> <p>Speaking & Listening</p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <p>5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats.</p> <p>5.SL.PKI.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.</p> <p>5.SL.PKI.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	
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