**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

* **80% of our students will graduate from high school, college or career ready.**
* **90% of students will graduate on time.**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must work collectively to provide our students with high-quality, College and Career Ready
standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The CLIP ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students, across all content areas. Destination 2025 and the CLIP establish common goals and expectations for student learning in all grade levels and are the underpinning for the development of the English/Language Arts curriculum.

**How to Use the Elementary Library Curriculum and Resources**

The K-5 Library Curriculum is based on Common Core English Language Arts Standards (CCSS.ELA) aligned with American Association of School Librarians (AASL) standards to provide librarians with a framework for their instruction throughout the year. Organized by quarter, Student Learning Targets are provided for each grade that reflects the CCSS.ELA and AASL standards. Paired with library curriculum resources, the curriculum guide provides a balanced plan for high quality instruction and assessment. By aligning the AASL standards with the CCSS.ELA standards, librarians are able to teach library specific skills while maintaining the focus on literacy and language. The curriculum and resources allow librarians to teach meaningful and relevant skills that are consistent with the objectives set by CLIP. This curriculum is designed to be flexible, as libraries differ widely in how they are scheduled, due to enrollment and school focus.

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| **The TNCore Literacy Standards** |
| The TN ELA Literacy Standards (also known as the College and Career Ready Literacy Standards):<http://tn.gov/education/article/english-language-arts-standards> | Teachers can access the TNCore standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. |
| **Shift 1: Regular Practice with Complex Text and its Academic Language** |
| **Student Achievement Partners Text Complexity Collection:**[**http://achievethecore.org/page/642/text-complexity-collection**](http://achievethecore.org/page/642/text-complexity-collection) | Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection.  |
| **Student Achievement Partners Academic Word Finder:**  [**http://achievethecore.org/page/1027/academic-word-finder**](http://achievethecore.org/page/1027/academic-word-finder) | Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text. |
| **Shift 2: Reading, Writing and Speaking Grounded in Evidence from the Text** |
| **Student Achievement Partners Text-Dependent Questions Resources:**[**http://achievethecore.org/page/710/text-dependent-question-resources**](http://achievethecore.org/page/710/text-dependent-question-resources) | Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis. |
| **Shift 3: Building Knowledge through Content-Rich Non-fiction** |
| **Student Achievement Partners Text Set Projects Sequenced:**<http://achievethecore.org/search?q=sequencing+text+sets> | Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world. |

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| **Grade** | **Learning Targets** | **Common Core State Standards** | **AASL Standards** |
| **Kindergarten** | * Identify the locations in the library where Fiction and Easy books are located.
* Explain the responsibility of the author and illustrator
* Identify the title and author; locate the title and author on the front of a book.
* Listen to stories and identify story elements
	+ setting
	+ character
	+ beginning, middle, end
* Distinguish between a variety of fiction genre:
	+ fantasy
	+ mysteries
	+ realistic fiction
	+ historical fiction
 | [CCSS.ELA-Literacy.RL.K.1](http://www.corestandards.org/ELA-Literacy/RL/K/1/) With prompting and support, ask and answer questions about key details in a text.[CCSS.ELA-Literacy.RL.K.2](http://www.corestandards.org/ELA-Literacy/RL/K/2/) With prompting and support, retell familiar stories, including key details.  [CCSS.ELA-Literacy.RL.K.3](http://www.corestandards.org/ELA-Literacy/RL/K/3/) With prompting and support, identify characters, settings, and major events in a story.[CCSS.ELA-Literacy.RL.K.5](http://www.corestandards.org/ELA-Literacy/RL/K/5/) Recognize common types of texts (e.g., storybooks, poems).[CCSS.ELA-Literacy.RL.K.6](http://www.corestandards.org/ELA-Literacy/RL/K/6/) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.[CCSS.ELA-Literacy.RL.K.7](http://www.corestandards.org/ELA-Literacy/RL/K/7/) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).[CCSS.ELA-Literacy.RL.K.9](http://www.corestandards.org/ELA-Literacy/RL/K/9/) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.[CCSS.ELA-Literacy.RL.K.10](http://www.corestandards.org/ELA-Literacy/RL/K/10/) Actively engage in group reading activities with purpose and understanding.  [CCSS.ELA-Literacy.SL.K.2](http://www.corestandards.org/ELA-Literacy/SL/K/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. | **1.1.2** Use prior and background knowledge as context for new learning.**1.1.6** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.**4.1.3** Respond to literature and creative expressions of ideas in various formats and genres. |
| **First Grade** | * Identify the locations in the library where Fiction and Easy books are located.
* Explain the responsibility of the author and illustrator
* Identify the title and author; locate the title and author on the front of a book.
* Listen to stories and identify story elements
	+ setting
	+ character
	+ beginning, middle, end
* Distinguish between a variety of fiction genre:
	+ fantasy
	+ mysteries
	+ realistic fiction
	+ historical fiction
 | [CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/) Ask and answer questions about key details in a text.[CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/) Retell stories, including key details, and demonstrate understanding of their central message or lesson.[CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/) Describe characters, settings, and major events in a story, using key details.[CCSS.ELA-Literacy.RL.1.5](http://www.corestandards.org/ELA-Literacy/RL/1/5/) Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.[CCSS.ELA-Literacy.RL.1.6](http://www.corestandards.org/ELA-Literacy/RL/1/6/) Identify who is telling the story at various points in a text.[CCSS.ELA-Literacy.RL.1.7](http://www.corestandards.org/ELA-Literacy/RL/1/7/) Use illustrations and details in a story to describe its characters, setting, or events.[CCSS.ELA-Literacy.RL.1.9](http://www.corestandards.org/ELA-Literacy/RL/1/9/) Compare and contrast the | **1.1.6** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.**4.1.3** Respond to literature and creative expressions of ideas in various formats and genres.**4.3.2** Recognize that resources are created for a variety of purposes. |

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|  |  | adventures and experiences of characters in stories. [CCSS.ELA-Literacy.SL.1.2](http://www.corestandards.org/ELA-Literacy/SL/1/2/) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.[CCSS.ELA-Literacy.SL.1.4](http://www.corestandards.org/ELA-Literacy/SL/1/4/) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |  |
| **Second Grade** | * Distinguish between the fiction and nonfiction areas of the library.
* Explain the responsibility of the author and illustrator
* Understand the meaning of copyright date and locate in a book
* Identify the fiction call number on a book spine
* Explore award-winning literature including:
	+ VSBA titles
	+ Caldecott titles.
* Identify story elements
	+ setting
	+ character
	+ beginning, middle, end
* Distinguish between a variety of fiction genre:
	+ fantasy
	+ mysteries
	+ realistic fiction
	+ historical fiction
* Select a chapter book for independent pleasure reading.
 | [CCSS.ELA-Literacy.RL.2.1](http://www.corestandards.org/ELA-Literacy/RL/2/1/) Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. [CCSS.ELA-Literacy.RL.2.3](http://www.corestandards.org/ELA-Literacy/RL/2/3/) Describe how characters in a story respond to major events and challenges.[CCSS.ELA-Literacy.RL.2.4](http://www.corestandards.org/ELA-Literacy/RL/2/4/) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.[CCSS.ELA-Literacy.RL.2.5](http://www.corestandards.org/ELA-Literacy/RL/2/5/) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.[CCSS.ELA-Literacy.RL.2.6](http://www.corestandards.org/ELA-Literacy/RL/2/6/) Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.[CCSS.ELA-Literacy.RL.2.7](http://www.corestandards.org/ELA-Literacy/RL/2/7/) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.[CCSS.ELA-Literacy.RL.2.9](http://www.corestandards.org/ELA-Literacy/RL/2/9/) Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.[CCSS.ELA-Literacy.SL.2.2](http://www.corestandards.org/ELA-Literacy/SL/2/2/) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.[CCSS.ELA-Literacy.SL.2.4](http://www.corestandards.org/ELA-Literacy/SL/2/4/) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | * + 1. Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
		2. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

**4.1.3** Respond to literature and creative expressions of ideas in various formats and genres. |
| **Third Grade** | * Explain the meaning of copyright date and locate in a book
* Identify the fiction call number on a book spine
* Explore award-winning literature including:
	+ VSBA titles
	+ Coretta Scott King
	+ Illustrator Award
	+ Newbery Award.
 | [CCSS.ELA-Literacy.RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.[CCSS.ELA-Literacy.RL.3.3](http://www.corestandards.org/ELA-Literacy/RL/3/3/) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events[CCSS.ELA-Literacy.RL.3.5](http://www.corestandards.org/ELA-Literacy/RL/3/5/) Refer to parts of stories, | **1.1.3** Develop and refine a range of questions to frame search for new understanding.**1.1.6** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. |

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|  | * Explore genres of fiction literature including:
	+ fantasy
	+ mystery
	+ historical fiction
	+ science fiction
	+ romance
	+ realistic fiction
* Select a chapter book for independent pleasure reading.
 | dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.[CCSS.ELA-Literacy.RL.3.6](http://www.corestandards.org/ELA-Literacy/RL/3/6/) Distinguish their own point of view from that of the narrator or those of the characters[CCSS.ELA-Literacy.RL.3.7](http://www.corestandards.org/ELA-Literacy/RL/3/7/) Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)[CCSS.ELA-Literacy.RL.3.9](http://www.corestandards.org/ELA-Literacy/RL/3/9/) Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)[CCSS.ELA-Literacy.SL.3.2](http://www.corestandards.org/ELA-Literacy/SL/3/2/) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | **1.1.7** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.**2.1.1** Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. |
| **Fourth Grade** | * Explain the meaning of copyright date and locate in a book
* Identify the fiction call number on a book spine
* Explore award-winning literature, including:
	+ VSBA titles
	+ Sibert Award.
* Identify types of literary genres including:
	+ realistic fiction
	+ historical fiction
	+ mystery
	+ adventure
* Identify parts of a book and use each to find information, including
	+ title page
	+ copyright page
	+ table of contents
	+ glossary
	+ index.
* Discuss main idea and/or theme, and supporting details.
* Select a book for independent pleasure reading.
* Compare and contrast a piece of literature in the written form to its visual or oral adaptation
 | [CCSS.ELA-Literacy.RL.4.1](http://www.corestandards.org/ELA-Literacy/RL/4/1/) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.[CCSS.ELA-Literacy.RL.4.2](http://www.corestandards.org/ELA-Literacy/RL/4/2/) Determine a theme of a story, drama, or poem from details in the text; summarize the text.[CCSS.ELA-Literacy.RL.4.3](http://www.corestandards.org/ELA-Literacy/RL/4/3/) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).[CCSS.ELA-Literacy.RL.4.5](http://www.corestandards.org/ELA-Literacy/RL/4/5/) Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.[CCSS.ELA-Literacy.RL.4.6](http://www.corestandards.org/ELA-Literacy/RL/4/6/) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.[CCSS.ELA-Literacy.RL.4.7](http://www.corestandards.org/ELA-Literacy/RL/4/7/) Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.[CCSS.ELA-Literacy.RL.4.9](http://www.corestandards.org/ELA-Literacy/RL/4/9/) Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events | **1.1.3** Develop and refine a range of questions to frame search for new understanding.* + 1. Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
		2. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

**2.1.1** Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. |

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|  |  | (e.g., the quest) in stories, myths, and traditional literature from different cultures.[CCSS.ELA-Literacy.SL.4.2](http://www.corestandards.org/ELA-Literacy/SL/4/2/) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |  |
| **Fifth Grade** | * Locate books in the library based on purpose and needs
* Explain the meaning of copyright date and locate in a book
* Identify the fiction call number on a book spine
* Explore award-winning literature, including:
	+ VSBA
	+ Scott OʼDell Historical fiction award.
* Recognize and read from a variety of fictional genres
	+ realistic fiction
	+ historical fiction
	+ mystery
	+ adventure
* Identify parts of a book, including:
	+ title page
	+ copyright page
	+ table of contents
	+ glossary
	+ index
* Use the parts of a book to find information within the book.
* Make inferences and draw conclusions from collected information.
* Select a chapter book for independent pleasure reading.
* Compare and contrast a piece of literature in the written form to the visual or oral adaptation of the piece
 | [CCSS.ELA-Literacy.RL.5.1](http://www.corestandards.org/ELA-Literacy/RL/5/1/) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.[CCSS.ELA-Literacy.RL.5.2](http://www.corestandards.org/ELA-Literacy/RL/5/2/) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.[CCSS.ELA-Literacy.RL.5.3](http://www.corestandards.org/ELA-Literacy/RL/5/3/) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact[CCSS.ELA-Literacy.RL.5.5](http://www.corestandards.org/ELA-Literacy/RL/5/5/) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.[CCSS.ELA-Literacy.RL.5.6](http://www.corestandards.org/ELA-Literacy/RL/5/6/) Describe how a narrator’s or speaker’s point of view influences how events are described.[CCSS.ELA-Literacy.RL.5.7](http://www.corestandards.org/ELA-Literacy/RL/5/7/) Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).(RL.5.8 not applicable to literature)[CCSS.ELA-Literacy.RL.5.9](http://www.corestandards.org/ELA-Literacy/RL/5/9/) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.[CCSS.ELA-Literacy.SL.5.2](http://www.corestandards.org/ELA-Literacy/SL/5/2/) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | **1.1.7** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.**2.1.3** Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.**1.1.6** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.**4.1.3** Respond to literature and creative expressions of ideas in various formats and genres.* + 1. Read, view, and listen for pleasure and personal growth.
		2. Read widely and fluently to make connections with own self, the world, and previous reading.
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