

<b>3rd Quarter - RESEARCH SKILLS</b>	<b>Kindergarten</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>Identify periodicals as a source of information that contains articles and provides information to answer questions.</li> <li>Identify nonfiction materials as text that gives factual information</li> <li>Compare information found on the internet to the information found in print</li> <li>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> </ul> </li> <li>Summarize, organize, and evaluate information from text and digital sources using graphic organizers</li> <li>Define and explore genres; <ul style="list-style-type: none"> <li>Biography</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 dictionaries, periodicals, trade books and the internet to locate information.</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 dictionaries, periodicals, trade books and the internet 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 use graphic organizers to effectively organize information that I collect.</li> </ul> <p>What is the story genre – Biography?</p> <ul style="list-style-type: none"> <li>I can identify and explain the characteristics of a biography.</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 Kindergarten Modules: <a href="https://curriculum.eleducation.org/curriculum/ela/grade-K">https://curriculum.eleducation.org/curriculum/ela/grade-K</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.D.1 Continually seeking knowledge.</li> <li>I.D.2 Engaging in sustained inquiry.</li> <li>I.D.4 Using reflection to guide informed decisions</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.2. Identifying possible sources of information</li> <li>IV.A.3. Making critical choices about information sources to use</li> <li>IV.B.1. Seeking a variety of sources</li> <li>IV.B.2. Collecting information representing diverse perspectives</li> <li>IV.B.3. Systematically questioning and assessing the validity and accuracy of information</li> <li>IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources</li> </ul>	<p><b><u>READING LITERACY</u></b></p> <ul style="list-style-type: none"> <li>K.RL.CS.5 Recognize common types of texts</li> <li>K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.</li> <li>K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.</li> </ul> <p><b><u>READING INFORMATION TEXT</u></b></p> <ul style="list-style-type: none"> <li>K.RI.CS.5 Know various text features</li> <li>K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.</li> <li>K.RI.IKI.8 With prompting and support, identify the reasons an author provides to support points in a text.</li> </ul> <p><b><u>SPEAKING &amp; LISTENING</u></b></p> <p>K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.</p> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>K.W. RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.</li> <li>K.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>

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

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		Digital Citizenship Lessons: <a href="https://www.common sense.org/education/scope-and-sequence">https://www.common sense.org/education/scope-and-sequence</a>  Digital Learning Lessons and Videos: <a href="http://isafe.org/">http://isafe.org/</a>  <u><b>LITERARY EVENTS</b></u> <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>	<u><b>V – EXPLORE</b></u> <ul style="list-style-type: none"> <li>• V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.</li> <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.B.1. Problem solving through cycles of design, implementation, and reflection</li> </ul> <u><b>VI - ENGAGE</b></u> <ul style="list-style-type: none"> <li>• VI.A.2. Responsibly applying information, technology, and media to learning</li> </ul>	<u><b>FOUNDATIONAL</b></u> <ul style="list-style-type: none"> <li>• K.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. Write uppercase and lowercase manuscript letters from memory.</li> <li>○ g. Print many upper and lowercase letter.</li> </ul> </li> </ul>

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