

**FOCUS LAL STUDENT OBJECTIVES FOR SCHOOL LIBRARIANS  
GRADES 3-5/UNIT I**

**Informational Text & Research**

Grade 3		Grade 4		Grade 5	
<u>Objective</u>	<u>CCSS</u>	<u>Objective</u>	<u>CCSS</u>	<u>Objective</u>	<u>CCSS</u>
Apply information gained from illustrations (e.g., maps, photographs) and the words in the text to understand informational text (e.g., where, when, why, and how key events occur).	RI.3.7	Create an opinion piece by introducing a topic or text clearly and writing an opening statement expressing personal opinion relating ideas to the author's purpose (thesis).	W.4.1.a	Explain how an author uses evidence to support specific points.	RI.5.8
Produce an organized piece of writing that introduces a topic or text.	W.3.1.a	State reasons that support the thesis statement (reference text when appropriate).	W.4.1.b	Identify what evidence supports each point.	RI.5.8
Produce an organized piece of writing that states an opinion and provides reasons supporting the opinion.	W.3.1.b	Create questions and talking points to facilitate discussions after reading required material.	SL.4.1.a	Produce clear and coherent writing, appropriate to task, purpose, and audience.	W.5.4
With guidance and support, write a piece demonstrating development and organization appropriate to task and purpose.	W.3.4	Paraphrase portions of a text read aloud or from information presented in diverse media	SL.4.2	Produce writing within long (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) in response to fiction and informational text for a range of discipline-specific tasks, purposes, and audiences.	W.5.10
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.3.3			Participate in a variety of collaborative discussions and construct questions to demonstrate understanding of topic.	SL.5.1.a

**FOCUS LAL STUDENT OBJECTIVES FOR SCHOOL LIBRARIANS  
GRADES 3-5/UNIT II**

**Informational Text & Research**

Grade 3		Grade 4		Grade 5	
<u>Objective</u>	<u>CCSS</u>	<u>Objective</u>	<u>CCSS</u>	<u>Objective</u>	<u>CCSS</u>
Read grade-level text with purpose and understanding.	RF.3.4.a	Compare and contrast a firsthand and a secondhand account of the same event or topic.	RI.4.6	Provide logically ordered reasons that are supported by facts and details to support an opinion.	W.5.1.b
Use search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI.3.5	Describe the differences in focus and the information provided in a firsthand and a secondhand account of the same event or topic.	RI.4.6	Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	W.5.2.b
Use facts, definitions, and details to help develop a topic within a piece of writing.	W.3.2b	When writing, introduce a topic clearly and group related information in paragraphs and sections	W.4.a	Produce clear and coherent writing, appropriate to task, purpose, and audience.	W.5.4
Conduct short research projects that build knowledge about a topic when writing.	W.3.7	Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing.	W.4.2.b.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	W.5.7
Recall information from experiences or gather information from print and digital sources when writing.	W.3.8	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10	Create writing pieces routinely over extended (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	<b>W.5.10</b>
Take brief notes on sources and sort evidence into provided categories in a writing piece.	W.3.8	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.4.2	Summarize a grade 5 written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>SL.5.2</b>
Report on a topic or text, tell a story, or recount an experience.	SL.3.4			Report on a a topic or text	<b>SL.5.4</b>
Use appropriate facts descriptive details when reporting on a topic or text, telling a story, or recounting an experience.	SL.3.4			When presenting a report, sequence ideas logically.	SL.5.4
				When presenting a report, use appropriate facts and relevant, descriptive details to support main ideas or themes.	L.5.6

**FOCUS LAL STUDENT OBJECTIVES FOR SCHOOL LIBRARIANS  
GRADES 3-5/UNIT III**

**Informational Text & Research**

<b>Grade 3</b>		<b>Grade 4</b>		<b>Grade 5</b>	
<b><u>Objective</u></b>	<b><u>CCSS</u></b>	<b><u>Objective</u></b>	<b><u>CCSS</u></b>	<b><u>Objective</u></b>	<b><u>CCSS</u></b>
Read grade-level text with purpose and understanding.	RF.3.4.a	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.	SL.4.4	Produce clear and coherent writing, appropriate to task, purpose, and audience.	W.5.4
Use search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI.3.5	Create questions and talking points to facilitate discussions after reading required material.	SL.4.1.a	Create writing pieces routinely over extended (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	W.5.10
Use facts, definitions, and details to help develop a topic within a piece of writing.	W.3.2b				
Conduct short research projects that build knowledge about a topic when writing.	W.3.7				
Recall information from experiences or gather information from print and digital sources when writing.	W.3.8				
Take brief notes on sources and sort evidence into provided categories in a writing piece.	W.3.8				
Report on a topic or text, tell a story, or recount an experience.	SL.3.4				
Use appropriate facts descriptive details when reporting on a topic or text, telling a story, or recounting an experience.	SL.3.4				

**FOCUS LAL STUDENT OBJECTIVES FOR SCHOOL LIBRARIANS  
GRADES 3-5/UNIT IV**

**Informational Text & Research**

Grade 3		Grade 4		Grade 5	
<u>Objective</u>	<u>CCSS</u>	<u>Objective</u>	<u>CCSS</u>	<u>Objective</u>	<u>CCSS</u>
Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.3.9	Determine 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.4.5	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9
Produce an organized piece of writing that states an opinion and provides reasons supporting the opinion.	W.3.1	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RI.4.6	Use facts, definitions, concrete details, quotations, or other information and examples related to a topic when writing.	W.5.2b
With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose.	W.3.4	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.4.7	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.	W.5.8
Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	W.3.10	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings, illustrations, and multimedia) when useful to aiding comprehension.	W.4.2a	Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.5.9
		Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing.	W.4.2.b	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.	SL.5.1a
		With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	W.4.6	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL.5.3
		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	W.4.8	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL.5.5
		Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline.	W.4.10		
		Create questions and talking points to facilitate discussions after reading required material.	SL.4.1.a		

**FOCUS LAL STUDENT OBJECTIVES FOR SCHOOL LIBRARIANS  
GRADES 3-5/UNIT V**

**Informational Text & Research**

Grade 3		Grade 4		Grade 5	
<u>Objective</u>	<u>CCSS</u>	<u>Objective</u>	<u>CCSS</u>	<u>Objective</u>	<u>CCSS</u>
Recount key details and explain how they support the main idea in an informational Grade 3 text.	RI.3.2	Develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic when writing.	W.4.2.b	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.5.7
Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.3.9	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	W.4.6	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9
Read increasingly complex texts, including informational, history/social studies, science, and technical texts, at the high end of the grades 3–4 text complexity band independently and proficiently.	RI.3.10	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	W.4.7	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.	RI.5.10
Introduce a topic and group related information together when writing. Include illustrations when useful to aiding comprehension.	W.3.2.a	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	W.4.8	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	W.5.6
Use facts, definitions, and details to help develop a topic within a piece of writing.	W.3.2.b	Apply <i>grade 4 Reading standards</i> to informational texts ( <i>e.g., “Explain how an author uses reasons and evidence to support particular points in a text”</i> ).	W.4.9.b		
Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10		
		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.	SL.4.4		