

<b>4th Quarter – EXPLORATION</b>	<b>3rd Grade</b>	<b>SCS Library Curriculum</b>
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<b>Library Target Skills</b>	<b>Essential Questions and Learning Outcomes</b>	<b>Suggested Resources</b>	<b>AASL Standards</b>	<b>TN Academic Standards</b>
<p>1. Identify and construct forms of poetry</p> <p>2. Compare and contrast a piece of literature in the written form to its visual or oral adaptation</p> <p>3. Identify, explore, and explain major book awards and honors:</p> <ul style="list-style-type: none"> <li>• Caldecott Medal</li> <li>• Newbery Medal</li> <li>• Coretta Scott King Award</li> <li>• VSBA Titles</li> </ul> <p>4. Define and explore genres; compare and contrast texts to distinguish between genres:</p> <ul style="list-style-type: none"> <li>• Science Fiction</li> <li>• Mystery</li> <li>• Fantasy</li> </ul>	<p>What is poetry?</p> <ul style="list-style-type: none"> <li>• I can tell the difference between stories and poems.</li> <li>• I can listen to prose and poems.</li> <li>• I can read prose and poems.</li> </ul> <p>How are different forms of poetry constructed?</p> <ul style="list-style-type: none"> <li>• I can identify common structural elements of poems.</li> </ul> <p>What are the similarities and differences between a work of literature in written, oral, and visual adaptations?</p> <ul style="list-style-type: none"> <li>• I can identify different types of media (stage, film, audio, or multimedia).</li> <li>• I can compare and contrast the written version of a story, drama, or poem to its multimedia or stage production.</li> </ul> <p>What are book awards or honors?</p> <ul style="list-style-type: none"> <li>• I can explore award-winning literature, including: Caldecott, Newbery, Coretta Scott King and VSBA Titles.</li> </ul> <p>How do I identify, define, and differentiate different types of literature?</p> <ul style="list-style-type: none"> <li>• I can identify and explain the differences between Science Fiction, Mystery, Fantasy, and Realistic Fiction.</li> <li>• I can retell the stories heard and read in Science Fiction, Mystery, Fantasy, and Realistic Fiction.</li> <li>• I can answer text-based questions about the stories heard and read in Science Fiction, Mystery, Fantasy, and Realistic Fiction.</li> </ul>	<p><b><u>PRINT RESOURCES</u></b></p> <p><b>Professional Books</b></p> <ul style="list-style-type: none"> <li>• <i>Poetry Projects with Pizzazz: 15 Easy, Hands-on Poetry Activities That Invite Kids to Write and Publish Their Poems in Unique and Dazzling Ways</i> by Michelle O'Brien-Palmer</li> <li>• <i>Easy Poetry Lessons That Dazzle and Delight</i> by David Harrison and Bernice Cullinan</li> <li>• <i>Poetry Patterns &amp; Themes</i> by Evan Moor</li> <li>• <i>Writing Poetry with Children</i> by Evan Moor</li> </ul> <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><u>DIGITAL RESOURCES</u></b></p> <p>EL Third Grade Modules- <a href="https://curriculum.education.org/curriculum/ela/grade-3">https://curriculum.education.org/curriculum/ela/grade-3</a></p> <p>Online website of books, learning videos, quizzes &amp; more) <a href="https://www.getepic.com/app/education/signup/more">https://www.getepic.com/app/education/signup/more</a></p> <p>Poetry Lesson Plans: <a href="http://www.ncte.org/lessons/poetry">http://www.ncte.org/lessons/poetry</a></p> <p>Teachers Pay Teachers Elementary Poetry Collection: <a href="https://www.teacherspayteachers.com/Product/Elementary-Poetry-Collection-170961">https://www.teacherspayteachers.com/Product/Elementary-Poetry-Collection-170961</a></p> <p>Types of Poetry List with Examples: <a href="http://www.kathimitchell.com/poemtypes.html">http://www.kathimitchell.com/poemtypes.html</a></p> <p>Poetry Glossary and Examples: <a href="https://www.youngwriters.co.uk/glossary-poetry-types">https://www.youngwriters.co.uk/glossary-poetry-types</a></p>	<p><b><u>I - INQUIRE</u></b></p> <ul style="list-style-type: none"> <li>• I.B.3 Generating products that illustrate learning.</li> <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.B.1 Seeking a variety of sources.</li> </ul> <p><b><u>V - EXPLORE</u></b></p> <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.3 Engaging in inquiry-based processes for personal growth.</li> </ul>	<p><b><u>READING LITERACY</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words.</li> </ul> <p><b><u>READING INFORMATION</u></b></p> <ul style="list-style-type: none"> <li>• 3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text</li> </ul> <p><b><u>SPEAKING &amp; LISTENING</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)</li> </ul>

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

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Library Target Skills	Essential Questions and Learning Outcomes	Suggested Resources	AASL Standards	TN Academic Standards
		<p>Poetry Worksheets and Printables <a href="https://www.education.com/worksheets/poetry-writing/">https://www.education.com/worksheets/poetry-writing/</a></p> <p>Poetry Writing Lesson Plans <a href="https://www.education.com/lesson-plans/poetry-writing/">https://www.education.com/lesson-plans/poetry-writing/</a></p> <p>Comparing Books to Movie Lesson: <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/cover-cover-comparing-books-1098.html?tab=4">http://www.readwritethink.org/classroom-resources/lesson-plans/cover-cover-comparing-books-1098.html?tab=4</a></p> <p>Comparing Books to Movie Lesson: <a href="https://www.teachingmadepractical.com/compare-and-contrast-a-book-and-movie-activities/">https://www.teachingmadepractical.com/compare-and-contrast-a-book-and-movie-activities/</a></p> <p>Comparing Books to Movies: <a href="http://minds-in-bloom.com/comparing-book-to-movie/">http://minds-in-bloom.com/comparing-book-to-movie/</a></p> <p>List of Children's Books Made Into Feature Films: <a href="https://en.wikipedia.org/wiki/List_of_children%27s_books_made_into_feature_films">https://en.wikipedia.org/wiki/List_of_children%27s_books_made_into_feature_films</a></p> <p>Popular Children Books with Movies: <a href="https://www.ranker.com/list/popular-children-s-books-with-movie-adaptations/walter-graves">https://www.ranker.com/list/popular-children-s-books-with-movie-adaptations/walter-graves</a></p> <p>Teachers Pay Teachers Movies vs Book Activities: <a href="https://www.teacherspayteachers.com/Product/Movie-Vs-Book-Activities-Comparing-Books-and-Movies-Chart-Questions-Essay-2880831">https://www.teacherspayteachers.com/Product/Movie-Vs-Book-Activities-Comparing-Books-and-Movies-Chart-Questions-Essay-2880831</a></p> <p>Book and Movie Comparison/Contrast Guide: <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson1098/BookMovieComp.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson1098/BookMovieComp.pdf</a></p> <p>Books Made into Movies: <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson1098/6-8updatedfilmlist.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson1098/6-8updatedfilmlist.pdf</a></p>	<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>IV.D.1 Continually seeking knowledge</li> </ul>	<ul style="list-style-type: none"> <li>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</li> </ul> <p><b>FOUNDATIONAL</b></p> <ul style="list-style-type: none"> <li>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"> <li>c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.</li> <li>d. Write legibly in manuscript</li> </ul> </li> <li>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"> <li>iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases</li> </ul> </li> <li>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.</li> </ul>

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		<p>List of Caldecott Medal Winners  <a href="http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottwinners/caldecottmedal">http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottwinners/caldecottmedal</a></p> <p>List of Newberry Medal Winners  <a href="http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberyywinners/medalwinners">http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberyywinners/medalwinners</a></p> <p>List of Coretta Scott King awards  <a href="http://www.ala.org/rt/emiert/coretta-scott-king-book-awards-all-recipients-1970-present">http://www.ala.org/rt/emiert/coretta-scott-king-book-awards-all-recipients-1970-present</a></p> <p><b>LITERARY EVENTS</b></p> <ul style="list-style-type: none"> <li>• Poetry Month (April)</li> <li>• School Library Month (April)</li> <li>• National School Librarian Day (April 4)</li> <li>• National Library Week (April)</li> <li>• D.E.A.R - Drop Everything and Read (April)</li> <li>• Children’s Book Week (1<sup>st</sup> week in May)</li> </ul>		

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