**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

# By 2025,

* **80% of our students will graduate from high school, college or career ready.**
* **90% of students will graduate on time.**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must work collectively to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The CLIP ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students, across all content areas. Destination 2025 and the CLIP establish common goals and expectations for student learning in all grade levels and are the underpinning for the development of the English/Language Arts curriculum.

**How to Use the Elementary Library Curriculum and Resources**

The K-5 Library Curriculum is based on Common Core English Language Arts Standards (CCSS.ELA) aligned with American Association of School Librarians (AASL) standards to provide librarians with a framework for their instruction throughout the year.

Organized by quarter, Student Learning Targets are provided for each grade that reflects the CCSS.ELA and AASL standards. Paired with library curriculum resources, the curriculum guide provides a balanced plan for high quality instruction and assessment. By aligning the AASL standards with the CCSS.ELA standards, librarians are able to teach library specific skills while maintaining the focus on literacy and language. The curriculum and resources allow librarians to teach meaningful and relevant skills that are consistent with the objectives set by CLIP. This curriculum is designed to be flexible, as libraries differ widely in how they are scheduled, due to enrollment and school focus.

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| **The TNCore Literacy Standards** | |
| **The TN ELA Literacy Standards (also known as the College and Career Ready Literacy Standards):**  [**http://tn.gov/education/article/english-language-arts-**](http://tn.gov/education/article/english-language-arts-standards) [**standards**](http://tn.gov/education/article/english-language-arts-standards) | Teachers can access the TNCore standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. |
| **Shift 1: Regular Practice with Complex Text and its Academic Language** | |
| **Student Achievement Partners Text Complexity Collection:**  [**http://achievethecore.org/page/642/text-complexity-**](http://achievethecore.org/page/642/text-complexity-collection) [**collection**](http://achievethecore.org/page/642/text-complexity-collection) | Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection. |
| **Student Achievement Partners Academic Word Finder:** [**http://achievethecore.org/page/1027/academic-word-finder**](http://achievethecore.org/page/1027/academic-word-finder) | Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text. |
| **Shift 2: Reading, Writing and Speaking Grounded in Evidence from the Text** | |
| **Student Achievement Partners Text-Dependent Questions Resources:**  [**http://achievethecore.org/page/710/text-dependent-question-**](http://achievethecore.org/page/710/text-dependent-question-resources) [**resources**](http://achievethecore.org/page/710/text-dependent-question-resources) | Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis. |
| **Shift 3: Building Knowledge through Content-Rich Non-fiction** | |
| **Student Achievement Partners Text Set Projects Sequenced:**  [http://achievethecore.org/search?q=sequencing+text+sets](http://achievethecore.org/search?q=sequencing%2Btext%2Bsets) | Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world. |
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| **Grade** | **Student Learning Target** | **Common Core State Standards** | **AASL Standards** |
| **Kindergarten** | * Identify the area of the library where nonfiction is located * Define nonfiction * Identify the author and illustrator as well as their roles in creating the text * Identify the parts of a book * Compare and contrast nonfiction and fiction through read-alouds * Define and explore nonfiction genres:   + Poetry   + Informational text * Retell information heard via read-aloud from a nonfiction book * Answer text-based questions about the information heard via read-aloud in nonfiction books | **Reading: Informational Text**  [CCSS.EA-Literacy.RI.K.1](http://www.corestandards.org/ELA-Literacy/RI/K/1/) With prompting and support, ask and answer questions about key details in a text.  [CCSS.ELA-Literacy.RI.K.2](http://www.corestandards.org/ELA-Literacy/RI/K/2/) With prompting and support, identify the main topic and retell key details of a text.  [CCSS.ELA-Literacy.RI.K.5](http://www.corestandards.org/ELA-Literacy/RI/K/5/) Identify the front cover, back cover, and title page of a book. [CCSS.ELA-Literacy.RI.K.6](http://www.corestandards.org/ELA-Literacy/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 text. [CCSS.ELA-Literacy.RI.K.7](http://www.corestandards.org/ELA-Literacy/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).  [CCSS.ELA-Literacy.RI.K.9](http://www.corestandards.org/ELA-Literacy/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).  [CCSS.ELA-Literacy.RI.K.10](http://www.corestandards.org/ELA-Literacy/RI/K/10/) Actively engage in group reading activities with purpose and understanding.  **Speaking and Listening**  [CCSS.ELA-Literacy.SL.K.2](http://www.corestandards.org/ELA-Literacy/SL/K/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 | **1.1.6** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  **1.4.4** Seek appropriate help when it is needed.  **2.1.3** Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.   * + 1. Read, view, and listen for pleasure and personal growth.     2. Read widely and fluently to make connections with self, the world, and previous reading.     3. Respond to literature and creative expressions of ideas in various formats and genres.   **4.1.5** Connect ideas to own interests and previous knowledge and experience.  **4.2.4** Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.  **4.3.2** Recognize that resources are created for a variety of purposes.  **4.4.1** Identify own areas of interest. |
| **First Grade** | * Identify the area of the library where nonfiction is located * Define nonfiction * Be aware that nonfiction materials can be | **Reading: Informational Text**  [CCSS.ELA-Literacy.RI.1.1](http://www.corestandards.org/ELA-Literacy/RI/1/1/) Ask and answer questions about key details in a text.  [CCSS.ELA-Literacy.RI.1.2](http://www.corestandards.org/ELA-Literacy/RI/1/2/) Identify the main | **1.1.6** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make |

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|  | used to locate information   * Identify the following parts of an nonfiction informational text:   + Table of contents   + Index   + Glossary   + Bibliography   + Headings   + Subheadings * Begin to distinguish between fiction and nonfiction * Compare and contrast nonfiction and fiction through simple self-read texts as well as more complex read-alouds * Show an understanding that nonfiction is grouped by subject * Define and explore different nonfiction genres:   + Poetry   + Informational text   + Biography   + Autobiography * Retell information heard and read from nonfiction books * Answer text-based questions about the information heard and read in nonfiction books | topic and retell key details of a text.  [CCSS.ELA-Literacy.RI.1.5](http://www.corestandards.org/ELA-Literacy/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. [CCSS.ELA-Literacy.RI.1.6](http://www.corestandards.org/ELA-Literacy/RI/1/6/) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  [CCSS.ELA-Literacy.RI.1.9](http://www.corestandards.org/ELA-Literacy/RI/1/9/) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  [CCSS.ELA-Literacy.RI.1.10](http://www.corestandards.org/ELA-Literacy/RI/1/10/) With prompting and support, read informational texts appropriately complex for grade 1.  **Speaking and Listening**  [CCSS.ELA-Literacy.SL.1.2](http://www.corestandards.org/ELA-Literacy/SL/1/2/) Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | inferences and gather meaning.  **1.4.4** Seek appropriate help when it is needed.  **2.1.3** Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.   * + 1. Read, view, and listen for pleasure and personal growth.     2. Read widely and fluently to make connections with self, the world, and previous reading.     3. Respond to literature and creative expressions of ideas   in various formats and genres.   * + 1. Seek information for personal learning in a variety of formats and genres.     2. Connect ideas to own interests and previous knowledge and experience.   **4.2.4** Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.  **4.3.2** Recognize that resources are created for a variety of purposes.  **4.4.1** Identify own areas of interest. |
| **Second Grade** | * Identify the following parts of an nonfiction informational text:   + Table of contents   + Index   + Glossary   + Bibliography   + Headings | **Reading: Informational Text**  [CCSS.ELA-Literacy.RI.2.5](http://www.corestandards.org/ELA-Literacy/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.  [CCSS.ELA-Literacy.RI.2.7](http://www.corestandards.org/ELA-Literacy/RI/2/7/) Explain how specific | **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.  **1.2.3** Demonstrate creativity by using multiple resources and |

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|  | * Subheadings * Diagrams and charts * Demonstrate that nonfiction materials can be used to locate information * Distinguish between fiction and nonfiction * Compare and contrast nonfiction and fiction through self-read texts as well as more complex read-alouds * Compare and contrast fairy tales, folk tales, and tall tales * Compare and contrast biography and autobiography * Explore different forms of poetry   + Diamante   + Shape (a.k.a. Concrete)   + Cinquain   + Acrostic   + Rhyming (couplets, triplets, and quatrains)   + Free verse   + Haiku * Define and explore other nonfiction genres:   + Myths   + Legends   + Graphic novels * Begin to summarize information read from nonfiction books * Answer text-based questions about information read from nonfiction books | images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [CCSS.ELA-Literacy.RI.2.9](http://www.corestandards.org/ELA-Literacy/RI/2/9/) Compare and contrast the most important points presented by two texts on the same topic.  **Speaking and Listening**  [CCSS.ELA-Literacy.SL.2.2](http://www.corestandards.org/ELA-Literacy/SL/2/2/) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  [CCSS.ELA-Literacy.SL.2.3](http://www.corestandards.org/ELA-Literacy/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.  [CCSS.ELA-Literacy.SL.2.4](http://www.corestandards.org/ELA-Literacy/SL/2/4/) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | formats.  **1.4.4** Seek appropriate help when it is needed.   * + 1. Organize knowledge so that it is useful.     2. Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.     3. Read, view, and listen for pleasure and personal growth.     4. Read widely and fluently to make connections with self, the world, and previous reading.     5. Respond to literature and creative expressions of ideas in various formats and genres.     6. Seek information for personal learning in a variety of formats and genres.     7. Connect ideas to own interests and previous knowledge and experience.     8. Organize personal knowledge in a way that can be called upon easily.   **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.  **4.2.4** Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. |

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|  |  |  | **4.3.2** Recognize that resources are created for a variety of purposes.  **4.4.1** Identify own areas of interest. |
| **Third Grade** | * Identify and use the following parts of a nonfiction book (informational text) text to locate information:   + Table of contents   + Index   + Glossary   + Bibliography   + Headings   + Subheadings   + Diagrams and charts * Identify and use the ten classes of the Dewey Decimal System in order to locate nonfiction books in the library * Use nonfiction materials to locate information * Distinguish between fiction and nonfiction * Compare and contrast different forms of poetry   + Diamante   + Shape (a.k.a. Concrete)   + Cinquain   + Acrostic   + Rhyming (couplets, triplets, and quatrains)   + Free verse   + Haiku * Compare and contrast nonfiction genres:   + Fairy tales   + Folk tales   + Tall tales   + Poetry   + Informational text   + Biography   + Autobiography * Define and explore other nonfiction genres:   + Myths | **Reading: Informational Text**  [CCSS.ELA-Literacy.RI.3.1](http://www.corestandards.org/ELA-Literacy/RI/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  [CCSS.ELA-Literacy.RI.3.2](http://www.corestandards.org/ELA-Literacy/RI/3/2/) Determine the main idea of a text; recount the key details and explain how they support the main idea.  [CCSS.ELA-Literacy.RI.3.3](http://www.corestandards.org/ELA-Literacy/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.  [CCSS.ELA-Literacy.RI.3.5](http://www.corestandards.org/ELA-Literacy/RI/3/5/) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  [CCSS.ELA-Literacy.RI.3.7](http://www.corestandards.org/ELA-Literacy/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). [CCSS.ELA-Literacy.RI.3.9](http://www.corestandards.org/ELA-Literacy/RI/3/9/) Compare and contrast the most important points and key details presented in two texts on the same topic.  **Speaking and Listening**  [CCSS.ELA-Literacy.SL.3.2](http://www.corestandards.org/ELA-Literacy/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. | **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.  **1.2.3** Demonstrate creativity by using multiple resources and formats.  **1.4.4** Seek appropriate help when it is needed.   * + 1. Organize knowledge so that it is useful.     2. 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).   * + 1. Read, view, and listen for pleasure and personal growth.     2. Read widely and fluently to make connections with self, the world, and previous reading.     3. Respond to literature and creative expressions of ideas in various formats and genres.     4. Seek information for personal learning in a variety of formats and genres.     5. Connect ideas to own interests and previous knowledge and experience. |

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|  | * Legends * Graphic novels * Summarize information read from nonfiction books   + Note-taking   + Basic outline   + Graphic organizers * Answer complex text-based questions about information read from nonfiction books |  | **4.1.6** Organize personal knowledge in a way that can be called upon easily.  **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.  **4.2.4** Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.  **4.3.2** Recognize that resources are created for a variety of purposes.  **4.4.1** Identify own areas of interest. |
| **Fourth Grade** | * Use the following parts of a nonfiction informational text to locate information:   + Table of contents   + Index   + Glossary   + Bibliography   + Headings   + Subheadings   + Diagrams and charts * Identify and use the ten classes of the Dewey Decimal System in order to locate nonfiction books in the library * Use nonfiction materials to locate information * Distinguish between fiction and nonfiction * Compare and contrast nonfiction genres:   + Fairy tales   + Folk tales   + Tall tales   + Poetry   + Informational text | **Reading: Informational Text**  [CCSS.ELA-Literacy.RI.4.1](http://www.corestandards.org/ELA-Literacy/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.  [CCSS.ELA-Literacy.RI.4.3](http://www.corestandards.org/ELA-Literacy/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 the text.  [CCSS.ELA-Literacy.RI.4.5](http://www.corestandards.org/ELA-Literacy/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.  [CCSS.ELA-Literacy.RI.4.6](http://www.corestandards.org/ELA-Literacy/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.  [CCSS.ELA-Literacy.RI.4.7](http://www.corestandards.org/ELA-Literacy/RI/4/7/) Interpret information presented visually, orally, or quantitatively | * + 1. Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.     2. Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.     3. Demonstrate creativity by using multiple resources and formats.     4. Maintain a critical stance by questioning the validity and accuracy of all information.   **1.4.4** Seek appropriate help when it is needed.  **2.1.2** Organize knowledge so that it is useful. |

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|  | * Biography * Autobiography * Myths * Legends * Graphic novels * Construct different forms of poetry   + Diamante   + Shape (a.k.a. Concrete)   + Cinquain   + Acrostic   + Rhyming (couplets, triplets, and quatrains)   + Free verse   + Haiku * Understand that nonfiction books (informational text) must be evaluated for validity of information contained within   + Copyright date   + Author’s purpose * Summarize and organize information read from nonfiction books   + Note-taking   + Outline   + Graphic organizers * Answer complex text-based questions about information read from nonfiction books * Understand that most nonfiction books are considered secondary sources, derived from other sources. | (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.  **Speaking and Listening**  [CCSS.ELA-Literacy.SL.4.2](http://www.corestandards.org/ELA-Literacy/SL/4/2/) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | **2.1.3** Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.  **2.3.3** Use valid information and reasoned conclusions to make ethical decisions.  **2.4.1** Determine how to act on information (accept, reject, modify).   * + 1. Read, view, and listen for pleasure and personal growth.     2. Read widely and fluently to make connections with self, the world, and previous reading.     3. Respond to literature and creative expressions of ideas in various formats and genres.     4. Seek information for personal learning in a variety of formats and genres.     5. Connect ideas to own interests and previous knowledge and experience.     6. Organize personal knowledge in a way that can be called upon easily.   **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.  **4.2.4** Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary |

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|  |  |  | genres.  **4.3.2** Recognize that resources are created for a variety of purposes.  **4.4.1** Identify own areas of interest. |
| **Fifth Grade** | * Use the following parts of an nonfiction informational text to locate information:   + Table of contents   + Index   + Glossary   + Bibliography   + Headings   + Subheadings   + Diagrams and charts * Identify and use the ten classes of the Dewey Decimal System in order to locate nonfiction books in the library * Use nonfiction materials to locate information * Distinguish between fiction and nonfiction Compare and contrast nonfiction genres:   + Fairy tales   + Folk tales   + Tall tales   + Poetry   + Informational text   + Biography   + Autobiography   + Myths   + Legends   + Graphic novels * Construct and critique different forms of poetry   + Diamante   + Shape (a.k.a. Concrete)   + Cinquain   + Acrostic   + Rhyming (couplets, triplets, and quatrains)   + Free verse | **Reading: Informational Text**  [CCSS.ELA-Literacy.RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  [CCSS.ELA-Literacy.RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  [CCSS.ELA-Literacy.RI.5.5](http://www.corestandards.org/ELA-Literacy/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.  [CCSS.ELA-Literacy.RI.5.6](http://www.corestandards.org/ELA-Literacy/RI/5/6/) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  [CCSS.ELA-Literacy.RI.5.7](http://www.corestandards.org/ELA-Literacy/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.  [CCSS.ELA-Literacy.RI.5.8](http://www.corestandards.org/ELA-Literacy/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).  **Speaking and Listening**  [CCSS.ELA-Literacy.SL.5.2](http://www.corestandards.org/ELA-Literacy/SL/5/2/) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | * + 1. Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.     2. Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.     3. Demonstrate creativity by using multiple resources and formats.     4. Maintain a critical stance by questioning the validity and accuracy of all information.   **1.4.4** Seek appropriate help when it is needed.   * + 1. Organize knowledge so that it is useful.     2. Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.   **2.3.3** Use valid information and reasoned conclusions to make ethical decisions.  **2.4.1** Determine how to act on information (accept, reject, modify).  **4.1.1** Read, view, and listen for pleasure and personal growth. |

# Library Media Curriculum K-5 Quarter 3

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|  | - Haiku   * Begin to evaluate nonfiction books (informational text) for the validity of the information contained within   + Copyright date   + Author’s purpose * Summarize, organize, and evaluate information read from nonfiction books   + Note-taking   + Outline   + Graphic organizers * Answer complex text-based questions about information read from nonfiction books * Compile information from nonfiction books to be used in research * Compare and contrast nonfiction secondary sources to the primary sources from which they are derived |  | * + 1. Read widely and fluently to make connections with self, the world, and previous reading.     2. Respond to literature and creative expressions of ideas in various formats and genres.     3. Seek information for personal learning in a variety of formats and genres.     4. Connect ideas to own interests and previous knowledge and experience.     5. Organize personal knowledge in a way that can be called upon easily.   **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.  **4.2.4** Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.  **4.3.2** Recognize that resources are created for a variety of purposes.  **4.4.1** Identify own areas of interest. |

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