

Grade	Student Learning Target	TN State Standards	AASL Standards
<p><b>Kindergarten</b></p>	<ul style="list-style-type: none"> <li>• Identify the area of the library where nonfiction is located</li> <li>• Define nonfiction</li> <li>• Identify the author and illustrator as well as their roles in creating the text</li> <li>• Identify the parts of a book</li> <li>• Compare and contrast nonfiction and fiction through read-alouds</li> <li>• Define and explore nonfiction genres:               <ul style="list-style-type: none"> <li>- Poetry</li> <li>- Informational text</li> </ul> </li> <li>• Retell information heard via read-aloud from a nonfiction book</li> <li>• Answer text-based questions about the information heard via read-aloud in nonfiction books</li> </ul>	<p><b>Reading: Informational Text</b>  <b>ELA K.RI.KID.1</b> With prompting and support, ask and answer questions about key details in a text.  <b>ELA K.RI.KID.2</b> With prompting and support, identify the main topic and retell key details of a text.  <b>ELA-K.RI.CS.5</b> Know various text features  <b>ELA-K.RI.CS.6</b> With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.  <b>ELA-RI.IKI.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  <b>ELA-RI.IKI.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  <b>ELA-K.RI.RRTC.10</b> With prompting and support, read informational texts of appropriate complexity for Kindergarten  <b>Speaking and Listening</b>  <b>ELA-K.SL.CC.2</b> 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><b>1.1.6</b> Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  <b>1.4.4</b> Seek appropriate help when it is needed.  <b>2.1.3</b> Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.  <b>4.1.1</b> Read, view, and listen for pleasure and personal growth.  <b>4.1.2</b> Read widely and fluently to make connections with self, the world, and previous reading.  <b>4.1.3</b> Respond to literature and creative expressions of ideas in various formats and genres.  <b>4.1.5</b> Connect ideas to own interests and previous knowledge and experience.  <b>4.2.4</b> Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.  <b>4.3.2</b> Recognize that resources are created for a variety of purposes.  <b>4.4.1</b> Identify own areas of interest.</p>
<p><b>First Grade</b></p>	<ul style="list-style-type: none"> <li>• Identify the area of the library where nonfiction is located</li> <li>• Define nonfiction</li> <li>• Be aware that nonfiction materials can be</li> </ul>	<p><b>Reading: Informational Text</b>  <b>ELA-1.RI.KID.1</b> Ask and answer questions about key details in a text.  <b>ELA-1.RI.KID.2</b> Identify the main topic and</p>	<p><b>1.1.6</b> Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make</p>

	<p>used to locate information</p> <ul style="list-style-type: none"> <li>Identify the following parts of an nonfiction informational text:           <ul style="list-style-type: none"> <li>Table of contents</li> <li>Index</li> <li>Glossary</li> <li>Bibliography</li> <li>Headings</li> <li>Subheadings</li> </ul> </li> <li>Begin to distinguish between fiction and nonfiction</li> <li>Compare and contrast nonfiction and fiction through simple self-read texts as well as more complex read-alouds</li> <li>Show an understanding that nonfiction is grouped by subject</li> <li>Define and explore different nonfiction genres:           <ul style="list-style-type: none"> <li>Poetry</li> <li>Informational text</li> <li>Biography</li> <li>Autobiography</li> </ul> </li> <li>Retell information heard and read from nonfiction books</li> <li>Answer text-based questions about the information heard and read in nonfiction books</li> </ul>	<p>retell key details of a text.</p> <p><b>ELA-1.RI.CS.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><b>ELA-1.RI.CS.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>ELA-1.RI.IKI.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>ELA-1.RI.RRTC.10</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><b>Speaking and Listening</b></p> <p><b>ELA-1.SL.CC.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>inferences and gather meaning.</p> <p><b>1.4.4</b> Seek appropriate help when it is needed.</p> <p><b>2.1.3</b> Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</p> <p><b>4.1.1</b> Read, view, and listen for pleasure and personal growth.</p> <p><b>4.1.2</b> Read widely and fluently to make connections with self, the world, and previous reading.</p> <p><b>4.1.3</b> Respond to literature and creative expressions of ideas in various formats and genres.</p> <p><b>4.1.4</b> Seek information for personal learning in a variety of formats and genres.</p> <p><b>4.1.5</b> Connect ideas to own interests and previous knowledge and experience.</p> <p><b>4.2.4</b> Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> <p><b>4.3.2</b> Recognize that resources are created for a variety of purposes.</p> <p><b>4.4.1</b> Identify own areas of interest.</p>
<b>Second Grade</b>	<ul style="list-style-type: none"> <li>Identify the following parts of an nonfiction informational text:           <ul style="list-style-type: none"> <li>Table of contents</li> <li>Index</li> <li>Glossary</li> <li>Bibliography</li> <li>Headings</li> </ul> </li> </ul>	<p><b>2.RL.KID.1</b> Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p><b>2.RL.KID.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>2.RL.KID.3</b> Describe how characters in a story respond to major events and challenges.</p>	<p><b>1.1.6</b> 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><b>1.2.3</b> Demonstrate creativity by using multiple resources and</p>

	<ul style="list-style-type: none"> <li>- Subheadings</li> <li>- Diagrams and charts</li> <li>• Demonstrate that nonfiction materials can be used to locate information</li> <li>• Distinguish between fiction and nonfiction</li> <li>• Compare and contrast nonfiction and fiction through self-read texts as well as more complex read-alouds</li> <li>• Compare and contrast fairy tales, folk tales, and tall tales</li> <li>• Compare and contrast biography and autobiography</li> <li>• Explore different forms of poetry             <ul style="list-style-type: none"> <li>- Diamante</li> <li>- Shape (a.k.a. Concrete)</li> <li>- Cinquain</li> <li>- Acrostic</li> <li>- Rhyming (couplets, triplets, and quatrains)</li> <li>- Free verse</li> <li>- Haiku</li> </ul> </li> <li>• Define and explore other nonfiction genres:             <ul style="list-style-type: none"> <li>- Myths</li> <li>- Legends</li> <li>- Graphic novels</li> </ul> </li> <li>• Begin to summarize information read from nonfiction books</li> <li>• Answer text-based questions about information read from nonfiction books</li> </ul>	<p style="text-align: center;"><b>Craft and Structure</b></p> <p><b>2.RL.CS.4</b> Describe how words and phrases supply meaning in a story, poem, or song.</p> <p><b>2.RL.CS.5</b> Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.</p> <p><b>2.RL.CS.6</b> Determine when characters have different points of view.</p> <p style="text-align: center;"><b>Integration of Knowledge and Ideas</b></p> <p><b>2.RL.IKI.7</b> Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p style="text-align: center;">(Standard 8 is not applicable to literature.)</p> <p style="text-align: center;"><b>Range of Reading and Level of Text Complexity</b></p> <p><b>2.RL.RRTC.10</b> 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 style="text-align: center;"><b>Key Ideas and Details</b></p> <p><b>2.RI.KID.1</b> Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p><b>2.RI.KID.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.</p> <p><b>2.RI.KID.3</b> 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;"><b>Craft and Structure</b></p> <p><b>2.RI.CS.4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>2.RI.CS.5</b> Know and use various text features to locate key facts or information in a text efficiently.</p> <p><b>2.RI.CS.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p style="text-align: center;"><b>Integration of Knowledge and Ideas</b></p> <p><b>2.RI.IKI.8</b> Describe how reasons support specific points an author makes in a text.</p> <p style="text-align: center;"><b>Range of Reading and Level of Text Complexity</b></p> <p><b>2.RI.RRTC.10</b> Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the</p>	<p>formats.</p> <p><b>1.4.4</b> Seek appropriate help when it is needed.</p> <p><b>2.1.2</b> Organize knowledge so that it is useful.</p> <p><b>2.1.3</b> Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</p> <p><b>4.1.1</b> Read, view, and listen for pleasure and personal growth.</p> <p><b>4.1.2</b> Read widely and fluently to make connections with self, the world, and previous reading.</p> <p><b>4.1.3</b> Respond to literature and creative expressions of ideas in various formats and genres.</p> <p><b>4.1.4</b> Seek information for personal learning in a variety of formats and genres.</p> <p><b>4.1.5</b> Connect ideas to own interests and previous knowledge and experience.</p> <p><b>4.1.6</b> Organize personal knowledge in a way that can be called upon easily.</p> <p><b>4.2.2</b> 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><b>4.2.4</b> Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p>
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		<p>high end as needed.</p> <p><b>2.SL.CC.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>2.SL.CC.3</b> Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p><b>2.SL.PKI.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>2.SL.PKI.5</b> Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.</p> <p><b>2.SL.PKI.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>4.3.2</b> Recognize that resources are created for a variety of purposes.</p> <p><b>4.4.1</b> Identify own areas of interest.</p>
<p><b>Third Grade</b></p>	<ul style="list-style-type: none"> <li>• Identify and use the following parts of a nonfiction book (informational text) text to locate information:             <ul style="list-style-type: none"> <li>- Table of contents</li> <li>- Index</li> <li>- Glossary</li> <li>- Bibliography</li> <li>- Headings</li> <li>- Subheadings</li> <li>- Diagrams and charts</li> </ul> </li> <li>• Identify and use the ten classes of the Dewey Decimal System in order to locate nonfiction books in the library</li> <li>• Use nonfiction materials to locate information</li> <li>• Distinguish between fiction and nonfiction</li> <li>• Compare and contrast different forms of poetry             <ul style="list-style-type: none"> <li>- Diamante</li> <li>- Shape (a.k.a. Concrete)</li> <li>- Cinquain</li> <li>- Acrostic</li> <li>- Rhyming (couplets, triplets, and quatrains)</li> </ul> </li> </ul>	<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b></p> <p><b>3.RI.KID.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. Q1, Q2, Q3, Q4</p> <p><b>Craft and Structure</b></p> <p><b>3.RI.CS.5</b> Use text features to locate information relevant to a given topic efficiently. Q1-Q4</p> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>3.RI.IKI.8</b> Explain how reasons support specific points an author makes in a text. Q2, Q3 Q4</p> <p><b>Reading: Literature</b>  <b>Key Ideas and Details</b></p> <p><b>3.RL.KID.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. Q1, Q2, Q3, Q4</p> <p><b>3.RL.KID.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or</p>	<p><b>1.1.6</b> 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><b>1.2.3</b> Demonstrate creativity by using multiple resources and formats.</p> <p><b>1.4.4</b> Seek appropriate help when it is needed.</p> <p><b>2.1.2</b> Organize knowledge so that it is useful.</p> <p><b>2.1.3</b> Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</p> <p><b>2.4.1</b> Determine how to act on information (accept, reject, modify).</p> <p><b>4.1.1</b> Read, view, and listen for pleasure and personal growth.</p>

	<ul style="list-style-type: none"> <li>- Free verse</li> <li>- Haiku</li> <li>• Compare and contrast nonfiction genres:             <ul style="list-style-type: none"> <li>- Fairy tales</li> <li>- Folk tales</li> <li>- Tall tales</li> <li>- Poetry</li> <li>- Informational text</li> <li>- Biography</li> <li>- Autobiography</li> </ul> </li> <li>• Define and explore other nonfiction genres:             <ul style="list-style-type: none"> <li>- Myths</li> <li>- Legends</li> <li>- Graphic novels</li> </ul> </li> <li>• Summarize information read from nonfiction books             <ul style="list-style-type: none"> <li>- Note-taking</li> <li>- Basic outline</li> <li>- Graphic organizers</li> </ul> </li> <li>• Answer complex text-based questions about information read from nonfiction books</li> </ul>	<p>moral and explain how it is conveyed through key details in the text. Q1, Q2, Q3, Q4</p> <p><b>3.RL.KID.3</b> Describe characters in a story and explain how their actions contribute to the sequence of events. Q1, Q2, Q3</p> <p><b>Craft and Structure</b></p> <p><b>3.RL.CS.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., <i>feeling blue versus the color blue</i>). Q1- 4</p> <p><b>3.RL.CS.5</b> 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. Q1-Q4</p> <p><b>Speaking and Listening</b></p> <p><b>Comprehension &amp; Collaboration</b></p> <p><b>3.SL.CC.1</b> Prepare for collaborative discussions on 3<sup>rd</sup> grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly. Q1, Q2, Q3, Q4</p> <p><b>3.SL.CC.2</b> Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats. Q1, Q2, Q3</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p><b>3.SL.PKI.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Q3</p> <p><b>3.SL.PKI.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Q1, Q2, Q3</p>	<p><b>4.1.2</b> Read widely and fluently to make connections with self, the world, and previous reading.</p> <p><b>4.1.3</b> Respond to literature and creative expressions of ideas in various formats and genres.</p> <p><b>4.1.4</b> Seek information for personal learning in a variety of formats and genres.</p> <p><b>4.1.5</b> Connect ideas to own interests and previous knowledge and experience.</p> <p><b>4.1.6</b> Organize personal knowledge in a way that can be called upon easily.</p> <p><b>4.2.2</b> 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><b>4.2.4</b> Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> <p><b>4.3.2</b> Recognize that resources are created for a variety of purposes.</p> <p><b>4.4.1</b> Identify own areas of interest.</p>
<b>Fourth Grade</b>	<ul style="list-style-type: none"> <li>• Use the following parts of a nonfiction informational text to locate information:             <ul style="list-style-type: none"> <li>- Table of contents</li> <li>- Index</li> </ul> </li> </ul>	<p><b>Reading: Informational Text</b></p> <p><b>4.RI.KID.1</b> Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text</p>	<p><b>1.1.5</b> Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs,</p>

	<ul style="list-style-type: none"> <li>- Glossary</li> <li>- Bibliography</li> <li>- Headings</li> <li>- Subheadings</li> <li>- Diagrams and charts</li> <li>• Identify and use the ten classes of the Dewey Decimal System in order to locate nonfiction books in the library</li> <li>• Use nonfiction materials to locate information</li> <li>• Distinguish between fiction and nonfiction</li> <li>• Compare and contrast nonfiction genres:             <ul style="list-style-type: none"> <li>- Fairy tales</li> <li>- Folk tales</li> <li>- Tall tales</li> <li>- Poetry</li> <li>- Informational text</li> <li>- Biography</li> <li>- Autobiography</li> <li>- Myths</li> <li>- Legends</li> <li>- Graphic novels</li> </ul> </li> <li>• Construct different forms of poetry             <ul style="list-style-type: none"> <li>- Diamante</li> <li>- Shape (a.k.a. Concrete)</li> <li>- Cinquain</li> <li>- Acrostic</li> <li>- Rhyming (couplets, triplets, and quatrains)</li> <li>- Free verse</li> <li>- Haiku</li> </ul> </li> <li>• Understand that nonfiction books (informational text) must be evaluated for validity of information contained within             <ul style="list-style-type: none"> <li>- Copyright date</li> <li>- Author's purpose</li> </ul> </li> <li>• Summarize and organize information read from nonfiction books             <ul style="list-style-type: none"> <li>- Note-taking</li> <li>- Outline</li> </ul> </li> </ul>	<p>when drawing inferences from the text. Q1-4</p> <p><b>4.RI.KID.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize a text. Q2, Q3, Q4</p> <p><b>4.RI.KID.3</b> 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. Q2, Q3</p> <p><b>4.RI.CS.4</b> 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. Q2, Q3, Q4</p> <p><b>4.RI.CS.5</b> Describe the overall structure of events, ideas, and concepts of information in a text or part of a text. Q2, Q3, Q4</p> <p><b>4.RI.CS.6</b> Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided. Q2, Q3</p> <p><b>4.RI.IKI.7</b> Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. Q2, Q3, Q4</p> <p><b>4.RI.IKI.8</b> Explain how an author uses reasons &amp; evidence to support particular points in text. Q2, Q3</p> <p><b>4.RI.IKI.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably. Q1, Q3, Q4</p> <p><b>4.RI.RRTC.10</b> Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. Q2, Q3, Q4</p> <p><b>Reading: Literature</b></p> <p><b>4.RL.KID.1</b> Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text</p>	<p>importance, and social and cultural context.</p> <p><b>1.1.6</b> 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><b>1.2.3</b> Demonstrate creativity by using multiple resources and formats.</p> <p><b>1.2.4</b> Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p><b>1.4.4</b> Seek appropriate help when it is needed.</p> <p><b>2.1.2</b> Organize knowledge so that it is useful.</p> <p><b>2.1.3</b> Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</p> <p><b>2.3.3</b> Use valid information and reasoned conclusions to make ethical decisions.</p> <p><b>2.4.1</b> Determine how to act on information (accept, reject, modify).</p> <p><b>4.1.1</b> Read, view, and listen for pleasure and personal growth.</p> <p><b>4.1.2</b> Read widely and fluently to make connections with self, the world, and previous reading.</p> <p><b>4.1.3</b> Respond to literature and creative expressions of ideas in various formats and genres.</p> <p><b>4.1.4</b> Seek information for personal learning in a variety of formats and genres.</p>
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	<ul style="list-style-type: none"> <li>- Graphic organizers</li> <li>• Answer complex text-based questions about information read from nonfiction books</li> <li>• Understand that most nonfiction books are considered secondary sources, derived from other sources.</li> </ul>	<p>when drawing inferences from the text. Q1, Q2, Q3, Q4</p> <p><b>4.RL.KID.3</b> 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. Q1, Q2, Q3, Q4</p> <p><b>4.RL.CS.6</b> Compare and contrast the point of view from which different stories are narrated. Q1, Q3, Q4</p> <p><b>4.RL.IKI.7</b> Make connections between the print versions of a story or drama and a visual or oral presentation of the same text. Q1, Q2, Q3, Q4</p> <p><b>Language</b></p> <p><b>4.FL.PWR.3</b> Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. Q1, Q2, Q3, Q4</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>4.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. Q1, Q2, Q3, Q4</p> <ul style="list-style-type: none"> <li>a. Spell grade-appropriate words correctly consulting references as needed.</li> <li>b. Write legibly in manuscript and cursive.</li> </ul> <p><b>4.FL.F.5</b> Read with sufficient accuracy and fluency to support comprehension. Q1, Q2, Q3, Q4</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul>	<p><b>4.1.5</b> Connect ideas to own interests and previous knowledge and experience.</p> <p><b>4.1.6</b> Organize personal knowledge in a way that can be called upon easily.</p> <p><b>4.2.2</b> 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><b>4.2.4</b> Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> <p><b>4.3.2</b> Recognize that resources are created for a variety of purposes.</p> <p><b>4.4.1</b> Identify own areas of interest.</p>
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		<p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p> <p><b>4.FL.SC.6</b> 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. Q1, Q2, Q3, Q4</p> <p>a. Use relative pronouns and relative adverbs.</p> <p>b. Form and use progressive verb tenses.</p> <p>c. Use auxiliary verbs such as <i>can</i>, <i>may</i>, and <i>must</i> to clarify meaning.</p> <p>d. Form and use prepositional phrases.</p> <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><b>4.FL.VA.7a</b> 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>i. Use context as a clue to the meaning of a word or phrase.</p> <p>ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. Q1, Q2, Q3, Q4</p> <p><b>4.FL.VA.7b</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Q1, Q2, Q3</p> <p>i. Explain the meaning of simple similes</p>	
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		<p>and metaphors in context.</p> <ul style="list-style-type: none"> <li>ii. Recognize and explain the meaning of common idioms and proverbs.</li> <li>iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.</li> </ul> <p><b>Speaking &amp; Listening</b></p> <p><b>4.SL.CC.1</b> Prepare for collaborative discussions on 4<sup>th</sup> grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly. Q1, Q2, Q3, Q4</p> <p><b>4.SL.CC.2</b> Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. Q1, Q2, Q3, Q4</p> <p><b>4.SL.CC.3</b> Identify the reasons and evidence a speaker provides to support particular points. Q3</p> <p><b>4.SL.PKI.4</b> 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. Q1, Q2, Q3</p> <p><b>4.SL.PKI.6</b> Recognize that different situations call for formal vs. informal English, and use formal English when appropriate. Q1, Q2, Q3, Q4</p>	
<b>Fifth Grade</b>	<ul style="list-style-type: none"> <li>• Use the following parts of a nonfiction informational text to locate information:             <ul style="list-style-type: none"> <li>- Table of contents</li> <li>- Index</li> <li>- Glossary</li> <li>- Bibliography</li> <li>- Headings</li> <li>- Subheadings</li> <li>- Diagrams and charts</li> </ul> </li> <li>• Identify and use the ten classes of the Dewey Decimal System in order to locate</li> </ul>	<p><b>Reading: Informational Text</b></p> <p><b>ELA-5.RI.CS.6</b> Analyze the similarities and differences in the point of view of multiple accounts of the same event or topic.</p> <p><b>ELA-5.RI.IKI.7</b> Locate an answer to a question or solve a problem, drawing on information from multiple print sources.</p> <p><b>ELA-5.RI.IKI.9</b> Integrate information from two or more texts on the same topic in</p>	<p><b>1.1.5</b> Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</p> <p><b>1.1.6</b> 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>nonfiction books in the library</p> <ul style="list-style-type: none"> <li>• Use nonfiction materials to locate information</li> <li>• Distinguish between fiction and nonfiction Compare and contrast nonfiction genres:             <ul style="list-style-type: none"> <li>- Fairy tales</li> <li>- Folk tales</li> <li>- Tall tales</li> <li>- Poetry</li> <li>- Informational text</li> <li>- Biography</li> <li>- Autobiography</li> <li>- Myths</li> <li>- Legends</li> <li>- Graphic novels</li> </ul> </li> <li>• Construct and critique different forms of poetry             <ul style="list-style-type: none"> <li>- Diamante</li> <li>- Shape (a.k.a. Concrete)</li> <li>- Cinquain</li> <li>- Acrostic</li> <li>- Rhyming (couplets, triplets, and quatrains)</li> <li>- Free verse</li> <li>- Haiku</li> </ul> </li> <li>• Begin to evaluate nonfiction books (informational text) for the validity of the information contained within             <ul style="list-style-type: none"> <li>- Copyright date</li> <li>- Author's purpose</li> </ul> </li> <li>• Summarize, organize, and evaluate information read from nonfiction books             <ul style="list-style-type: none"> <li>- Note-taking</li> <li>- Outline</li> <li>- Graphic organizers</li> </ul> </li> <li>• Answer complex text-based questions about information read from nonfiction books</li> <li>• Compile information from nonfiction books to be used in research</li> <li>• Compare and contrast nonfiction secondary</li> </ul>	<p>order to build content knowledge.</p> <p><b>ELA-5.W.RBPK.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>ELA-5.W.RBPK.8</b> 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><b>ELA-5.W.RBPK.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking and Listening</b></p> <p><b>5.SL.CC.2</b> Summarize a text presented in diverse media such as visual, quantitative, and oral formats.</p>	<p><b>1.2.3</b> Demonstrate creativity by using multiple resources and formats.</p> <p><b>1.2.4</b> Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p><b>1.4.4</b> Seek appropriate help when it is needed.</p> <p><b>2.1.2</b> Organize knowledge so that it is useful.</p> <p><b>2.1.3</b> Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</p> <p><b>2.3.3</b> Use valid information and reasoned conclusions to make ethical decisions.</p> <p><b>2.4.1</b> Determine how to act on information (accept, reject, modify).</p> <p><b>4.1.1</b> Read, view, and listen for pleasure and personal growth.</p> <p><b>4.1.2</b> Read widely and fluently to make connections with self, the world, and previous reading.</p> <p><b>4.1.3</b> Respond to literature and creative expressions of ideas in various formats and genres.</p> <p><b>4.1.4</b> Seek information for personal learning in a variety of formats and genres.</p> <p><b>4.1.5</b> Connect ideas to own interests and previous knowledge and experience.</p> <p><b>4.1.6</b> Organize personal knowledge in a way that can be called upon easily.</p> <p><b>4.2.2</b> Demonstrate motivation</p>
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	<p>sources to the primary sources from which they are derived</p>		<p>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. <b>4.2.4</b> Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. <b>4.3.2</b> Recognize that resources are created for a variety of purposes. <b>4.4.1</b> Identify own areas of interest.</p>
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