

2nd Quarter - RESOURCES TOOLS	3rd Grade	SCS Library Curriculum		
Library Target Skills	Essential Questions and Learning Outcomes	Suggested Resources	AASL Standards	TN Academic Standards
<ol style="list-style-type: none"> <li>1. Arrange words in alphabetical order to the second and third letter</li> <li>2. Recognize that nonfiction and informational texts are sources of information</li> <li>3. Realize the internet is a source of information but must be used carefully when looking for information</li> <li>4. Utilize a print and/or digital dictionary to: <ul style="list-style-type: none"> <li>• Locate unfamiliar words</li> <li>• Correct spelling of words</li> <li>• Determine the correct meaning of multiple meaning words</li> </ul> </li> <li>5. Understand a print and/or digital thesaurus is a book of synonyms and is organized like a dictionary</li> <li>6. Utilize a print and/or digital thesaurus to replace words in text</li> <li>7. Utilize a print and/or digital encyclopedia to answer questions on a topic</li> <li>8. Utilize a print and/or digital atlas to locate geographical information</li> <li>9. Compare reference sources and digital reference sources</li> <li>10. Compare information found on the internet to the information found in print</li> </ol>	<p>How do you organize words in the order of the alphabet?</p> <ul style="list-style-type: none"> <li>• I can arrange words in alphabetical order.</li> </ul> <p>How is alphabetical order used in library organization?</p> <ul style="list-style-type: none"> <li>• I can explain how alphabetical order is used to organize a library.</li> </ul> <p>What reference tools are arranged in alphabetical order?</p> <ul style="list-style-type: none"> <li>• I can name reference tools that are arranged alphabetically.</li> </ul> <p>What can you use a dictionary for?</p> <ul style="list-style-type: none"> <li>• I can explain how dictionaries are used and organized.</li> <li>• I can use a dictionary for a variety of tasks: to locate and define unfamiliar words, find correct spelling of words, understand and use guide words.</li> </ul> <p>In addition to definitions, what other useful information is in a dictionary?</p> <ul style="list-style-type: none"> <li>• I can find other useful information in a dictionary: parts of speech, word derivations, pronunciation.</li> </ul> <p>What are guide words?</p> <ul style="list-style-type: none"> <li>• I can explain and illustrate what guide words are.</li> </ul> <p>What is a thesaurus?</p> <ul style="list-style-type: none"> <li>• I can use a thesaurus to locate synonyms.</li> </ul> <p>What is a synonym?</p> <ul style="list-style-type: none"> <li>• I can define synonyms.</li> <li>• I can replace words in a text with the matching synonym.</li> </ul>	<p><b><u>PRINT RESOURCES</u></b></p> <p><b>Trade Books</b></p> <ul style="list-style-type: none"> <li>• What Would You Do with a Dictionary? by Susan Kralovansky</li> <li>• What Would You Do with an Encyclopedia? by Susan Kralovansky</li> <li>• What Would You Do with an Atlas? by Susan Kralovansky</li> <li>• What Would You Do with a Thesaurus? by Susan Kralovansky</li> <li>• The Scrambled States of America Paperback by Laurie Keller</li> <li>• There's a Map on My Lap!: All About Maps (Cat in the Hat's Learning Library) by Tish Rabe</li> <li>• Chicken Clicking Paperback by Jeanne Willis</li> <li>• Once Upon a Time... Online: Happily, Ever After Is Only a Click Away! by David Bedford</li> <li>• Bully by Patricia Polacco</li> <li>• The Pirates of Plagiarism by Lisa Downey and Kathleen Fox</li> <li>• Noah Webster and His Words by Jeri Chase Ferris</li> </ul> <p>*Online database of Print Trade books titles <i>with ability to search by genre, age, and etc.</i>  <a href="http://www.bookworm4kids.com/index.html">http://www.bookworm4kids.com/index.html</a></p> <p><b>Professional Books</b></p> <ul style="list-style-type: none"> <li>• <i>Stretchy Library Lessons: Research Skills</i> by Pat Miller</li> <li>• <i>Stretchy Library Lessons: More Library Skills</i> by Pat Miller</li> <li>• <i>Complete Library Skills: Grades 3</i> by Instructional Fair</li> <li>• <i>Library Lessons: Research Skills</i> by Pat Miller</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.D.1 Continually seeking knowledge</li> <li>• I.D.3 Enacting new understanding through real-world connections</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>READING LITERACY</u></b></p> <ul style="list-style-type: none"> <li>• 3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections</li> <li>• 3.RL.IK1.7 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.CS.5 Use text features to locate information relevant to a given topic efficiently.</li> <li>• 3.RI.IK1.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text.</li> </ul> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>• 3.W. RBPK.7 Conduct short research projects that build general knowledge about a topic</li> <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. RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.</li> </ul>

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<p>11. Determine which reference source to use for a specific task</p> <p>12. Understand and explain the purpose for each reference source (dictionary, encyclopedia, thesaurus, atlas, almanac, Internet)</p> <p>13. Define and explore genres; compare and contrast texts to distinguish between genres:</p> <ul style="list-style-type: none"> <li>• Myths</li> <li>• Legends</li> <li>• Fairy Tales</li> <li>• Tall Tales</li> <li>• Folk Tales</li> </ul> <p>14. Realize the Internet is a source of information but must be used carefully when looking for information</p> <p>15. Understand that one function of the Internet is as a source of information that must be used carefully with appropriate supervision</p> <p>16. Evaluate a website for reliability and validity</p>	<p>What is an encyclopedia and how is it organized?</p> <ul style="list-style-type: none"> <li>• I can explain what an encyclopedia is.</li> <li>• I can explain what and how encyclopedias are used and organized.</li> </ul> <p>What is the difference between print and digital encyclopedias?</p> <ul style="list-style-type: none"> <li>• I can use an encyclopedia in both print and digital formats.</li> </ul> <p>What is an atlas?</p> <ul style="list-style-type: none"> <li>• I can explain what an atlas is.</li> <li>• I can explain how atlases are used and organized.</li> <li>• I can use an atlas to locate geographical information.</li> </ul> <p>How do you read a map?</p> <ul style="list-style-type: none"> <li>• I can understand the purpose of and use map keys, legends, the compass rose and other map tools.</li> </ul> <p>What is the difference between digital and print resources?</p> <ul style="list-style-type: none"> <li>• I can describe the difference between digital and print resources.</li> <li>• I can name and compare digital information with print information.</li> </ul> <p>How do I determine the most appropriate reference tool for a specific topic?</p> <ul style="list-style-type: none"> <li>• I can determine the most appropriate reference tool for a specific topic.</li> </ul> <p>Are some reference sources better suited for certain topics?</p> <ul style="list-style-type: none"> <li>• I understand that are some sources better suited for certain topics.</li> </ul>	<p><b><u>DIGITAL RESOURCES</u></b></p> <p>EL Third Grade Modules-  <a href="https://curriculum.eleducation.org/curriculum/ela/grade-3">https://curriculum.eleducation.org/curriculum/ela/grade-3</a></p> <p>TN Electronic Library Kids Page-  <a href="http://www.tel4u.org/">http://www.tel4u.org/</a>  Online Database of E-Books:  <a href="https://www.getepic.com/educators">https://www.getepic.com/educators</a></p> <p>Putting books in Order-  <a href="http://www.mrs-lodges-library.com/shelver/">http://www.mrs-lodges-library.com/shelver/</a></p> <p>Encyclopedia Skills-  <a href="http://www.Encyclopedia.com">www.Encyclopedia.com</a></p> <p>World Book Student-  <a href="http://www.worldbookonline.com/student/home">http://www.worldbookonline.com/student/home</a></p> <p>Thesaurus Skills-  <a href="http://www.thesaurus.com/">http://www.thesaurus.com/</a></p> <p>Geography Games-  <a href="http://www.sheppardsoftware.com/Geography.htm">http://www.sheppardsoftware.com/Geography.htm</a> (pair with an atlas)</p> <p>Note taking Lessons-  <a href="http://www.educationworld.com/a_lesson/lesson/lesson322.shtml">http://www.educationworld.com/a_lesson/lesson/lesson322.shtml</a></p> <p>Reference Books: Dictionary, Thesaurus, Encyclopedia, Atlas, Almanac  <a href="http://www.tntel.tnsos.org/">http://www.tntel.tnsos.org/</a>  <a href="https://www.merriam-webster.com/">https://www.merriam-webster.com/</a>  <a href="https://www.worldatlas.com/">https://www.worldatlas.com/</a>  <a href="https://www.almanac.com/">https://www.almanac.com/</a>  <a href="https://digitalcollections.nypl.org/">https://digitalcollections.nypl.org/</a></p> <p>Dictionary Skills-  <a href="http://www.Dictionary.com">www.Dictionary.com</a></p> <p>Dictionary Skills Video-  <a href="https://www.youtube.com/watch?v=F02cSioY6wI">https://www.youtube.com/watch?v=F02cSioY6wI</a></p>	<p><b><u>IV - CURATE</u></b></p> <ul style="list-style-type: none"> <li>• IV.A.1 Determine the need to gather information</li> <li>• IV.A.2 Identify possible sources of information</li> <li>• IV.A.3 Making critical choices about information about information sources to use</li> <li>• IV.B.1 Seeking a variety of sources</li> <li>• IV.B.2 Devising and implementing a plan to fill knowledge gaps</li> <li>• IV.B.3 Systematically questioning and assessing the validity and accuracy of information</li> <li>• IV.B.4 Organizing information by priority, topic, or other systematic scheme</li> <li>• IV.C.1 Assessing and evaluating collaboratively constructed information sites</li> <li>• IV.D.1 Continually seeking knowledge</li> </ul> <p><b><u>V - EXPLORE</u></b></p> <ul style="list-style-type: none"> <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.C.1 Expressing curiosity about a topic of personal interest or curricular relevance</li> </ul> <p><b><u>VI - ENGAGE</u></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>• VI.A.3 Making critical choices about information sources to use</li> <li>• IV.D.1 Continually seeking knowledge</li> </ul>	<p><b><u>FOUNDATIONAL</u></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>What are examples of reliable vs unreliable information?</p> <ul style="list-style-type: none"> <li>I can check my sources of information for reliability.</li> </ul> <p>What is the purpose and best use for the following reference tools: dictionary, encyclopedia, thesaurus, atlas, almanac, Internet?</p> <ul style="list-style-type: none"> <li>I can understand and explain the purpose and best use for the following reference tools: dictionary, encyclopedia, thesaurus, atlas, almanac, Internet.</li> </ul> <p>What is the internet safety?</p> <ul style="list-style-type: none"> <li>I can understand what the internet safety is.</li> </ul> <p>How can I use the internet safely and reliably?</p> <ul style="list-style-type: none"> <li>I can use the internet to safely locate information.</li> </ul> <p>What is internet reliability?</p> <ul style="list-style-type: none"> <li>I can understand that all information on the internet is not reliable.</li> <li>I have to investigate the source to make sure it is valid and reliable.</li> </ul> <p>How can you tell if a website is reliable or valid?</p> <ul style="list-style-type: none"> <li>I can locate digital information that is reliable.</li> </ul> <p>What is cyberbullying?</p> <ul style="list-style-type: none"> <li>I can explain what cyberbullying is.</li> </ul> <p>What is plagiarism?</p> <ul style="list-style-type: none"> <li>I can define plagiarism and understand its consequences.</li> </ul> <p>Is it okay to copy and paste information directly to a document?</p> <ul style="list-style-type: none"> <li>I can understand copyright rules.</li> </ul>	<p>Reference Online Game- <a href="https://www.quia.com/cb/463422.html">https://www.quia.com/cb/463422.html</a></p> <p>Reference Sources Online Game- <a href="https://www.quia.com/rr/634284.html">https://www.quia.com/rr/634284.html</a></p> <p>Ready Reference Online Game- <a href="https://www.quia.com/rr/180044.html">https://www.quia.com/rr/180044.html</a></p> <p>Internet Reference Sources- <a href="http://www.americaslibrary.gov/aa/index.php">http://www.americaslibrary.gov/aa/index.php</a></p> <p>Reference Sources Jeopardy Game- <a href="https://jeopardylabs.com/play/reference-material-jeopardy">https://jeopardylabs.com/play/reference-material-jeopardy</a></p> <p>Internet Safety/ Cyberbullying <a href="http://isafe.org/">http://isafe.org/</a></p> <p><a href="https://www.commonsensemedia.org/">https://www.commonsensemedia.org/</a></p> <p><b>LITERARY EVENTS</b></p> <ul style="list-style-type: none"> <li>Read for the Record (October)</li> <li>Picture Book Month(November)</li> <li>Native American Heritage month (November)</li> <li>National Family Literacy Day (November)</li> <li>International Games Week (November)</li> </ul>		

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