**Library Plans for the Year**

**Kindergarten**

**Introduction**

What do I know about the Library? - Identifies areas of the library – circulation desk book return, story areas, research areas, picture books, non-fiction, easy readers, etc.

* Understands the needs of others for relative quiet.
* Finds library in the school without help

Connects ideas to own interests - the library has books I about things I know and like. (S2)

* Is aware of the existence of the public library.

Sorting: students will divide books into fiction and non-fiction categories.

**Fiction Stories**

1. Connecting ideas to own interests with pictures
2. Parts of a book
3. Makes predictions about what will happen next in a story.
4. Retell a story, using beginning, middle and end.
5. Uses illustration to draw meaning from a story

**Parts of a book** – front and back cover, dust jacket, title, author, illustrator

**Organization**

* Knows books are organized and shelved left to right
* Uses shelf markers
* Uses shelf labels to locate material

**Standards**

|  |
| --- |
| RL.K.1. With prompting and support, ask and answer questions about key details in a text.  |
| RL.K.2. With prompting and support, retell familiar stories, including key details.  |
| RL.K.3. With prompting and support, identify characters, settings, and major events in a story |
| RL.K.4. Ask and answer questions about unknown words in a text.  |
| RL.K.5. Recognize common types of texts (e.g., storybooks, poems).  |
| RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story |

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

 RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

|  |
| --- |
| RL.K.10. Actively engage in group reading activities with purpose and understanding.  |

**Author Study**

1. Continue work started with fiction literature
2. Recognizes the work of a single author

**Non-fiction**

1. Answering Questions with Facts.

**Comprehension**

1. Follow words from left to right, top to bottom, and page by page.
2. Recognize that spoken words are represented in written language by specific sequences of letters.
3. Understand that words are separated by spaces in print.
4. Recognize and name all upper- and lowercase letters of the alphabet.

|  |
| --- |
| **Standards**RI.K.1. With prompting and support, ask and answer questions about key details in a text.  |
| RI.K.2. With prompting and support, identify the main topic and retell key details of a text.  |
| RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  |
| RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.  |
| RI.K.5. Identify the front cover, back cover, and title page of a book.  |
| RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a  |

RI.K.7. 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).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.K.10. Actively engage in group reading activities with purpose and understanding.

RF.K.1. Demonstrate understanding of the organization and basic features of print.

**Fiction and non-fiction review**

Fiction and non-fiction pairs

* Introduce children to eBooks using tumblebooks and bookflix
* Using fiction and non-fiction pairs have students locate ideas in the fiction text that are supported by the informational texts.

**Standards**

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

 RI.K.7. 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).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**First Grade**

What do I know about the library – review of kindergarten skills. (S1)

**Rules and Procedures:**

1. Book care
2. Practices giving positive feedback and giving complements
3. Works cooperatively with peers to use technology (SMART board)

**Fiction Literature/ Multicultural Literature**

1. Parts of a book (review K)
2. Plot, character, times, setting
3. Sequencing
4. Draws and shares conclusions about the main idea of a story
5. Distinguishes between factual and imaginary.

**Standards**

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major events in a story, using key details.

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6. Identify who is telling the story at various points in a text.

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.8. (Not applicable to literature)

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Organization and purpose of the Library systems:

1. How are picture books organized in the library? The Author’s last name, in ABC order. (S1)
2. Recognizes the purpose of the library catalog locate materials. (S1)

**Non-fiction Literature**

Recognizes parts of a book to locate information: spine, book jackets, illustration, title page, copyrights, table of contents, dedication page, glossary, index.

1. What do you already know about your topic
2. Using facts to answer questions
3. Knowing and forming opinions
4. Now I wonder….

Contributes to a group media project to communicate ideas to classmates, families and others.

1. Works cooperatively with peers, to create project.
2. Evaluates work, and asks “what do I wonder about now?”

**Standards**

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. 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.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and

feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify

ideas, thoughts, and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.

**Fiction and non-fiction review**

Fiction and non-fiction pairs

* Re-Introduce children to eBooks sites using tumblebooks and bookflix
* Using fiction and non-fiction pairs have students locate ideas in the fiction text that are supported by the informational texts.
* Have students locate information in fiction books that are not supported by the informational texts and discuss

**Standards**

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Grade 2**

**Rules and Procedure:**

1. Rules of the Library
2. Book care and return policies
3. Recognizes right to express opinion in an appropriate manner

**Organization of the library**

1. Uses ABC arrangement of fiction books to locate materials.
2. Differences between Fiction and Biography in ABC order (famous person, versus author)

**Fiction/ Multicultural** literature in various genres

1. Reads multicultural texts from various genres
2. Compares folktales or stories from different cultures
3. Begins to recognize that different genres require different reading strategies
4. Demonstrates comprehension of stories read aloud and independently

**Standards**

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges.

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated

lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different

voice for each character when reading dialogue aloud.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8. (Not applicable to literature)

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Informational Text**

1. Expresses ideas through creating projects in a variety of formats
2. Recognizes that questions can be answered by finding information
3. Asks “I wonder” questions about the research topic
4. Selects and uses appropriate sources with guidance, including dictionaries, maps, and globes with guidance.
5. Teach dictionary
6. Teach map skills
7. Uses online encyclopedia (primary searchasaurus) with guidance.
8. Follows a modeled inquiry process to do research
9. Uses simple note taking strategy, as demonstrated by librarian
10. Writes, draws, or verbalizes the main idea with supporting details.
11. Identifies names of sources used.
12. Uses technology tools to create written product
13. Uses authentic assessment rubrics modeled by librarian.
14. Evaluates work, identifies strengths and weaknesses in the library

**Standards**

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes,

electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Build on others’ talk in conversations by linking their comments to the remarks of others

Ask for clarification and further explanation as needed about the topics and texts under discussion.

**Grade 3**

**Introduction**

**Rules and Procedures**

1. Shows respect for others and responds to the ideas of others.
2. Shows responsibility and awareness that library resources are to be shared within the school community

**Organization and Library Use**

 LOCATION SKILLS

1. Searches the online catalog with assistance to locate materials
2. Review the organization of the fiction and biography sections of the library
3. Identifies the ten major Dewey areas and what main topics are included in each
4. Locates non-fiction material at appropriate reading level
	1. Identifies and uses the organizational structure of a non-fiction book – table of contents, index, and glossary

**INTERNET SAFETY**

1. Understands basic cyber safety
	1. Observes internet cyber safety including safeguarding personal information
2. Selects both “just right” and challenging materials on a regular basis

**Choosing a research topic**

1. Formulates questions about a topic with guidance
2. Uses prior knowledge and understanding of overall topic to make predictions about what the new information will reveal.

Reference Skills – Investigate resources

1. Print Thesaurus
2. Dictionary
3. Online databases
4. Informational ebooks

Note taking skills

1. Questions text for reading and listening
2. States the main idea
3. Organizes information using a teacher provided tool
4. Uses simple note taking strategies (graphic organizer)

Construct

1.Uses a variety of strategies to determine important ideas

1. States the main idea
2. Organizes information using a teacher provided tool

**Standards**

|  |
| --- |
|  RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers  |

|  |
| --- |
| RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  |

|  |
| --- |
| RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.  |
| RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently |
| RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  |
| RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  |
| RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic |

RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

**Express**

1. Communicates new understanding through combining, predicting, illustrating and conducting
2. Choses the format for the product based on personal preference or uses format chosen by teacher or librarian
3. Uses visuals or multimedia to communicate meaning.
4. Presents information clearly so main points are evident

**Reflect**

1. Identifies and evaluates the important features for a good product
2. Assesses and revises own work with guidance
3. Asks “what do I want to learn more about.”

**LITERATURE SKILLS**

Reader/viewer Response and Expression

1. Discusses problems and solutions in a work
2. Chooses “just right” and challenging books on a regular basis

|  |
| --- |
| * Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 |
| * Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 |
| * Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 |
| * Explain their own ideas and understanding in light of the discussion.
 |

**Standards**

|  |
| --- |
|  RL.3.2. 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.  |
| RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events |
| RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  |
| RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  |
| RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.  |
| RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).  |
| RL.3.8. (Not applicable to literature)  |
| RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series |

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

|  |
| --- |
|  SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.  |
| SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  |

|  |
| --- |
| SL.3.4. 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.  |
| SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.  |
| SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail and clarification. |

**Grade 4**

**Rules and Procedures**

**Review**

* Recognizes right to express own opinion in an appropriate manner, even when the opinion differs from the rights of others.
* Restates ideas of others accurately and adds own perspectives.
* Fiction location skills and biography
* Dewey decimal system
* Research databases

 **LIBRARY ORGANIZATION**

1. Seeks information about personal interests by using the library catalog for materials to read.
2. Selects appropriate print and electronic materials at own level (print)

**INTERNET AWARENESS**

1. Netiquette and Cyber safety
2. Respects the privacy of others (email, files, password rights)

**INQUIRY PROCESS – RESEARCH PROJECT**

Connect

1. Generates a list of key words for a research-based project with guidance
2. Key word for online searching (assessment)

Wonder

1. Asks questions to clarify topic
2. Main ideas and details (assessment)
3. Predicts answers
4. Predicting answers (assessment)

Investigate

1. Uses pre-selected primary sources to gather information
2. Uses pre-selected Web resources to locate information
3. Selects and uses various print and non-print electronic and human sources to answer questions
4. Selecting the right sources (assessment)
5. Encyclopedia
6. Specialized dictionaries
7. Almanacs
8. World book
9. Informational eBooks
10. Uses skim/scam to locate information
11. Distinguishes between fact or opinion
12. Demonstrates understanding of using informational text rather than fictional text for informational gathering purposes.
13. Note taking strategies
14. Paraphrasing and summarizing
15. Paraphrasing and summarizing chart (assessment)
16. Identifies and uses the organizational structure of a non-fiction book
17. Bibliography
18. Appendix
19. Follows a model or a template provided to complete inquiry project and follows a timeline
20. Uses common organizational patterns to organize information (assessment)
21. Draws a conclusion about the main idea.

Express

1. Uses pre-writing to brainstorm features for a good project
2. Identifying story elements (assessment)
3. Assesses and revises own work with guidance.
4. Using feedback to revise my work (assessment)
5. Identifies own strengths and sets goals for improvement
6. Strengths and goals (assessment)

|  |
| --- |
|  **Standards**RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  |
| RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in information provided.

|  |
| --- |
| RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.  |
| RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  |
| RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.  |

|  |
| --- |
| RI.4.7. 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.  |
| RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.  |
| RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  |

RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  |

**LITERATURE SKILLS**

Reader/Viewer Response and Expression

1. Identifies story elements in various fiction genres
	1. Mystery
	2. Science fiction
	3. Historical fiction
	4. Fantasy
	5. Realistic fiction
2. Uses evidence from stories to discuss characters, setting, plot, time and space
3. Makes predictions and inferences about events and characters
4. Recognizes features of various genres and uses different reading strategies for understanding.
5. Recognizes that information found in fictional texts may be exaggerated and biased

|  |
| --- |
| **Standards**RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  |
| RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.  |
| RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

|  |
| --- |
| RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).  |
| RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  |
|  |
|  |

|  |
| --- |
| RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.  |
| RL.4.8. (Not applicable to literature)  |
| RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different  |

 |

**Grade 5**

**Introduction: Rules and Procedures**

1. Considers multiple viewpoints and cultural perspectives

REVIEW: Easy, Fiction and Biography location skills, Dewey Decimal System, Destiny

1. Develops basic search skills for online and database searching related to personal interests
2. Selects a variety of non-fiction and fiction in different formats to fulfill reading goals.

**INTERNET SAFETY:**

1. Discusses responsible use and misuse of technology and describes personal consequences of inappropriate use of information and technology.

**RESEARCH SKILLS**

Inquiry Phase:

Connect:

1. Uses sources to acquire background information and brainstorm ideas for further inquiry. (assessment)

Wonder:

1. Assess questions to determine which can be answered by simple facts, which cannot be answered (which would lead to an interesting inquiry (assessment)

Investigate

1. Selects and uses multiple print, non-print and electronic and human sources to answer questions (assessment)
2. Uses navigation tools of a website to find information. (assessment)
3. Evaluates print and electronic information for relevancy, usefulness, and accuracy (assessment)
4. Uses various note taking strategies (outlining, underlining, bulleted lists, highlighting) (assessment)

Construct

1. Forms opinions and uses evidence from text to back it up (assessment)

Express

1. Cites all sources used according to teacher (assessment)
2. Modifies and revises own work based on feedback from others. (assessment)

Reflect

1. Assesses and revises own work with guidance (assessment)
2. Identifies own strengths and sets goals for improvement (assessment)

**Standards**

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

 RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

 RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.4. Determine the meaning of general academic and domain specific words and phrases in a text

relevant to a grade 5 topic or subject area.

 RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect,

problem/solution) of events, ideas, concepts, or information in two or more texts.

 RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and

differences in the point of view they represent.

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

 RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

 RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

**LITERATURE SKILLS**

1. Draws and shares conclusions about the theme or focus of a work.
2. Compares and contrasts story elements in two literary works.

**Standards**

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative

language such as metaphors and similes.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall

structure of a particular story, drama, or poem.

RL.5.6. Describe how a narrator’s or speaker’s point of view

influences how events are described.

 RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

 RL.5.8. (Not applicable to literature)

RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

**Rituals and discussion routines**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Follow agreed-upon rules for discussions and carry out assigned roles.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**Standards**

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4. 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 or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation