Library Target Skills	Essential Questions and Learning Outcomes	Suggested Resources	AASL Standards	TN Academic Standards
1. Arrange words in alphabetical order to the second letter 2. Recognize that nonfiction and informational texts are sources of information 3. Utilize a print and/or digital dictionary to: ● Understand a dictionary is organized in alphabetical order ● Understand a dictionary explains unknown words 4. Compare reference sources and digital reference sources 5. Realize the internet is a source of information but must be used carefully when looking for information 6. Understand that one function of the Internet is as a source of information that must be used carefully with appropriate supervision 7. Define and explore genres; compare and contrast texts to distinguish between genres: ● Fairy Tales ● Tall Tales ● Folk Tales	What is the alphabet? ● I can recognize and name all letters of the alphabet. Why is the alphabet important? ● I can explain how alphabetical order is used to organize a library. How do you organize words in the order of the alphabet? ● I can arrange words in alphabetical order. What is a dictionary? ● I can explain what a dictionary is. How is a dictionary organized? ● I can use a dictionary for a variety of tasks: to locate and define unfamiliar words, find correct spelling of words, understand and use guide words. What is the difference between digital and print resources? ● I can describe the difference between digital and print resources. What is the internet? ● I can understand what the internet is. What is internet safety? ● I can use the internet to safely locate information. What is cyberbullying? ● I can explain what cyberbullying is. How do I identify, define, and differentiate different types of literature? ● I can identify and explain the differences between Fairy Tales, Tall Tales, and Folk Tales.	**PRINT RESOURCES** **Trade Books** ● *Chicken Clicking Paperback* by Jeanne Willis ● **Once Upon a Time... Online: Happily, Ever After Is Only a Click Away!** by David Bedford ● **Bully** by Patricia Polacco **Professional Books** ● *Stretchy Library Lessons: Research Skills* by Pat Miller ● *Stretchy Library Lessons: More Library Skills* by Pat Miller ● *Complete Library Skills, Grades K-2* by Sara Bierling (Editor) **DIGITAL RESOURCES** EL Kindergarten Modules- https://curriculum.eleducation.org/curriculum/ela/grade-K Alphabet Order http://www.abcya.com/alphabet.htm Alphabet Order https://www.spellingcity.com/games/alphabetize.html Alphabet Order https://www.roythezebra.com/reading-games.html Geography Games- http://www.sheppardsoftware.com/Geography.htm (pair with an atlas) National Geographic Map Skills https://www.nationalgeographic.org/education/map-skills-elementary-students/ Dictionary Skills Video- https://www.youtube.com/watch?v=Fo2cSioY6wl	**I - INQUIRE** ● 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.3 Generating products that illustrate learning ● I.D.1 Continually seeking knowledge ● I.D.3 Enacting new understanding through real-world connections **II - INCLUDE** ● II.C.1 Engaging in informed conversation and active debate ● II.D.1 Actively contributing to group discussions **III - COLLABORATE** ● III.A.1 Demonstrating their desire to broaden and deepen understandings ● III.A.2 Developing new understandings through engagement in a learning group ● III.B.1 Using a variety of communication tools and resources ● III.B.2 Establishing connections with other learners to build on their own prior knowledge and create new knowledge ● III.D.1 Actively contributing to group discussions **IV - CURATE** ● IV.A.1 Determine the need to gather information ● IV.A.2 Identify possible sources of information ● IV.B.1 Seeking a variety of sources ● IV.B.2 Devising and implementing a plan to fill knowledge gaps	**READING LITERACY** ● 1.RL.CS.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types. ● 1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events. **READING INFORMATION** ● 1.RI.CS.5 Know and use various text features to locate key facts or information in a text. ● 1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas. **WRITING** ● 1.W. RBPK.7 Participate in shared research and writing projects, such as exploring a number of "how to" books on a given topic and using them to write a sequence of instructions. ● 1.W. RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **FOUNDATIONAL** ● 1. FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly ○ a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant diagraphs, double letters, and initial and final consonant blends. ○ g. Print all upper and lower case letters.

● This curriculum is flexible based on the needs and schedules of each school.

Library Target Skills	Essential Questions and Learning Outcomes	Suggested Resources	AASL Standards	TN Academic Standards
	● I can retell the stories heard and read in Fairy Tales, Folk Tales, and Tall Tales ● I can answer text-based questions about the stories heard and read in Fairy Tales, Folk Tales, and Tall Tales	Internet Safety http://isafe.org/https://www.commonsensemedia.org/ **LITERARY EVENTS** • Read for the Record (October) • Picture Book Month(November) • Native American Heritage month (November) • National Family Literacy Day (November) • International Games Week (November)	• IV.B.3 Systematically questioning and assessing the validity and accuracy of information • IV.B.4 Organizing information by priority, topic, or other systematic scheme • IV.C.1 Assessing and evaluating collaboratively constructed information sites • IV.D.1 Continually seeking knowledge **V - EXPLORE** • V.A.2 Reflecting and questioning assumptions and possible misconceptions • V.A.3 Engaging in inquiry-based processes for personal growth • V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance **VI - ENGAGE** • 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 • IV.D.1 Continually seeking knowledge	

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