

<b>3rd Quarter - RESEARCH SKILLS</b>	<b>1st Grade</b>	<b>SCS Library Curriculum</b>
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Library Target Skills	Essential Questions and Learning Outcomes	Suggested Resources	AASL Standards	TN Academic Standards
<ol style="list-style-type: none"> <li>1. Identify periodicals as a source of information that contains articles and provides information to answer questions.</li> <li>2. Identify nonfiction materials as text that gives factual information</li> <li>3. Compare information found on the Internet to the information found in print</li> <li>4. Utilize reference resources to answer questions <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Periodicals</li> <li>• Internet</li> <li>• Trade books</li> <li>• Encyclopedia</li> </ul> </li> <li>5. Summarize, Organize, and evaluate information from text and digital sources using graphic organizers</li> <li>6. Define and explore genre <ul style="list-style-type: none"> <li>• Biography</li> <li>• Autobiography</li> </ul> </li> </ol>	<p>How are periodicals used to answer questions?</p> <ul style="list-style-type: none"> <li>• I can answer questions about an article in a periodical with my teacher's support.</li> </ul> <p>What roles does nonfiction materials play in finding factual information?</p> <ul style="list-style-type: none"> <li>• I can recognize that nonfiction text gives factual information.</li> </ul> <p>How is information from print similar/different to information found on the internet?</p> <ul style="list-style-type: none"> <li>• I can compare ways that print is similar/different to information found on the Internet.</li> </ul> <p>What types of information can I find in different reference materials?</p> <ul style="list-style-type: none"> <li>• I can use various reference materials to locate information.</li> </ul> <p>What tools can I use to summarize, organize, and evaluate information from text and digital sources?</p> <ul style="list-style-type: none"> <li>• I can graphic organizers to effectively use information that I collect.</li> </ul> <p>What are the story genres – Biography and Autobiography?</p> <ul style="list-style-type: none"> <li>• I can identify and explain the characteristics of Biography and Autobiography.</li> </ul>	<p><b><u>PRINT RESOURCES</u></b></p> <p>Bookworm for Kids (online Database of Print Trade Book Titles with ability to search by Genre, Grade, Level, etc.) <a href="http://www.bookworm4kids.com/">http://www.bookworm4kids.com/</a></p> <p><b>Trade Books</b></p> <ul style="list-style-type: none"> <li>• Reference Sources: <ul style="list-style-type: none"> <li>✓ Dictionaries,</li> <li>✓ Periodicals (ex: Ranger Rick)</li> <li>✓ Nonfiction books (Informational text)</li> </ul> </li> <li>• Rookie Readers Biographies</li> <li>• Who Was? series</li> </ul> <p><b>Professional Books</b></p> <ul style="list-style-type: none"> <li>• <i>Complete Library Skills, Grades K-2</i> by Sara Bierling (Editor)</li> <li>• <i>Stretchy Library Lessons: Library Skills</i> by Pat Miller</li> <li>• <i>Stretchy Library Lessons: More Library Skills</i> by Pat Miller</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p>EL First Grade Modules: <a href="https://curriculum.eleducation.org/curriculum/ela/grade-1">https://curriculum.eleducation.org/curriculum/ela/grade-1</a></p> <p>TN Electronic Library Kids Page: <a href="http://www.tel4u.org/">http://www.tel4u.org/</a></p> <p>Britannica School: <a href="http://school.eb.com/">http://school.eb.com/</a></p> <p>Epic Books (Digital Library for Kids - access 35,000 of the best books, learning videos, quizzes &amp; more) <a href="https://www.getepic.com/app/edu-signup/more">https://www.getepic.com/app/edu-signup/more</a></p> <p>Biography for Kids Website: <a href="http://www.ducksters.com/">http://www.ducksters.com/</a></p>	<p><b><u>I - INQUIRE</u></b></p> <ul style="list-style-type: none"> <li>• I.A.1 Formulating questions about a personal interest or a curricular topic</li> <li>• I.A.2 Recalling prior and background knowledge as context for new meaning</li> <li>• I.B.1 Using evidence to investigate questions</li> <li>• I.B.3 Generating products that illustrate learning</li> <li>• I.D.1 Continually seeking knowledge</li> <li>• I.D.3 Enacting new understanding through real-world connections</li> </ul> <p><b><u>II - INCLUDE</u></b></p> <ul style="list-style-type: none"> <li>• II.C.1 Engaging in informed conversation and active debate</li> <li>• II.D.1 Actively contributing to group discussions</li> </ul> <p><b><u>III - COLLABORATE</u></b></p> <ul style="list-style-type: none"> <li>• III.A.1 Demonstrating their desire to broaden and deepen understandings</li> <li>• III.A.2 Developing new understandings through engagement in a learning group</li> <li>• III.B.1 Using a variety of communication tools and resources</li> <li>• III.B.2 Establishing connections with other learners to build on their own prior knowledge and create new knowledge</li> <li>• III.D.1 Actively contributing to group discussions</li> </ul> <p><b><u>IV - CURATE</u></b></p> <ul style="list-style-type: none"> <li>• IV.A.1 Determine the need to gather information</li> <li>• IV.A.2 Identify possible sources of information</li> <li>• IV.B.1 Seeking a variety of sources</li> <li>• IV.B.2 Devising and implementing a plan to fill knowledge gaps</li> </ul>	<p><b><u>READING LITERACY</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 1.RL.IK.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.</li> <li>• . RL.KID.1 With prompting and support, ask and answer questions about key details in a text.</li> </ul> <p><b><u>READING INFORMATION</u></b></p> <ul style="list-style-type: none"> <li>• 1.RI.CS.5 Know and use various text features to locate key facts or information in a text.</li> <li>• 1.RI.IK.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.</li> <li>• 1.RI.IK.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate</li> <li>• 1.RI.KID.1 Ask and answer questions about key details in a text.</li> </ul> <p><b><u>SPEAKING &amp; LISTENING</u></b></p> <ul style="list-style-type: none"> <li>• 1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.</li> </ul>

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		<p>Digital Citizenship Lessons:  <a href="https://www.common sense.org/education/scope-and-sequence">https://www.common sense.org/education/scope-and-sequence</a></p> <p>Digital Learning Website with Lessons and Videos:  <a href="http://i safe.org/">http://i safe.org/</a></p> <p><b>LITERARY EVENTS</b></p> <ul style="list-style-type: none"> <li>• 100<sup>th</sup> Day of School (January)</li> <li>• Martin Luther King Jr. Day (January)</li> <li>• Multicultural Children’s Book Day (January)</li> <li>• African American History Month (February)</li> <li>• World Read Aloud Day (February)</li> <li>• National Reading Awareness Month (March)</li> <li>• Read Across America Day (March)</li> </ul>	<ul style="list-style-type: none"> <li>• IV.B.3 Systematically questioning and assessing the validity and accuracy of information</li> <li>• IV.B.4 Organizing information by priority, topic, or other systematic scheme</li> <li>• IV.C.1 Assessing and evaluating collaboratively constructed information sites</li> <li>• IV.D.1 Continually seeking knowledge</li> </ul> <p><b>V - EXPLORE</b></p> <ul style="list-style-type: none"> <li>• V.A.2 Reflecting and questioning assumptions and possible misconceptions</li> <li>• V.A.3 Engaging in inquiry-based processes for personal growth</li> <li>• V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance</li> </ul> <p><b>VI - ENGAGE</b></p> <ul style="list-style-type: none"> <li>• VI.A.1 Demonstrating their desire to broaden and deepen understandings</li> <li>• VI.A.2 Developing new understandings through engagement in a learning group</li> <li>• VI.A.3 Making critical choices about information sources to use</li> <li>• IV.D.1 Continually seeking knowledge</li> </ul>	<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 1.W. RBPk.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul> <p><b>FOUNDATIONAL</b></p> <ul style="list-style-type: none"> <li>• 1. FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly <ul style="list-style-type: none"> <li>○ a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.</li> <li>○ g. Print all upper and lower case letters.</li> </ul> </li> </ul>

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