

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>ELA K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>ELA K.RI.KID.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>ELA-K.RI.CS.6 With prompting and support, name the author and illustrator in presenting the ideas or information in a text.</p> <p>ELA-K.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten</p> <p>ELA-K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>ELA-K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>ELA-K.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>ELA-K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</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>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process</p> <p>1.4.4 Seek appropriate help when it is needed.</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 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 	<p>ELA-1.RI.KID.1 Ask and answer questions about key details in a text.</p> <p>ELA-1.RI.KID.2 Identify the main topic and retell key details of a text.</p> <p>ELA-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>ELA-1.W.RBPK.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>ELA.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>1.1.3 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>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p>

	<p>heard and read in Fairy Tales, Folk Tales, and Tall Tales</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>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 style="text-align: center;">Craft and Structure</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 style="text-align: center;">Integration of Knowledge and Ideas</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 style="text-align: center;">Range of Reading and Level of Text Complexity</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 style="text-align: center;">Key Ideas and Details</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 style="text-align: center;">Craft and Structure</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 story, including how the beginning introduces the story and</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 in order to make inferences and gather meaning</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>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>

		<p>the ending concludes the action. 2.RL.CS.6 Determine when characters have different points of view.</p> <p>Integration of Knowledge and Ideas 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>(Standard 8 is not applicable to literature.)</p> <p>Range of Reading and Level of Text Complexity 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>Comprehension & Collaboration 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) • 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>ELA-3.FL.WC.4c Consult reference materials, including beginning dictionary and thesaurus as needed to check and correct spellings. ELA-3.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. ELA-3.FL.VA.7a iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. ELA-3.RI.CS.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. ELA-3.W.RBPK.7 Conduct short research projects that build knowledge about a topic.</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. 1.1.3 Develop and refine a range of questions to frame search for new understanding. 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</p>

		<p>ELA-3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</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 2.1.2 Organize knowledge so that it is useful. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations. 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>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>ELA-4.RI.CS.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. ELA-4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. ELA-4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. ELA-4.W.RBPK.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. ELA-4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. ELA-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>1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. 1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning 1.1.8 Demonstrate mastery of technology tools to assess information and pursue inquiry 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts 2.1.1 Continue an inquiry-based research process by applying critical thinking skills to information and knowledge in order to construct new</p>

			<p>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, 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>
<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>ELA-5.RI.CS.6 Analyze the similarities and differences in the point of view of multiple accounts of the same event or topic.</p> <p>ELA-5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print sources.</p> <p>ELA-5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.</p> <p>ELA-5.W.RBPK.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>ELA-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>ELA-5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and</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</p>

		research.	<p>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, 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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