

Grade	Learning Targets	TN State Standards	AASL Standards
<p>Kindergarten</p>	<ul style="list-style-type: none"> • Identify the locations in the library where Fiction and Easy books are located. • Explain the responsibility of the author and illustrator • Identify the title and author; locate the title and author on the front of a book. • Listen to stories and identify story elements <ul style="list-style-type: none"> - setting - character - beginning, middle, end • Distinguish between a variety of fiction genre: <ul style="list-style-type: none"> - fantasy - mysteries - realistic fiction - historical fiction 	<p>Reading Standards : Literature</p> <p>K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details.</p> <p>K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.</p> <p>K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.</p> <p>K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.</p> <p>Reading Standards : Informational Text</p> <p>K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RI.KID.2 With prompting & support, orally Identify the main topic & retell key details of a text.</p> <p>K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>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.</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.8 With prompting and support, identify the reasons an author provides to support points in a text.</p> <p>K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences</p>	<p>1.1.2 Use prior and background knowledge as context for new learning.</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>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>

		<p>between two texts on the same topic.</p> <p>Writing Standards</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.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.</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.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.</p> <p>K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.</p> <p>Speaking and 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.</p> <p>K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>K.SL.PKI.4 Describe familiar people, places, things, and events and with prompting and support, provide additional detail.</p> <p>K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.</p> <p>K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through</p>	
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<p>First Grade</p>	<ul style="list-style-type: none"> • Identify the locations in the library where Fiction and Easy books are located. • Explain the responsibility of the author and illustrator • Identify the title and author; locate the title and author on the front of a book. • Listen to stories and identify story elements <ul style="list-style-type: none"> - setting - character - beginning, middle, end • Distinguish between a variety of fiction genre: <ul style="list-style-type: none"> - fantasy - mysteries - realistic fiction - historical fiction 	<p>Reading Standards : Literature</p> <p>1.RL.KID.1 Ask and answer questions about key details in a text.</p> <p>1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.</p> <p>1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.</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.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>1.RL.RRTC.10 With prompting and support, read stories and poems at appropriate complexity for grade 1.</p> <p>Reading Standards : 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</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>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p>

		<p>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.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.</p> <p>1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.</p> <p>Writing Standards</p> <p>1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, & providing some sense of closure.</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 order and provide some sense of closure.</p> <p>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.</p> <p>1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.</p>	
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		<p>Speaking & Listening Standards</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>1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.</p> <p>1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.</p>	
<p>Second Grade</p>	<ul style="list-style-type: none"> • Distinguish between the fiction and nonfiction areas of the library. • Explain the responsibility of the author and illustrator • Understand the meaning of copyright date and locate in a book • Identify the fiction call number on a book spine • Explore award-winning literature including: <ul style="list-style-type: none"> - VSBA titles - Caldecott titles. • Identify story elements <ul style="list-style-type: none"> - setting - character - beginning, middle, end • Distinguish between a variety of fiction genre: <ul style="list-style-type: none"> - fantasy 	<p>Reading Standards : Literature</p> <p>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.</p> <p>2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2.RL.KID.3 Describe how characters in a story respond to major events and challenges.</p> <p>2.RL.CS.4 Describe how words and phrases supply meaning in a story, poem, or song.</p> <p>2.RL.CS.5 Describe the overall structure of a</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>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>

	<ul style="list-style-type: none"> - mysteries - realistic fiction - historical fiction • Select a chapter book for independent pleasure reading. 	<p>story, including how the beginning introduces the story and the ending concludes the action.</p> <p>2.RL.CS.6 Determine when characters have different points of view.</p> <p>2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2.RL.IKI.9 Compare and contrast two or more versions of the same story by different authors or different cultures.</p> <p>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</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.IKI.8 Describe how reasons support specific points an author makes in a text.</p> <p>2.RI.IKI.9 Compare and contrast the most</p>	
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		<p>important points presented by two texts on the same topic.</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>Writing Standards</p> <p>2.W.TTP.1 Write opinion pieces on topics or texts.</p> <p>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> <p>2.W.TTP.2 Write informative/explanatory texts.</p> <p>a. Introduce a topic. b. Use facts and definitions to provide information. 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. b. Use time order words to signal event order. 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.</p> <p>2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency.</p> <p>Speaking & Listening Standards</p> <p>2.SL.CC.1 Participate with varied peers and</p>	
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		<p>adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts. 2.SL.PK1.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	
<p>Third Grade</p>	<ul style="list-style-type: none"> • Explain the meaning of copyright date and locate in a book • Identify the fiction call number on a book spine • Explore award-winning literature including: <ul style="list-style-type: none"> - VSBA titles - Coretta Scott King - Illustrator Award - Newbery Award. • Explore genres of fiction literature including: <ul style="list-style-type: none"> - fantasy - mystery - historical fiction - science fiction - romance - realistic fiction • Select a chapter book for independent pleasure reading. 	<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 (e.g., feeling blue versus the color blue).</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.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p>3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3</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>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p>

		<p>text complexity band independently and proficiently.</p> <p>Reading Standards : Informational Text 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.CS.5 Use text features to locate information relevant to a given topic efficiently. 3.RI.CS.6 Distinguish reader point of view from that of an author of a text. 3.RI.IKI.8 Explain how reasons support specific points an author makes in a text. 3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Writing Standards 3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce topic or text. b. Develop an opinion with reasons that support the opinion. c. Create an organizational structure that lists supporting reasons. d. Provide a concluding statement or section. e. Use linking words and phrases to connect opinion and reasons. f. Apply language standards addressed in the Foundational Literacy standards. 3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information. 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</p>	
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		<p>language to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy standards.</p> <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> <p>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> <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 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.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>	
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		<p>Speaking & Listening 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. 3.SL.PKI.5 Add audio or visual elements when appropriate to emphasize or enhance certain facts or details. Q4</p>	
<p>Fourth Grade</p>	<ul style="list-style-type: none"> • Explain the meaning of copyright date and locate in a book • Identify the fiction call number on a book spine • Explore award-winning literature, including: <ul style="list-style-type: none"> - VSBA titles - Sibert Award. • Identify types of literary genres including: <ul style="list-style-type: none"> - realistic fiction - historical fiction - mystery - adventure • Identify parts of a book and use each to find information, including <ul style="list-style-type: none"> - title page - copyright page - table of contents - glossary - index. • Discuss main idea and/or theme, and supporting details. • Select a book for independent pleasure reading. • Compare and contrast a piece of literature in the written form to its visual or oral adaptation 	<p>Reading Standards : Literature 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. 4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. 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. 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. 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. 4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated. 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. 4.RL.IKI.9 Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different</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. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p>

		<p>cultures.</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>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.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 events, ideas, and concepts of information in a text or part of a text.</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.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.</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> <p>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</p>	
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		<p>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> <p>4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>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. 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> <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> <p>4.W.RBPK.7 Conduct short research projects that build general knowledge through investigation of different aspects of a topic.</p> <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</p>	
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		<p>informational texts, to support analysis, reflection, and research, applying grade 4 standards for reading.</p> <p>4.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>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.CC.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>4.SL.PKI.5 Add multimedia such as audio and visual elements to presentations when appropriate to enhance the development of main ideas or themes.</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"> • Locate books in the library based on purpose and needs • Explain the meaning of copyright date and locate in a book • Identify the fiction call number on a book spine • Explore award-winning literature, including: <ul style="list-style-type: none"> - VSBA - Scott O'Dell Historical fiction award. • Recognize and read from a variety of fictional genres <ul style="list-style-type: none"> - realistic fiction - historical fiction - mystery - adventure 	<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.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.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</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>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital)</p>

	<ul style="list-style-type: none"> • Identify parts of a book, including: <ul style="list-style-type: none"> - title page - copyright page - table of contents - glossary - index • Use the parts of a book to find information within the book. • Make inferences and draw conclusions from collected information. • Select a chapter book for independent pleasure reading. • Compare and contrast a piece of literature in the written form to the visual or oral adaptation of the piece 	<p>speaker’s point of view influences how events are described.</p> <p>5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, fiction, folktale, myth, or poem.</p> <p>5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.</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.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.</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.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>in order to make inferences and gather meaning.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</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 own self, the world, and previous reading.</p>
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		<p>Writing Standards</p> <p>5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce topic or text. b. Develop an opinion through logically ordered reasons supported by facts and details. c. Create an organizational structure in which ideas are logically 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, phrases, and clauses. 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. a. Introduce a topic by providing a general observation and focus. b. Group related information illogically, including formatting features, illustrations, and multimedia when needed to provide clarity to the reader. c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. d. Provide a conclusion related to the information or explanation presented. e. Link ideas within and across categories of information using words, phrases, and clauses. f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy standards.</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</p>	
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		<p>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.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>5.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>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.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</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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