Library Target Skills	Essential Questions and Learning Outcomes	Suggested Resources	AASL Standards	TN Academic Standards
1. Arrange words in alphabetical order to the second and third letter 2. Recognize that nonfiction and informational texts are sources of information 3. Realize the internet is a source of information but must be used carefully when looking for information 4. Utilize a print and/or digital dictionary to: ● Locate unfamiliar words ● Correct spelling of words ● Determine the correct meaning of multiple meaning words 5. Understand a print and/or digital thesaurus is a book of synonyms and is organized like a dictionary 6. Utilize a print and/or digital thesaurus to replace words in text 7. Utilize a print and/or digital encyclopedia to answer questions on a topic 8. Utilize a print and/or digital atlas to locate geographical information 9. Compare reference sources and digital reference sources 10. Compare information found on the internet to the information found in print	How do you organize words in the order of the alphabet? ● I can arrange words in alphabetical order. How is alphabetical order used in library organization? ● I can explain how alphabetical order is used to organize a library. What reference tools are arranged in alphabetical order? ● I can name reference tools that are arranged alphabetically. What can you use a dictionary for? ● I can explain how dictionaries are used and 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. In addition to definitions, what other useful information is in a dictionary? ● I can find other useful information in a dictionary: parts of speech, word derivations, pronunciation. What are guide words? ● I can explain and illustrate what guide words are. What is a thesaurus? ● I can use a thesaurus to locate synonyms. What is a synonym? ● I can define synonyms. ● I can replace words in a text with the matching synonym.	**PRINT RESOURCES** **Trade Books** ● *The Scrambled States of America Paperback* by Laurie Keller ● *There's a Map on My Lap!: All About Maps (Cat in the Hat's Learning Library)* by Tish Rabe ● *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 3* by Instructional Fair ● *Library Lessons: Research Skills* by Pat Miller **DIGITAL RESOURCES** EL Third Grade Modules- https://curriculum.eleducation.org/curriculum/ela/grade-3 Putting books in Order- http://www.mrs-lodges-library.com/shelver/ Encyclopedia Skills- www.Encyclopedia.com World Book Student- http://www.worldbookonline.com/student/home TN Electronic Library Kids Page- http://www.tel4u.org/	**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.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.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	**READING LITERACY** ● 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.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words. **READING INFORMATION** ● 3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently. ● 3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text. **WRITING** ● 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. ● 3.W. RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.

● 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

11. Determine which reference source to use for a specific task
 	
12. Understand and explain the purpose for each reference source (dictionary, encyclopedia, thesaurus, atlas, almanac, Internet)
 	
13. Define and explore genres; compare and contrast texts to distinguish between genres:
● Myths
● Legends
● Fairy Tales
● Tall Tales
● Folk Tales
 	
14. Realize the Internet is a source of information but must be used carefully when looking for information
 	
15. Understand that one function of the Internet is as a source of information that must be used carefully with appropriate supervision
 	
16. Evaluate a website for reliability and validity
	What is an encyclopedia and how is it organized?
	● I can explain what an encyclopedia is.
	● I can explain what and how encyclopedias are used and organized.
	
	What is the difference between print and digital encyclopedias?
	● I can use an encyclopedia in both print and digital formats.
	
	What is an atlas?
	● I can explain what an atlas is.
	● I can explain how atlases are used and organized.
	● I can use an atlas to locate geographical information.
	
	How do you read a map?
	● I can understand the purpose of and use map keys, legends, the compass rose and other map tools.
	
	What is the difference between digital and print resources?
	● I can describe the difference between digital and print resources.
	● I can name and compare digital information with print information.
	
	How do I determine the most appropriate reference tool for a specific topic?
	● I can determine the most appropriate reference tool for a specific topic.
	
	Are some reference sources better suited for certain topics?
	● I understand that are some sources better suited for certain topics.
		Thesaurus Skills-
		http://www.thesaurus.com/
		Geography Games-
		http://www.sheppardsoftware.com/Geography.htm (pair with an atlas)
		
		Note taking Lessons-
		http://www.educationworld.com/a_lesson/lesson/lesson322.shtml
		
		Reference Books: Dictionary, Thesaurus, Encyclopedia, Atlas, Almanac http://www.tntel.tnsos.org/
		https://www.merriam-webster.com/
		https://www.worldatlas.com/
		https://www.almanac.com/
		https://digitalcollections.nypl.org/
		
		Dictionary Skills-
		www.Dictionary.com
		
		Dictionary Skills Video-
		https://www.youtube.com/watch?v=Fo2cSioY6wI
		
		Reference Online Game-
		https://www.quia.com/cb/463422.html
		
		Reference Sources Online Game-
		https://www.quia.com/rr/634284.html
		
		Ready Reference Online Game-
		https://www.quia.com/rr/180044.html
		
		Internet Reference Sources-
		http://www.americaslibrary.gov/aa/index.php
		
		Internet Public Library for Kids-
		http://www.ipl.org/div/kidspace/
		
		Reference Sources Jeopardy Game-
		https://jeopardylabs.com/play/reference-material-jeopardy
			IV - CURATE
			● IV.A.1 Determine the need to gather information
			● IV.A.2 Identify possible sources of information
			● IV.A.3 Making critical choices about information about information sources to use
			● IV.B.1 Seeking a variety of sources
			● IV.B.2 Devising and implementing a plan to fill knowledge gaps
			● 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
				FOUNDATIONAL
				● 3. FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly
				  ○ 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
				  ○ iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
				● 3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

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2nd Quarter - RESOURCES TOOLS	3rd Grade	SCS Library Curriculum

Library Target Skills	Essential Questions and Learning Outcomes	Suggested Resources	AASL Standards	TN Academic Standards
	What are examples of reliable vs unreliable information? ● I can check my sources of information for reliability. What is the purpose and best use for the following reference tools: dictionary, encyclopedia, thesaurus, atlas, almanac, Internet? ● I can understand and explain the purpose and best use for the following reference tools: dictionary, encyclopedia, thesaurus, atlas, almanac, Internet. What is the internet safety? ● I can understand what the internet safety is. How can I use the internet safely and reliably? ● I can use the internet to safely locate information. What is internet reliability? ● I can understand that all information on the internet is not reliable. ● I have to investigate the source to make sure it is valid and reliable. How can you tell if a website is reliable or valid? ● I can locate digital information that is reliable. What is cyberbullying? ● I can explain what cyberbullying is. What is plagiarism? ● I can define plagiarism and understand its consequences. Is it okay to copy and paste information directly to a document? ● I can understand copyright rules.	**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)		

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