

1st Quarter – KNOW YOUR LIBRARY	1st Grade	SCS Library Curriculum
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Library Target Skills	Essential Questions and Learning Outcomes	Suggested Resources	AASL Standards	TN Academic Standards
<p>1. Identify, explain and model library rules, expectations, policies, and procedures for behavior, circulation and book care*</p> <p>2. Library and librarian are sources of information*</p> <p>3. Define and explore key library terms and terminology</p> <p>4. Identify and explain parts of a book and their roles/purposes*</p> <ul style="list-style-type: none"> ● Book Cover ● Spine ● Call Number ● Title Page <ul style="list-style-type: none"> ✓ Title ✓ Author ✓ Illustrator ● Publisher ● Copyright Page ● Table of Contents ● Glossary ● Index <p>5. Identify the location of the different types of resources in the library</p> <p>6. Independently locate and checkout library book on appropriate reading level for pleasure reading or academic purpose/need</p>	<p>What is a library and what are its uses?</p> <ul style="list-style-type: none"> ● I can explain what a library is and its uses in my everyday life. <p>What are the library rules, policies, and procedures?</p> <ul style="list-style-type: none"> ● I can follow our library rules. ● I can be a good library citizen. ● I can exhibit proper book care and library behavior. ● I can explain how taking care of library books and proper library behavior affect the school community. <p>What is the role of the school librarian?</p> <ul style="list-style-type: none"> ● I can explain how a librarian helps find information to use in my everyday life. <p>What are important terms used in most libraries?</p> <ul style="list-style-type: none"> ● I can define important library terms. ● I can understand the oral/printed words that are used in the library. <p>What are the parts of a book? Why are they important?</p> <ul style="list-style-type: none"> ● I can identify parts of a book and explain their purposes. ● I can explain the role of the author, illustrator, and publisher in creating a book. 	<p><u>PRINT RESOURCES</u></p> <p>Trade Books</p> <ul style="list-style-type: none"> ● The Shelf Elf by Jackie Mims Hopkins ● Manners in the Library by Carrie Finn ● Never Let a Ghost Borrow Your Library Book by Karen Casale ● Library Lion by Michelle Knudsen ● The Library Doors by Toni Buzzeo ● A Book is Just Like You by Kathleen Fox ● Karl and Carolina Uncover the Parts of a Book by Sandy Donovan ● The Important Book by Margaret Wise Brown ● Joe Bright and the Seven Genre Dudes by Jackie Mims Hopkins ● The Shelf Elf Helps Out by Jackie Mims ● Do Not Bring Your Dragon to the Library (Fiction Picture Books) by Julie Gassman ● Sam Visits the School Library by <u>Martha E.H. Rustad</u> ● We're Going On a Book Hunt Picture Book by Pat Miller ● I Took My Frog to the Library by Eric A. Kimmel ● Bored Bella Learns About Fiction and Nonfiction (In the Library) by Sandy Donovan ● No Pirates Allowed Said Library Lou by Rhonda Gowler Greene ● Read It, Don't Eat It! by Ian Schoenherr ● Goldie Socks and the Three Libearians by Jackie Mims Hopkins 	<p><u>I - INQUIRE</u></p> <ul style="list-style-type: none"> ● 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.C.4 Sharing products with an authentic audience ● I.D.1 Continually seeking knowledge ● I.D.2 Engaging in sustained inquiry ● I.D.3 Enacting new understanding through real-world connections ● I.D.4 Using reflection to guide informed decisions <p><u>II - INCLUDE</u></p> <ul style="list-style-type: none"> ● II.A.1 Articulating an awareness of the contributions of a range of learners ● II.A.3 Describing their understanding of cultural relevancy and placement within the global learning community ● II.B.1 Interacting with learners who reflect a range of perspectives ● II.C.1 Engaging in informed conversation and active debate 	<p><u>READING LITERACY</u></p> <ul style="list-style-type: none"> ● 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.CS.6 Identify who is telling the story at various points in a text. ● 1.RL. RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1. ● 1.RL.KID.1 Ask and answer questions about key details in a text. ● 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson ● 1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details. ● 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. <p><u>READING INFORMATION</u></p> <ul style="list-style-type: none"> ● 1.RI.CS5 Know and use various text features to locate key facts or information in a text ● 1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ● 1.RI. RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1. ● 1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.

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<p>7. Identify and use text features to find information*</p> <ul style="list-style-type: none"> ● Photos ● Illustrations ● Captions ● Graphs/Diagrams ● Tables/Charts ● Bold/ Italics print ● Text Size ● Timelines ● Bullets ● Headings ● Subheadings ● Index ● Glossary ● Table of Contents <p>8. Listen to text to retell information and/or identify story elements (character, setting, plot)</p> <p>9. Recognize and discuss main idea/theme and supporting details</p> <p>10. Answer complex text based questions about a text</p> <p>11. Define and explore genres:</p> <ul style="list-style-type: none"> ● Fiction/Nonfiction ● Realistic Fiction 	<p>How does a shelf marker help keep the library organized? How do I use a shelf maker? How can I find a book that is “Just Right” for me? How many books may I check out?</p> <ul style="list-style-type: none"> ● I can help keep the library organized by using a shelf marker. ● I can preview/select library books appropriately from shelf. ● I can select, read, listen and view literature to meet my personal/informational needs. <p>What are the parts of a nonfiction text and how do I use text features to meet my needs?</p> <ul style="list-style-type: none"> ● I can identify and explain the text features of nonfiction text. <p>What are story elements? (characters, setting, plot)</p> <ul style="list-style-type: none"> ● I can identify and explain the main idea, supporting detail, problem/outcome and order of events in a story <p>How can I determine the main idea of the text and the details that supports it?</p> <ul style="list-style-type: none"> ● I can retell the main idea of a story and give supporting details. ● I can answer complex text based questions about a text. <p>What are the story genres – Fiction & Nonfiction?</p> <ul style="list-style-type: none"> ● I can identify and explain the differences/characteristics in the two genres – Fiction & Nonfiction. 	<p>Professional Books</p> <ul style="list-style-type: none"> ● Introduction to Nonfiction by Liza Charlesworth ● Teaching Story Elements with Favorite Books (1-3) by Ellen Tarlow ● Teaching Literary Elements with Picture Books by Susan Van Zile ● Stretchy Library Lessons: Research Skills by Pat Miller ● Library Sparks Library Lessons by Diane Findlay ● Standards-Based Lesson Plans for the Busy Elementary School Librarian by Joyce Keeling ● The Common Core in Action: Ready-to-Use Lesson Plans for K–6 Librarians by Deborah J Jesseman ● Complete Library Skills, Grades K - 2 by Instructional Fair <p>DIGITAL RESOURCES</p> <p>EL First Grade Modules: https://curriculum.eleducation.org/curriculum/ela/grade-1</p> <p>Online Database of Books: https://www.getepic.com/educators</p> <p>Library Skills: https://www.youtube.com/playlist?list=PLKhOzAC08gJszxN8IROvBe_nZO6JUVU-X</p> <p>Book care video: https://www.youtube.com/watch?v=2YRAAjYcnZI</p> <p>Library vocabulary flashcards quiz: https://quizlet.com/22667/library-terms-elementary-flash-cards/</p> <p>Library vocabulary flashcards quiz: https://www.proprofs.com/flashcards/story.php?title=library-train-elementary</p>	<ul style="list-style-type: none"> ● II.C.2 Involving diverse perspectives in their own inquiry processes ● II.D.1 Actively contributing to group discussions <p>III - COLLABORATE</p> <ul style="list-style-type: none"> ● III.A.1 Demonstrating their desire to broaden and deepen understandings ● III.A.2 Developing new understandings through engagement in a learning group ● III.A.3 Deciding to solve problems informed by group interaction ● III.B.2 Establishing connections with other learners to build on their own prior knowledge and create new knowledge ● III.C.1 Soliciting and responding to feedback from others ● III.C.2 Involving diverse perspectives in their own inquiry processes ● III.D.1 Actively contributing to group discussions ● III.D.2 Recognizing learning as a social responsibility <p>IV - CURATE</p> <ul style="list-style-type: none"> ● IV.A.2 Identify possible sources of information ● IV.A.3 Making critical choices about information sources to use ● IV.B.1 Seeking a variety of sources ● IV.D.1 Continually seeking knowledge ● IV.D.2 Integrating and depicting in a conceptual knowledge network their understanding gained from resources 	<ul style="list-style-type: none"> ● 1.RI.KID.1 Ask and answer questions about key details in a text. ● 1.RI.KID.2 Identify the main topic and retell key details of a text. ● 1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text. <p>SPEAKING & LISTENING</p> <ul style="list-style-type: none"> ● 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. ● 1.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood ● 1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings. ● 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation <p>WRITING</p> <ul style="list-style-type: none"> ● 1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.

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		<p><u>Parts of a book in The Library Doors by Toni Buzzeo PowerPoint</u> http://slideplayer.com/slide/1461238/</p> <p><u>Author vs Illustrator video:</u> https://www.youtube.com/watch?v=un5c1zS2fqs</p> <p><u>We Are All Authors lesson:</u> https://www.scholastic.com/teachers/lesson-plans/teaching-content/we-are-all-authors/</p> <p><u>We're the Illustrators lesson:</u> https://www.scholastic.com/teachers/lesson-plans/teaching-content/were-illustrators/</p> <p><u>Helping students find a "good fit" book:</u> http://www.scholastic.com/parents/blogs/scholastic-parents-raise-reader/help-kids-to-pick-right-books</p> <p><u>Finding just right books:</u> http://www.readingrockets.org/article/selecting-books-your-child-finding-just-right-books</p> <p><u>Choosing the right book:</u> http://www.readwritethink.org/classroom-resources/lesson-plans/choosing-right-book-strategies-916.html</p> <p><u>Goldilock's Rules for just right books:</u> http://www.ourclassweb.com/center_activities/readers_workshop/rw_poster_goldilocks_rules.pdf</p> <p><u>Learning to read nonfiction and its text features : lesson plan</u> https://www.scholastic.com/teachers/lesson-plans/teaching-content/learning-read-nonfiction-and-its-text-features/</p> <p><u>Teaching nonfiction text structures: lesson plan</u> https://www.scholastic.com/teachers/less</p>	<ul style="list-style-type: none"> IV.D.3 Openly communicating curation processes for others to use, interpret, and validate. <p><u>V - EXPLORE</u></p> <ul style="list-style-type: none"> V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes V.A.2 Reflecting and questioning assumptions and possible misconceptions V.A.3 Engaging in inquiry-based processes for personal growth V.B.1 Problem solving through cycles of design, implementation, and reflection V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance <p><u>VI - ENGAGE</u></p> <ul style="list-style-type: none"> VI.D.1 Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources 	<ul style="list-style-type: none"> 1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; providing some sense of closure. 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. 1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina. <p><u>FOUNDATIONAL</u></p> <ul style="list-style-type: none"> 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"> a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends. g. Print all upper and lower case letters. 1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

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		<p>on-plans/teaching-content/teaching-nonfiction-text-structures/</p> <p>Teaching to Inspire (suggested stories): https://teachingtoinspire.com/2017/09/read-alouds-story-elements-mentor-texts.html</p> <p>Read Write Think Lesson- Story Elements Alive: http://www.readwritethink.org/classroom-resources/lesson-plans/story-elements-alive-1073.html</p> <p>Picture Books to Teach Story Elements (list): http://susanjonesteaching.com/my-favorite-picture-books-for-setting-and-story-elements/</p> <p>Great Picture Books to Teach Theme: https://pernillesripp.com/2015/10/03/great-picture-books-to-teach-theme/</p> <p>More Picture Books to Teach Theme: https://pernillesripp.com/2016/03/06/more-picture-books-to-teach-theme/</p> <p>Identify Main Idea and Supporting Details (video): https://www.youtube.com/watch?v=42SJTk2XSi4</p> <p>Main Idea and Details (video): https://www.youtube.com/watch?v=mjYRI3QCTs</p> <p>The Genre Game: https://www.quia.com/rrr/111225.html</p> <p>Genre Study: A Collaborative Approach (lesson): http://www.readwritethink.org/resources/resource-print.html?id=270</p>		<ul style="list-style-type: none"> • 1.FL.PC.1.a Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> ○ a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation. • 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ○ a. Read grade-level text with purpose and understanding.

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		<p>Genres, Genres Everywhere (lesson): https://www.scholastic.com/teachers/lesson-plans/teaching-content/genres-genres-everywhere/</p> <p>Asking questions to improve learning: http://teachingcenter.wustl.edu/resources/teaching-methods/participation/asking-questions-to-improve-learning/</p> <p>Depend on the text (lesson): http://www.readwritethink.org/professional-development/strategy-guides/depend-text-create-text-31024.html</p> <p>Introduction for asking questions: https://readingrecovery.clemson.edu/introduction-asking-questions/</p> <p>The importance of asking questions: http://thepicturebookteachersedition.blogspot.com/2012/09/the-importance-of-asking-questions.html</p> <p>LITERARY EVENTS</p> <ul style="list-style-type: none"> • Hispanic Heritage Month (Sept-Oct) • Library Card Sign-up Month (Sept.) • Banned Book Week (Sept. 23-29) 		

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