## 1st Quarter – KNOW YOUR LIBRARY

<table>
<thead>
<tr>
<th>Library Target Skills</th>
<th>Essential Questions and Learning Outcomes</th>
<th>Suggested Resources</th>
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</table>
| 1. Identify, explain and model library rules, expectations, policies, and procedures for behavior, circulation and book care* | What is a library and what are its uses?  
- I can explain what a library is and its uses in my everyday life.  
What are the library rules, policies, and procedures?  
- I can follow our library rules.  
- I can be a good library citizen.  
- I can display proper book care and library behavior.  
- I can explain how taking care of library books and exhibiting proper library behavior affect the school community.  
What is the role of the school librarian?  
- I can explain how a librarian helps find information to use in my everyday life.  
What are important terms used in most libraries?  
- I can define important library terms.  
- I can understand the oral/printed words that are used in the library.  
What are the parts of a book? Why are they important?  
- 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. | PRINT RESOURCES  
Trade Books  
- 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 Martha E.H. Rustad  
- 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 Librarians by Jackie Mims Hopkins | I - INQUIRE  
- 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 | II - INCLUDE  
- 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 | READING LITERACY  
- 5.RL. RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.  
- 5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
- 5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text.  
- 5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.  
- 5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folklore, myth, or poem. | READING INFORMATION  
- 5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.  
- 5.RI. RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.  
- 5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

- Target Skills that are marked with an * at the end and bolded are skills that will be ongoing and taught/reviewed throughout all quarters.  
- This curriculum is flexible based on the needs and schedules of each school.
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<td>8. Identify and use text features to find information*</td>
<td>How does a shelf marker help keep the library organized? How do I use a shelf maker? How can I find a book</td>
<td>• Do You Know Dewey?: Exploring the Dewey Decimal System by Brian P. Cleary</td>
<td>• I.I.C.2 Involving diverse perspectives in their own inquiry processes</td>
<td>5.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
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<tr>
<td>● Photos</td>
<td>that is &quot;Just Right&quot; for me? How many books may I check out?</td>
<td>• The Great Dewey Hunt (Mrs. Skorupski Story) by Toni Buzzo</td>
<td>• I.I.D.1 Actively contributing to group discussions</td>
<td>RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.</td>
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<tr>
<td>● Illustrations</td>
<td>I can help keep the library organized by using a shelf marker.</td>
<td>The Library Gingerbread Man by Dotti Enderle</td>
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<tr>
<td>● Captions</td>
<td>I can preview/select library books appropriately from shelf.</td>
<td>Bob the Alien Discovers the Dewey Decimal System by Sandy Donovan</td>
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<tr>
<td>● Graphs/Diagrams</td>
<td>I can select, read, listen and view literature to meet my personal/informational needs.</td>
<td>The Dewey Decimal System (A True Book) by Allan Fowler</td>
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<tr>
<td>● Tables/Charts</td>
<td>What is the purpose of the Dewey Decimal Classification System and how can it be used to classify non-fiction materials?</td>
<td>Professional Books</td>
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<tr>
<td>● Bold/italics print</td>
<td>• I can identify the ten classes of the Dewey decimal system.</td>
<td>• Introduction to Nonfiction by Liza Charlesworth</td>
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<tr>
<td>● Text Size</td>
<td>• I can explain the purpose of the Dewey Decimal Classification System.</td>
<td>• Teaching Story Elements with Favorite Books (1-3) by Ellen Tarlow</td>
<td></td>
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<tr>
<td>● Timelines</td>
<td>• I can use the ten classes of the Dewey Decimal System organization scheme in order to locate/organize nonfiction materials in the library.</td>
<td>• Teaching Literary Elements with Picture Books by Susan Van Zile</td>
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<tr>
<td>● Bullets</td>
<td>What are the parts of a nonfiction text and how do I use text features to meet my needs?</td>
<td>Dewey and the Decimals: Learning Games and Activities by Paige Taylor and Kent and Susan Brinkmeyer</td>
<td></td>
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<tr>
<td>● Headings/Subheadings</td>
<td>• I can identify and explain the text features of nonfiction text.</td>
<td>Complete Library Skills, Grade 5 by Instructional Fair</td>
<td></td>
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<tr>
<td>● Index</td>
<td>What are story elements? (character, setting, plot/theme, problem, solution)</td>
<td>Standards-Based Lesson Plans for the Busy Elementary School Librarian by Joyce Keeling</td>
<td></td>
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<tr>
<td>● Glossary</td>
<td>• I can identify and explain the main idea, supporting detail, problem/outcome and order of events in a story</td>
<td>The Common Core in Action: Ready-to-Use Lesson Plans for K–6 Librarians by Deborah J Jesseman</td>
<td></td>
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<tr>
<td>● Table of Contents</td>
<td></td>
<td>DIGITAL RESOURCES</td>
<td></td>
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<tr>
<td>9. Listen to text to retell information and/or identify story elements (character, setting, plot/theme, problem, solution)</td>
<td></td>
<td>EL Fifth Grade Modules</td>
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<tr>
<td>10. Recognize and discuss main idea/theme and supporting details</td>
<td></td>
<td><a href="https://curriculum.eleducation.org/curriculum/el/grade/5">https://curriculum.eleducation.org/curriculum/el/grade/5</a></td>
<td></td>
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<tr>
<td>11. Answer complex text based questions about a text</td>
<td></td>
<td>Online Database of Books: <a href="https://www.getepic.com/educators">https://www.getepic.com/educators</a></td>
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<td>12. Define and explore genres:</td>
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<td>● Fiction/Nonfiction</td>
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<td>● Realistic Fiction</td>
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<td>● Narrative Fiction</td>
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<td>13. Use OPAC to locate desired materials in the library</td>
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# 1st Quarter – KNOW YOUR LIBRARY

## Library Target Skills

- How can I determine the main idea of the text and the details that supports it?
  - I can retell the main idea of a story and give supporting details.
  - I can answer complex text based questions about a text.

## Essential Questions and Learning Outcomes

What are the story genres – Fiction, Nonfiction, Realistic Fiction and Narrative Fiction?
- I can identify and explain the differences/characteristics in the two genres – Fiction, Nonfiction, Realistic Fiction and Narrative Fiction.

How does the OPAC system help me to locate library materials that I need in every day learning?
- How do I get to my school’s OPAC?
- How do I search in the OPAC to locate materials in the library?

What is copyright and intellectual property rights and how do they pertain to me?
- I can understand my legal rights and responsibilities with respect to copyright with printed materials and technology use.

## Suggested Resources

- **Library Skills:**
  - [https://www.youtube.com/playlist?list=PLKhzOzA0EqJlsxzN68H0vBe_nZ06JUVU-X](https://www.youtube.com/playlist?list=PLKhzOzA0EqJlsxzN68H0vBe_nZ06JUVU-X)

- **Book care video:**
  - [https://www.youtube.com/watch?v=2YRAAjYenZI](https://www.youtube.com/watch?v=2YRAAjYenZI)

- **Library vocabulary flashcards quiz:**

- **Library vocabulary flashcards quiz:**

- **Order in the Library (shelving game):**
  - [https://www.ischool.utexas.edu/resource/order_in_the_library_game.swf](https://www.ischool.utexas.edu/resource/order_in_the_library_game.swf)

- **Call Numbers in the Library PowerPoint:**

- **Parts of a book in The Library Doors by Toni Buzzeo PowerPoint**

- **Author vs Illustrator video:**
  - [https://www.youtube.com/watch?v=un5c1z52fqs](https://www.youtube.com/watch?v=un5c1z52fqs)

- **We Are All Authors lesson:**
  - [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/)

## AASL Standards

- **IV.D.2 Integrating and depicting in a conceptual knowledge network their understanding gained from resources**
- **IV.D.3 Openly communicating curation processes for others to use, interpret, and validate.**

## TN Academic Standards

- **5.FL.F.5**
  - a. Spell grade-appropriate words correctly consulting references as needed.
  - b. Write legibly in manuscript and cursive.

## Foundational

- **5.FL.WC.4**
  - Know and apply grade-level phonics and word analysis skills when encoding words; write legibly
  - a. Spell grade-appropriate words correctly consulting references as needed.
  - b. Write legibly in manuscript and cursive.

- **5.FL.VA.7.a**
  - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
  - i. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
  - ii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

- **5.FL.F.5**
  - Read with sufficient accuracy and fluency to support comprehension.
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**Library Target Skills**

**Essential Questions and Learning Outcomes**

**Suggested Resources**

- **We're the Illustrators lesson:**
  
  [https://www.scholastic.com/teachers/lesson-plans/teaching-content/we-re-illustrators/](https://www.scholastic.com/teachers/lesson-plans/teaching-content/we-re-illustrators/)

- **Helping students find a “good fit” book:**
  

- **Finding just right books:**
  

- **Choosing the right book:**
  

- **Goldilock's Rules for just right books:**
  

- **Learning to read nonfiction and its text features:**
  
  [lesson plan](https://www.scholastic.com/teachers/lesson-plans/teaching-content/learning-read-nonfiction-and-its-text-features)

- **Teaching nonfiction text structures:**
  
  [lesson plan](https://www.scholastic.com/teachers/lesson-plans/teaching-content/teaching-nonfiction-text-structures)

- **Teaching to Inspire (suggested stories):**
  

- **Read Write Think Lesson- Story Elements Alive:**
  

**AASL Standards**

- **V.L.D.1 Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources**

**TN Academic Standards**

- a. Read grade-level text with purpose and understanding.

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<tr>
<td>Picture Books to Teach Story Elements (list):</td>
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<td>Great Picture Books to Teach Theme:</td>
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<td><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></td>
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<td>More Picture Books to Teach Theme:</td>
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<td><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></td>
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<td>Identify Main Idea and Supporting Details (video):</td>
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<td><a href="https://www.youtube.com/watch?v=42STk2XSi4">https://www.youtube.com/watch?v=42STk2XSi4</a></td>
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<td>Main Idea and Details (video):</td>
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<td><a href="https://www.youtube.com/watch?v=mjYR1SQC97a">https://www.youtube.com/watch?v=mjYR1SQC97a</a></td>
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<td>The Genre Game:</td>
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<td><a href="https://www.quia.com/rr/111225.html">https://www.quia.com/rr/111225.html</a></td>
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<td>Genre Study: A Collaborative Approach (lesson):</td>
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<td>Genres, Genres Everywhere (lesson):</td>
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<td>OPAC Scavenger Hunt:</td>
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<td>Asking questions to improve learning:</td>
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<td>Depend on the text (lesson): <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></td>
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<td>Introduction for asking questions: <a href="https://readingrecovery.clemson.edu/introduction-asking-questions/">https://readingrecovery.clemson.edu/introduction-asking-questions/</a></td>
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<td>The importance of asking questions: <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></td>
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<td><strong>LITERARY EVENTS</strong></td>
<td></td>
<td>• Hispanic Heritage Month (Sept-Oct)</td>
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<td></td>
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<td>• Library Card Sign-up Month (Sept.)</td>
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<td>• Banned Book Week (Sept. 23-29)</td>
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