

<b>1st Quarter – KNOW YOUR LIBRARY</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
<p><b>1. Identify, explain and model library rules, expectations, policies, and procedures for behavior, circulation and book care *</b></p> <p><b>2. Library and librarian are sources of information *</b></p> <p>3. Define and explore key library terms and terminology</p> <p><b>4. Identify and explain parts of a book and their roles/purposes *</b></p> <ul style="list-style-type: none"> <li>● <b>Book Cover</b></li> <li>● <b>Spine</b></li> <li>● <b>Call Number</b></li> <li>● <b>Title Page</b> <ul style="list-style-type: none"> <li>✓ Title</li> <li>✓ Author</li> <li>✓ Illustrator</li> </ul> </li> <li>● <b>Publisher</b></li> </ul> <p><b>5. Identify and use text features to find information *</b></p> <ul style="list-style-type: none"> <li>● <b>Photos</b></li> <li>● <b>Illustrations</b></li> <li>● <b>Captions</b></li> <li>● <b>Graphs/Diagrams</b></li> <li>● <b>Bold/ Italics print</b></li> </ul> <p><b>6. Listen to text to retell information and/or identify story elements (character, setting, plot) *</b></p> <p><b>7. Recognize and discuss main idea/theme and supporting details *</b></p> <p>8. Define and explore genres: <ul style="list-style-type: none"> <li>● Fiction/Nonfiction</li> </ul> </p>	<p>What is a library and what are its uses?</p> <ul style="list-style-type: none"> <li>● I can explain what a library is and its uses in my everyday life.</li> </ul> <p>What are the library rules, policies, and procedures?</p> <ul style="list-style-type: none"> <li>● I can follow our library rules.</li> <li>● I can be a good library citizen.</li> <li>● I can display proper book care and library behavior.</li> <li>● I can explain how taking care of library books and proper library behavior affect the school community.</li> </ul> <p>What is the role of the school librarian?</p> <ul style="list-style-type: none"> <li>● I can explain how a librarian helps find information to use in my everyday life.</li> </ul> <p>What are important terms used in most libraries?</p> <ul style="list-style-type: none"> <li>● I can define important library terms.</li> <li>● I can understand the oral/printed words that are used in the library.</li> </ul> <p>What are the parts of a book? Why are they important?</p> <ul style="list-style-type: none"> <li>● I can identify parts of a book and explain their purposes.</li> <li>● I can explain the role of the author, illustrator, and publisher in creating a book.</li> </ul> <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"> <li>● I can identify and explain the text features of nonfiction text.</li> </ul>	<p><b><u>PRINT RESOURCES</u></b></p> <p><b>Trade Books</b></p> <ul style="list-style-type: none"> <li>● The Shelf Elf by Jackie Mims Hopkins</li> <li>● Manners in the Library by Carrie Finn</li> <li>● Never Let a Ghost Borrow Your Library Book by Karen Casale</li> <li>● Library Lion by Michelle Knudsen</li> <li>● The Library Doors by Toni Buzzeo</li> <li>● A Book is Just Like You by Kathleen Fox</li> <li>● Karl and Carolina Uncover the Parts of a Book by Sandy Donovan</li> <li>● The Important Book by Margaret Wise Brown</li> <li>● Joe Bright and the Seven Genre Dudes by Jackie Mims Hopkins</li> <li>● The Shelf Elf Helps Out by Jackie Mims</li> <li>● Do Not Bring Your Dragon to the Library (Fiction Picture Books) by Julie Gassman</li> <li>● Sam Visits the School Library by <u>Martha E.H. Rustad</u></li> <li>● We're Going On a Book Hunt Picture Book by Pat Miller</li> <li>● I Took My Frog to the Library by Eric A. Kimmel</li> <li>● Bored Bella Learns About Fiction and Nonfiction (In the Library) by Sandy Donovan</li> <li>● No Pirates Allowed Said Library Lou by Rhonda Gowler Greene</li> <li>● Read It, Don't Eat It! by Ian Schoenherr</li> <li>● Goldie Socks and the Three Libearians by Jackie Mims Hopkins</li> </ul>	<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.2 Devising and implementing a plan to fill knowledge gaps</li> <li>● I.B.3 Generating products that illustrate learning</li> <li>● I.C.1 Interacting with content presented by others</li> <li>● I.C.2 Providing constructive feedback</li> <li>● I.C.3 Acting on feedback to improve</li> <li>● I.C.4 Sharing products with an authentic audience</li> <li>● I.D.1 Continually seeking knowledge</li> <li>● I.D.2 Engaging in sustained inquiry</li> <li>● I.D.3 Enacting new understanding through real-world connections</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.A.1 Articulating an awareness of the contributions of a range of learners</li> <li>● II.A.3 Describing their understanding of cultural relevancy and placement within the global learning community</li> <li>● II.B.1 Interacting with learners who reflect a range of perspectives</li> <li>● II.C.1 Engaging in informed conversation and active debate</li> </ul>	<p><b><u>READING LITERACY</u></b></p> <ul style="list-style-type: none"> <li>● K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.</li> <li>● K.RL.CS.5 Recognize common types of texts</li> <li>● K.RL.CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story.</li> <li>● K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.</li> <li>● K.RL.KID.1 with prompting and support, ask and answer questions about key details in a text.</li> <li>● K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details</li> <li>● K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.</li> <li>● K.RL. RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.</li> </ul> <p><b><u>READING INFORMATION</u></b></p> <ul style="list-style-type: none"> <li>● K.RI.CS.5 Know various text features</li> <li>● K.RI.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.</li> <li>● K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.</li> </ul>

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<p><b>9. Answer complex text based questions about a text *</b></p>	<p>What are story elements? (characters, setting, plot)</p> <ul style="list-style-type: none"> <li>I can identify and explain the main idea, supporting detail, problem/outcome and order of events in a story</li> </ul> <p>What are the story genres – Fiction &amp; Nonfiction?</p> <ul style="list-style-type: none"> <li>I can identify and explain the differences/characteristics in the two genres – Fiction &amp; Nonfiction.</li> </ul> <p>How can I determine the main idea of the text and the details that supports it?</p> <ul style="list-style-type: none"> <li>I can retell the main idea of a story and give supporting details.</li> <li>I can answer complex text based questions about a text.</li> </ul>	<p><b>Professional Books</b></p> <ul style="list-style-type: none"> <li>Introduction to Nonfiction by Liza Charlesworth</li> <li>Teaching Story Elements with Favorite Books (1-3) by Ellen Tarlow</li> <li>Teaching Literary Elements with Picture Books by Susan Van Zile</li> <li>Stretchy Library Lessons: Research Skills by Pat Miller</li> <li>Library Sparks Library Lessons by Diane Findlay</li> <li>Standards-Based Lesson Plans for the Busy Elementary School Librarian by Joyce Keeling</li> <li>The Common Core in Action: Ready-to-Use Lesson Plans for K–6 Librarians by Deborah J Jesseman</li> <li>Complete Library Skills, Grades K - 2 by Instructional Fair</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>EL Kindergarten Modules:</b>  <a href="https://curriculum.ededucation.org/curriculum/ela/grade-K">https://curriculum.ededucation.org/curriculum/ela/grade-K</a></p> <p><b>Online Database of Books:</b>  <a href="https://www.getepic.com/educators">https://www.getepic.com/educators</a></p> <p><b>Library Skills:</b>  <a href="https://www.youtube.com/playlist?list=PLKh_ozAC08qJszxN8lROvBe_nZO6JUVU-X">https://www.youtube.com/playlist?list=PLKh_ozAC08qJszxN8lROvBe_nZO6JUVU-X</a></p> <p><b>Book care video:</b>  <a href="https://www.youtube.com/watch?v=2YRAAjYcnZI">https://www.youtube.com/watch?v=2YRAAjYcnZI</a></p> <p><b>Library vocabulary flashcards quiz:</b>  <a href="https://quizlet.com/22667/library-terms-elementary-flash-cards/">https://quizlet.com/22667/library-terms-elementary-flash-cards/</a></p>	<ul style="list-style-type: none"> <li>II.C.2 Involving diverse perspectives in their own inquiry processes</li> <li>II.D.1 Actively contributing to group discussions</li> </ul> <p><b>III - COLLABORATE</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.A.3 Deciding to solve problems informed by group interaction</li> <li>III.B.2 Establishing connections with other learners to build on their own prior knowledge and create new knowledge</li> <li>III.C.1 Soliciting and responding to feedback from others</li> <li>III.C.2 Involving diverse perspectives in their own inquiry processes</li> <li>III.D.1 Actively contributing to group discussions</li> <li>III.D.2 Recognizing learning as a social responsibility</li> </ul> <p><b>IV - CURATE</b></p> <ul style="list-style-type: none"> <li>IV.A.2 Identify 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.D.1 Continually seeking knowledge</li> <li>IV.D.2 Integrating and depicting in a conceptual knowledge network their understanding gained from resources</li> </ul>	<ul style="list-style-type: none"> <li>K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text.</li> <li>K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.</li> <li>K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>K.RI. RTTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten</li> </ul> <p><b>SPEAKING &amp; LISTENING</b></p> <ul style="list-style-type: none"> <li>K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics</li> <li>K.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.</li> <li>K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.</li> <li>K.SLPKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>K.W.TTP.1 With prompting and support, use a combination of drawing, dictation, and/or writing to compose opinion pieces.</li> <li>K.W.TTP.3 With prompting and support, use a combination of drawing, dictation, and/or writing to</li> </ul>

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		<p><b>Library vocabulary flashcards quiz:</b>  <a href="https://www.proprofs.com/flashcards/story.php?title=library-train-elementary">https://www.proprofs.com/flashcards/story.php?title=library-train-elementary</a></p> <p><b>Parts of a book in The Library Doors by Toni Buzzeo PowerPoint</b>  <a href="http://slideplayer.com/slide/1461238/">http://slideplayer.com/slide/1461238/</a></p> <p><b>Author vs Illustrator video:</b>  <a href="https://www.youtube.com/watch?v=un5c1zS2fqs">https://www.youtube.com/watch?v=un5c1zS2fqs</a></p> <p><b>We Are All Authors lesson:</b>  <a href="https://www.scholastic.com/teachers/lesson-plans/teaching-content/we-are-all-authors/">https://www.scholastic.com/teachers/lesson-plans/teaching-content/we-are-all-authors/</a></p> <p><b>We're the Illustrators lesson:</b>  <a href="https://www.scholastic.com/teachers/lesson-plans/teaching-content/were-illustrators/">https://www.scholastic.com/teachers/lesson-plans/teaching-content/were-illustrators/</a></p> <p><b>Learning to read nonfiction and its text features : lesson plan</b>  <a href="https://www.scholastic.com/teachers/lesson-plans/teaching-content/learning-read-nonfiction-and-its-text-features/">https://www.scholastic.com/teachers/lesson-plans/teaching-content/learning-read-nonfiction-and-its-text-features/</a></p> <p><b>Teaching nonfiction text structures: lesson plan</b>  <a href="https://www.scholastic.com/teachers/lesson-plans/teaching-content/teaching-nonfiction-text-structures/">https://www.scholastic.com/teachers/lesson-plans/teaching-content/teaching-nonfiction-text-structures/</a></p> <p><b>Teaching to Inspire (suggested stories):</b>  <a href="https://teachingtoinspire.com/2017/09/read-alouds-story-elements-mentor-texts.html">https://teachingtoinspire.com/2017/09/read-alouds-story-elements-mentor-texts.html</a></p> <p><b>Read Write Think Lesson- Story Elements Alive:</b>  <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/story-elements-alive-1073.html">http://www.readwritethink.org/classroom-resources/lesson-plans/story-elements-alive-1073.html</a></p> <p><b>Picture Books to Teach Story Elements (list):</b>  <a href="http://susanjonesteaching.com/my-">http://susanjonesteaching.com/my-</a></p>	<ul style="list-style-type: none"> <li>IV.D.3 Openly communicating curation processes for others to use, interpret, and validate.</li> </ul> <p><b>V - EXPLORE</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.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> <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.D.1 Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources</li> </ul>	<p>narrate a single event</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> <li>K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.</li> </ul> <p><b>FOUNDATIONAL</b></p> <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> <li>K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> <li>K.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read emergent-reader texts with purpose and understanding.</li> </ul> </li> <li>K.FL.PC.1 Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page-by-page.</li> </ul> </li> </ul>

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		<p><a href="#">favorite-picture-books-for-setting-and-story-elements/</a></p> <p><b>Great Picture Books to Teach</b>  <b>Theme:</b>  <a href="https://pernillesripp.com/2015/10/03/great-picture-books-to-teach-theme/">https://pernillesripp.com/2015/10/03/great-picture-books-to-teach-theme/</a></p> <p><b>More Picture Books to Teach</b>  <b>Theme:</b>  <a href="https://pernillesripp.com/2016/03/06/more-picture-books-to-teach-theme/">https://pernillesripp.com/2016/03/06/more-picture-books-to-teach-theme/</a></p> <p><b>Identify Main Idea and Supporting Details (video):</b>  <a href="https://www.youtube.com/watch?v=42SJTk2XSi4">https://www.youtube.com/watch?v=42SJTk2XSi4</a></p> <p><b>Main Idea and Details (video):</b>  <a href="https://www.youtube.com/watch?v=mjiYRI3QCTs">https://www.youtube.com/watch?v=mjiYRI3QCTs</a></p> <p><b>The Genre Game:</b>  <a href="https://www.quia.com/rr/111225.html">https://www.quia.com/rr/111225.html</a></p> <p><b>Genre Study: A Collaborative Approach (lesson):</b>  <a href="http://www.readwritethink.org/resources/resource-print.html?id=270">http://www.readwritethink.org/resources/resource-print.html?id=270</a></p> <p><b>Genres. Genres Everywhere (lesson):</b>  <a href="https://www.scholastic.com/teachers/lesson-plans/teaching-content/genres-genres-everywhere/">https://www.scholastic.com/teachers/lesson-plans/teaching-content/genres-genres-everywhere/</a></p> <p><b>Asking questions to improve learning:</b>  <a href="http://teachingcenter.wustl.edu/resources/teaching-methods/participation/asking-questions-to-improve-learning/">http://teachingcenter.wustl.edu/resources/teaching-methods/participation/asking-questions-to-improve-learning/</a></p> <p><b>Depend on the text (lesson):</b>  <a href="http://www.readwritethink.org/professional-development/strategy-guides/depend-text-create-text-31024.html">http://www.readwritethink.org/professional-development/strategy-guides/depend-text-create-text-31024.html</a></p> <p><b>Introduction for asking questions:</b>  <a href="https://readingrecovery.clemson.edu/introduction-asking-questions/">https://readingrecovery.clemson.edu/introduction-asking-questions/</a></p>		<ul style="list-style-type: none"> <li>○ b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>○ c. Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.</li> <li>○ e. Distinguish between pictures and words.</li> </ul>

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		<p><u>The importance of asking questions:</u>  <a href="http://thepicturebookteachersedition.blogspot.com/2012/09/the-importance-of-asking-questions.html">http://thepicturebookteachersedition.blogspot.com/2012/09/the-importance-of-asking-questions.html</a></p> <p><u>LITERARY EVENTS</u></p> <ul style="list-style-type: none"> <li>• Hispanic Heritage Month (Sept-Oct)</li> <li>• Library Card Sign-up Month (Sept.)</li> <li>Banned Book Week (Sept. 23-29)</li> </ul>		

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