

Library Target Skills	Essential Questions and Learning Outcomes	Suggested Resources	AASL Standards	TN Academic Standards
<p>1. Identify, explain and model library rules, expectations, policies, and procedures for behavior, circulation and book care*</p> <p>2. Library and librarian are sources of information*</p> <p>3. Define and explore key library terms and terminology</p> <p>4. Identify and explain parts of a book and their roles/purposes*</p> <ul style="list-style-type: none"> ● Book Cover ● Spine ● Call Number ● Title Page <li style="padding-left: 20px;">✓ Title <li style="padding-left: 20px;">✓ Author <li style="padding-left: 20px;">✓ Illustrator ● Publisher ● Copyright Page ● Table of Contents ● Glossary ● Index <p>5. Identify the location of the different types of resources in the library</p> <p>6. Independently locate and checkout library book on appropriate reading level for pleasure reading or academic purpose/need</p> <p>7. Identify and use the ten classes of the Dewey Decimal System organization scheme in order to locate nonfiction books in the library</p>	<p>What is a library and what are its uses?</p> <ul style="list-style-type: none"> ● I can explain what a library is and its uses in my everyday life. <p>What are the library rules, policies, and procedures?</p> <ul style="list-style-type: none"> ● I can follow our library rules. ● I can be a good library citizen. ● I can display proper book care and library behavior. ● I can explain how taking care of library books and proper library behavior affect the school community. <p>What is the role of the school librarian?</p> <ul style="list-style-type: none"> ● I can explain how a librarian helps find information to use in my everyday life. <p>What are important terms used in most libraries?</p> <ul style="list-style-type: none"> ● I can define important library terms. ● I can understand the oral/printed words that are used in the library. <p>What are the parts of a book? Why are they important?</p> <ul style="list-style-type: none"> ● I can identify parts of a book and explain their purposes. ● I can explain the role of the author, illustrator, and publisher in creating a book. 	<p><u>PRINT RESOURCES</u></p> <p>Trade Books</p> <ul style="list-style-type: none"> ● <i>The Shelf Elf</i> by Jackie Mims Hopkins ● <i>Manners in the Library</i> by Carrie Finn ● <i>Never Let a Ghost Borrow Your Library Book</i> by Karen Casale ● <i>Library Lion</i> by Michelle Knudsen ● <i>The Library Doors</i> by Toni Buzzeo ● <i>A Book is Just Like You</i> by Kathleen Fox ● <i>Karl and Carolina Uncover the Parts of a Book</i> by Sandy Donovan ● <i>The Important Book</i> by Margaret Wise Brown ● <i>Joe Bright and the Seven Genre Dudes</i> by Jackie Mims Hopkins ● <i>Stretchy Library Lessons: Research Skills</i> by Pat Miller ● <i>Library Sparks Library Lessons</i> by Diane Findlay ● <i>The Shelf Elf Helps Out</i> by Jackie Mims <p>Professional Books</p> <ul style="list-style-type: none"> ● <i>Introduction to Nonfiction</i> by Liza Charlesworth ● <i>Teaching Story Elements with Favorite Books (1-3)</i> by Ellen Tarlow ● <i>Teaching Literary Elements with Picture Books</i> by Susan Van Zile ● <i>The Great Dewey Hunt</i> by Toni Buzzeo ● <i>Do You Know Dewey</i> by Brian Cleary ● <i>The Library Gingerbread Man</i> by Dotti Enderle 	<p><u>I - INQUIRE</u></p> <ul style="list-style-type: none"> ● I.A.1 Formulating questions about a personal interest or a curricular topic ● I.A.2 Recalling prior and background knowledge as context for new meaning ● I.B.1 Using evidence to investigate questions ● I.B.2 Devising and implementing a plan to fill knowledge gaps ● I.B.3 Generating products that illustrate learning ● I.C.1 Interacting with content presented by others ● I.C.2 Providing constructive feedback ● I.C.3 Acting on feedback to improve ● I.C.4 Sharing products with an authentic audience ● I.D.1 Continually seeking knowledge ● I.D.2 Engaging in sustained inquiry ● I.D.3 Enacting new understanding through real-world connections ● I.D.4 Using reflection to guide informed decisions <p><u>II - INCLUDE</u></p> <ul style="list-style-type: none"> ● II.A.1 Articulating an awareness of the contributions of a range of learners ● II.A.3 Describing their understanding of cultural relevancy and placement within the global learning community ● II.B.1 Interacting with learners who reflect a range of perspectives ● II.C.1 Engaging in informed conversation and active debate 	<p><u>READING LITERACY</u></p> <ul style="list-style-type: none"> ● 3.RL.CS.5 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 ● 3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently. ● 3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers ● 3.RL.KID.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. ● 3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events. ● 3.RL.IK1.7 Explain how illustrations in a text contribute to what is conveyed by the words. <p><u>READING INFORMATION</u></p> <ul style="list-style-type: none"> ● 3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently. ● 3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

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<p>8. Identify and use text features to find information*</p> <ul style="list-style-type: none"> ● Photos ● Illustrations ● Captions ● Graphs/Diagrams ● Tables/Charts ● Bold/ Italics print ● Text Size ● Timelines ● Bullets ● Headings/Subheadings ● Index ● Glossary ● Table of Contents <p>9. Listen to text to retell information and/or identify story elements (character, setting, plot/theme, problem, solution)</p> <p>10. Recognize and discuss main idea/theme and supporting details</p> <p>11. Answer complex text based questions about a text</p> <p>12. Define and explore genres:</p> <ul style="list-style-type: none"> ● Fiction/Nonfiction ● Realistic Fiction <p>13. Use OPAC to locate desired materials in the library</p> <p>14. Acknowledge and apply copyright and intellectual property right laws</p>	<p>How does a shelf marker help keep the library organized? How do I use a shelf maker? How can I find a book that is “Just Right” for me? How many books may I check out?</p> <ul style="list-style-type: none"> ● I can help keep the library organized by using a shelf marker. ● I can preview/select library books appropriately from shelf. ● I can select, read, listen and view literature to meet my personal/informational needs. <p>What is the purpose of the Dewey Decimal Classification System and how can it be used to be to classify non-fiction materials?</p> <ul style="list-style-type: none"> ● I can identify the ten classes of the Dewey decimal system. ● I can explain the purpose of the Dewey Decimal Classification System. ● I can use the ten classes of the Dewey Decimal System organization scheme in order to locate/organize nonfiction materials in the library. <p>What are the parts of a nonfiction text and how do I use text features to meet my needs?</p> <ul style="list-style-type: none"> ● I can identify and explain the text features of nonfiction text. <p>What are story elements? (character, setting, plot/theme, problem, solution)</p> <ul style="list-style-type: none"> ● I can identify and explain the main idea, supporting detail, problem/outcome and order of events in a story 	<ul style="list-style-type: none"> ● <i>The Shelf Elf Helps Out</i> by Jackie Mims ● <i>Bob the Alien Discovers the Dewey Decimal System</i> by Sandy Donovan ● <i>Dewey and the Decimals: Learning Games and Activities</i> by Paige Taylor and Kent and Susan Brinkmeyer ● <i>The Dewey Decimal System (A True Book)</i> by Allan Fowler <p><u>DIGITAL RESOURCES</u></p> <p>EL Third Grade Modules- https://curriculum.ededucation.org/curriculum/ela/grade-3</p> <p>Book care video: https://www.youtube.com/watch?v=2YRAAjYcnZI</p> <p>Library vocabulary flashcards quiz: https://quizlet.com/22667/library-terms-elementary-flash-cards/</p> <p>Library vocabulary flashcards quiz: https://www.propofcs.com/flashcards/story.php?title=library-train-elementary</p> <p>Order in the Library (shelving game): https://www.ischool.utexas.edu/resource/order_in_the_library_game.swf</p> <p>Call Numbers in the Library PowerPoint: https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKewjNmd7nhKLZAhvOMqwKHbYiBuYQFggmMAA&url=https%3A%2F%2Felementarylibrarian.com%2Fwp-content%2Fuploads%2F2012%2F09%2FCall-Numbers-in-the-Library.ppt&usq=AOvVaw3ie4vQucF2XRF32re-Zx</p>	<ul style="list-style-type: none"> ● II.C.2 Involving diverse perspectives in their own inquiry processes ● II.D.1 Actively contributing to group discussions <p>III - COLLABORATE</p> <ul style="list-style-type: none"> ● III.A.1 Demonstrating their desire to broaden and deepen understandings ● III.A.2 Developing new understandings through engagement in a learning group ● III.A.3 Deciding to solve problems informed by group interaction ● III.B.2 Establishing connections with other learners to build on their own prior knowledge and create new knowledge ● III.C.1 Soliciting and responding to feedback from others ● III.C.2 Involving diverse perspectives in their own inquiry processes ● III.D.1 Actively contributing to group discussions ● III.D.2 Recognizing learning as a social responsibility <p>IV - CURATE</p> <ul style="list-style-type: none"> ● IV.A.2 Identify possible sources of information ● IV.A.3 Making critical choices about information sources to use ● IV.B.1 Seeking a variety of sources ● IV.B.4 Organizing information by priority, topic, or other systematic scheme ● IV.D.1 Continually seeking knowledge 	<ul style="list-style-type: none"> ● 3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers ● 3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. ● 3.RI.KID.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. ● 3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text <p><u>SPEAKING & LISTENING</u></p> <ul style="list-style-type: none"> ● 3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly. ● 3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats. <p><u>WRITING</u></p> <ul style="list-style-type: none"> ● 3.W. RBPk.7 Conduct short research projects that build general knowledge about a topic ● 3.W. RBPk.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.

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	<p>How can I determine the main idea of the text and the details that supports it?</p> <ul style="list-style-type: none"> I can retell the main idea of a story and give supporting details. I can answer complex text based questions about a text. <p>What are the story genres – Fiction, Nonfiction and Realistic Fiction?</p> <ul style="list-style-type: none"> I can identify and explain the differences/Characteristics in the two genres – Fiction, Nonfiction and Realistic Fiction. <p>How does the OPAC system help me to locate library materials that I need in every day learning.</p> <ul style="list-style-type: none"> How do I get to my school's OPAC? How do I search in the OPAC to locate materials in the library? <p>What is copyright and intellectual property right laws and how do they pertain to me?</p> <ul style="list-style-type: none"> I can understand my legal rights and responsibilities with respect to copyright with printed materials and technology use. 	<p>Author vs Illustrator video: https://www.youtube.com/watch?v=un5c1zS2fqs</p> <p>We Are All Authors lesson: https://www.scholastic.com/teachers/lesson-plans/teaching-content/we-are-all-authors/</p> <p>We're the Illustrators lesson: https://www.scholastic.com/teachers/lesson-plans/teaching-content/were-illustrators/</p> <p>Helping students find a "good fit" book: http://www.scholastic.com/parents/blogs/scholastic-parents-raise-reader/help-kids-to-pick-right-books</p> <p>Finding just right books: http://www.readingrockets.org/article/selecting-books-your-child-finding-just-right-books</p> <p>Choosing the right book: http://www.readwritethink.org/classroom-resources/lesson-plans/choosing-right-book-strategies-916.html</p> <p>Goldilocks' Rules for just right books: http://www.ourclassweb.com/center_activities/readers_workshop/rw_poster_goldilocks_rules.pdf</p> <p>Learning to read nonfiction and its text features : lesson plan https://www.scholastic.com/teachers/lesson-plans/teaching-content/learning-read-nonfiction-and-its-text-features/</p> <p>Teaching nonfiction text structures: lesson plan https://www.scholastic.com/teachers/lesson-plans/teaching-content/teaching-nonfiction-text-structures/</p>	<ul style="list-style-type: none"> IV.D.2 Integrating and depicting in a conceptual knowledge network their understanding gained from resources IV.D.3 Openly communicating curation processes for others to use, interpret, and validate. <p>V - EXPLORE</p> <ul style="list-style-type: none"> V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes V.A.2 Reflecting and questioning assumptions and possible misconceptions V.A.3 Engaging in inquiry-based processes for personal growth V.B.1 Problem solving through cycles of design, implementation, and reflection V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance <p>VI - ENGAGE</p> <ul style="list-style-type: none"> VI.A.1 Demonstrating their desire to broaden and deepen understandings VI.A.2 Developing new understandings through engagement in a learning group VI.A.3 Making critical choices about information sources to use VI.B.1 Ethically using and reproducing others' work VI.B.2 Acknowledging authorship and demonstrating respect for the intellectual property of other VI.B.3 Including elements in personal-knowledge products that allow others to credit content appropriately 	<ul style="list-style-type: none"> 3.W. RBPk.9 Include evidence from literary or informational texts, applying grade 3 standards for reading <p>FOUNDATIONAL</p> <ul style="list-style-type: none"> 3. FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly <ul style="list-style-type: none"> c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. d. Write legibly in manuscript 3.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies <ul style="list-style-type: none"> iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases 3.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding.

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		<p>Teaching to Inspire (suggested stories): https://teachingtoinspire.com/2017/09/read-alouds-story-elements-mentor-texts.html</p> <p>Great Picture Books to Teach Theme: https://pernillesripp.com/2015/10/03/great-picture-books-to-teach-theme/</p> <p>More Picture Books to Teach Theme: https://pernillesripp.com/2016/03/06/more-picture-books-to-teach-theme/</p> <p>Identify Main Idea and Supporting Details (video): https://www.youtube.com/watch?v=42SJTk2XSi4</p> <p>Main Idea and Details (video): https://www.youtube.com/watch?v=mjiYRI3QCTs</p> <p>The Genre Game: https://www.quia.com/rr/111225.html</p> <p>Genre Study: A Collaborative Approach (lesson): http://www.readwritethink.org/resources/resource-print.html?id=270</p> <p>Genres, Genres Everywhere (lesson): https://www.scholastic.com/teachers/lesson-plans/teaching-content/genres-genres-everywhere/</p> <p>OPAC Scavenger Hunt: https://elementarylibrarian.com/wp-content/uploads/2013/09/OPAC-Scavenger-Hunt.pdf</p> <p>Asking questions to improve learning: http://teachingcenter.wustl.edu/resources/teaching-methods/participation/asking-questions-to-improve-learning/</p>	<ul style="list-style-type: none"> VI.D.1 Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources 	

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		<p><u>Depend on the text (lesson):</u> http://www.readwritethink.org/professional-development/strategy-guides/depend-text-create-text-31024.html</p> <p><u>Introduction for asking questions:</u> https://readingrecovery.clemson.edu/introduction-asking-questions/</p> <p><u>The importance of asking questions:</u> http://thepicturebookteachersedition.blogspot.com/2012/09/the-importance-of-asking-questions.html</p> <p><u>LITERARY EVENTS</u></p> <ul style="list-style-type: none"> • Hispanic Heritage Month (Sept.-Oct.) • Library Card Sign-up Month (Sept.) • Banned Book Week (Sept.) 		

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