

Grade	Learning Target	TN State Standards	AASL Standards
<p>Kindergarten</p>	<ul style="list-style-type: none"> • Understand the responsibility of the author and illustrator • Identify the title and author; locate the title and author on the front of a book. • Connect the librarian and library as a source of information • Recognize that nonfiction/informational text are a source of information • Identify the internet as a source of information but needs to be used with an adult • Independently locate and checkout a library book by end of school year • Define and explore genres: <ul style="list-style-type: none"> - Fairy tales - Folk tales - Tall tales • Retell information heard via read-aloud 	<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.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.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area. K.RI.CS.5 Know various text features. 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>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. 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process 1.4.4 Seek appropriate help when it is needed.</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: K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces. K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts. 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 K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	
<p>First Grade</p>	<ul style="list-style-type: none"> • Discern that nonfiction/informational text are a source of information • Utilize magazines to answer questions • Arrange words in alphabetical order by first letter • Understand a dictionary explains unknown words • Understand a dictionary is organized in alphabetical order • Realize the internet is a source of information but must be used carefully when looking for information 	<p>Reading Standards: Literature 1.RL.KID.1 Ask and answer questions about key details in a text. 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. 1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe</p>	<p>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. 1.4.2 Use interaction with and feedback from teachers and peers</p>

	<ul style="list-style-type: none"> • Define and explore different genres: <ul style="list-style-type: none"> - Fairy tales - Folk tales - Tall tales • Retell the stories heard and read in Fairy Tales, Folk Tales, and Tall Tales • Answer text-based questions about the stories heard and read in Fairy Tales, Folk Tales, and Tall Tales 	<p>characters, settings, and major events in a story using key details.</p> <p>1.RL.CS.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.</p> <p>1.RL.CS.6 Identify who is telling the story at various points in a text.</p> <p>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. (Standard 8 is not applicable to literature.)</p> <p>Reading: Informational Text</p> <p>1.RI.KID.1 Ask and answer questions about key details in a text.</p> <p>1.RI.KID.2 Identify the main topic and retell key details of a text.</p> <p>1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.</p> <p>1.RI.CS.5 Know and use various text features to locate key facts or information in a text.</p> <p>1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>1.RI.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its key ideas.</p> <p>Writing Standards</p> <p>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.</p> <p>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>to guide own inquiry process</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p>
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		<p>order and provide some sense of closure. 1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. (Standard 9 begins in grade 3)</p> <p>Speaking & Listening Standards 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. 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>Second Grade</p>	<ul style="list-style-type: none"> • Arrange words in alphabetical order to the second letter • Utilize the dictionary to locate unfamiliar words and correct spelling of words • Utilize the dictionary to determine the correct meaning of multiple meaning words in a given text • Observe that an encyclopedia contains general information on a topic • Understand an encyclopedia is arranged in alphabetical order and in volumes • Utilize an encyclopedia to answer basic questions on a topic • Compare information found on the internet to the information found in print 	<p>Reading Standards: Literature 2.RL.KID.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. 2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 2.RL.KID.3 Describe how characters in a story respond to major events and challenges. 2.RL.CS.4 Describe how words and phrases supply meaning in a story, poem, or song. 2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. 2.RL.CS.6 Determine when characters have different points of view. 2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters,</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning 1.4.1 Monitor own information seeking processes for effectiveness and progress and adapt as necessary 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process 2.4.1 Determine how to act on information (accept, reject, modify). 4.3.2 Recognize that resources are created for a variety of purposes.</p>

		<p>setting, or plot. (Standard 8 is not applicable to literature.) 2.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.</p> <p>Reading Standards: Informational Text 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. 2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. 2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently. 2.RI.CS.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text. 2.RI.IKI.8 Describe how reasons support specific points an author makes in a text. 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>Writing Standards 2.W.TTP.1 Write opinion pieces on topics or texts. a. Introduce topic or text. b. State an opinion. c. Supply reasons to support the opinion. d. Use linking words to connect the reasons to the opinion. e. Provide a concluding statement or section.</p>	
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		<p>2.W.TTP.2 Write informative/explanatory texts.</p> <p>a. Introduce a topic.</p> <p>b. Use facts and definitions to provide information.</p> <p>c. Provide a concluding statement or section.</p> <p>2.W.TTP.3 Write narratives recounting an event or short sequence of events.</p> <p>a. Include details to describe actions, thoughts, and feelings.</p> <p>b. Use time order words to signal event order.</p> <p>c. Provide a sense of closure.</p> <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.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. (Standard 9 begins in grade 3)</p> <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>	
<p>Third Grade</p>	<ul style="list-style-type: none"> • Compare a print dictionary to a digital dictionary • Compare a print encyclopedia to a digital encyclopedia • Understand a thesaurus is a book of synonyms and is organized like a dictionary • Utilize a thesaurus to replace words in text • Utilize an atlas • Use resources available to complete a research project (dictionary, thesaurus, encyclopedia, atlas, internet) 	<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>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</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</p>

	<ul style="list-style-type: none"> • Cite sources using a very basic format • Use the internet is a source for information but recognize not all web sites can be trusted with reliable information 	<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>3.RL.IKI.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p>Reading Standards: Informational Text</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.</p> <p>3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently.</p> <p>3.RI.IKI.8 Explain how reasons support specific points an author makes in a text.</p> <p>3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Writing Standards</p> <p>3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p>	<p>questions.</p> <p>1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge</p> <p>2.1.2 Organize knowledge so that it is useful.</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>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p>
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		<ul style="list-style-type: none"> a. Introduce a topic. b. Group related information together, including illustrations when needed to provide clarity to the reader. c. Develop the topic with facts, definitions, and details. d. Provide a conclusion. e. Use linking words and phrases to connect ideas within categories of information. f. Use precise language to inform about or explain the topic. g. Apply language standards addressed in the foundational Literacy standards. <p>3.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"> a. Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally. b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. e. Apply language standards addressed in the Foundational Language standards. <p>3.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.)</p> <p>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and</p>	
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		<p>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 and 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 appropriate elaboration and detail.</p> <p>3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	
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<p>Fourth Grade</p>	<ul style="list-style-type: none"> • Differentiate between primary and secondary sources • Evaluate a website for validity • Utilize reference resources to complete a research project (dictionary, thesaurus, encyclopedia, atlas, almanac, internet) • Cite works used in research project • Recognize that online information is copyrighted 	<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.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>Reading Standards: Informational Text</p> <p>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.</p> <p>4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.</p> <p>4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.</p> <p>4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.</p> <p>4.RI.CS.5 Describe the overall structure of</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>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning</p> <p>1.1.8 Demonstrate mastery of technology tools to assess information and pursue inquiry</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge</p> <p>2.1.2 Organize knowledge so that it is useful.</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>2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be draw</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests,</p>
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		<p>events, ideas, and concepts of information in a text or part of a text.</p> <p>4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.</p> <p>4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p>4.RI.IKI.8 Explain how an author uses reasons & evidence to support particular points in text.</p> <p>4.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.</p> <p>Writing Standards</p> <p>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"> a. Introduce topic or text. b. Develop an opinion with reasons that are supported by facts and details. c. Create an organizational structure in which related ideas are grouped to support the writer’s purpose. d. Provide a concluding statement or section related to the opinion presented. e. Link opinion and reasons using words and phrases. f. 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"> a. Introduce a topic. b. Group related information in paragraphs and sections. c. Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader. 	<p>trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p>
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		<ul style="list-style-type: none"> d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. e. Provide a conclusion related to the information or explanation presented. f. Link ideas within categories of information using words and phrases. g. Use precise language and domain-specific vocabulary to inform about or explain the topic. h. 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"> a. Orient the reader by establishing a situation, using a narrator and/or introducing characters. b. Organize an event sequence that unfolds naturally and logically. c. Use dialogue and description to develop experiences and events or show the response of characters to situations. d. Use a variety of transitional words and phrases to manage the sequence of events. e. Provide a conclusion that follows from the narrated experience or events. f. 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.RBPK.7 Conduct short research projects that build general knowledge through investigation of different aspects of a topic.</p>	
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		<p>4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources, take notes, categorize information, and provide a list of sources.</p> <p>4.W.RBPK.9 Draw evidence from literary or informational texts, to support analysis, reflection, and research, applying grade 4 standards for reading.</p> <p>Speaking & Listening Standards</p> <p>4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <p>4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.</p> <p>4.SL.PKI.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.</p> <p>4.SL.PKI.6 Recognize that different situations call for formal vs. informal English, and use</p>	
<p>Fifth Grade</p>	<ul style="list-style-type: none"> • Differentiate between primary and secondary sources • Evaluate a website for validity • Utilize reference resources to complete a research project (dictionary, thesaurus, encyclopedia, atlas, almanac, internet) • Cite works used in research project • Recognize that online information is copyrighted <p>(Much the same as 4th grade. The level of difficulty will be increased or different expectations will be required.)</p>	<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.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound</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>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning</p>

		<p>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>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.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.</p> <p>5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.</p> <p>5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.</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 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>a. Group related information illogically, including formatting features, illustrations, and multimedia when needed to provide clarity to the</p>	<p>1.1.8 Demonstrate mastery of technology tools to assess information and pursue inquiry</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge</p> <p>2.1.2 Organize knowledge so that it is useful.</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>2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p>
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		<p>reader.</p> <ul style="list-style-type: none"> b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Provide a conclusion related to the information or explanation presented. d. Link ideas within and across categories of information using words, phrases, and clauses. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Apply language standards addressed in the Foundational Literacy standards. <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> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation, using a narrator and/or introducing characters. b. Organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words, phrases, & clauses to manage sequence of events. e. Provide a conclusion that follows from the narrated experiences or events. f. Use precise words, phrases, and sensory details to convey experiences and events. g. Apply language standards addressed in the Foundational Language standards. <p>5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>	
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		<p>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 standards for reading.</p> <p>Speaking & Listening Standards</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.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</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>	
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