

<b>1st Quarter – KNOW YOUR LIBRARY</b>	<b>2nd Grade</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>✓ <b>Title</b></li> <li>✓ <b>Author</b></li> <li>✓ <b>Illustrator</b></li> </ul> </li> <li>● <b>Publisher</b></li> <li>● <b>Copyright Page</b></li> <li>● <b>Table of Contents</b></li> <li>● <b>Glossary</b></li> <li>● <b>Index</b></li> </ul> <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"> <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><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>● 2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action</li> <li>● 2.RL.CS.6 Determine when characters have different points of view.</li> <li>● 2.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed</li> <li>● 2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>● 2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>● 2.RL.KID.3 Describe how characters in a story respond to major events and challenges.</li> <li>● 2.RL.IK1.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> </ul> <p><b><u>READING INFORMATION</u></b></p> <ul style="list-style-type: none"> <li>● 2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.</li> <li>● 2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe.</li> </ul>

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<p><b>7. 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>✓ <b>Title</b></li> <li>✓ <b>Author</b></li> <li>✓ <b>Illustrator</b></li> </ul> </li> <li>● <b>Publisher</b></li> <li>● <b>Copyright Page</b></li> <li>● <b>Table of Contents</b></li> <li>● <b>Glossary</b></li> <li>● <b>Index</b></li> </ul> <p><b>8. Identify and use the ten classes of the Dewey Decimal System organization scheme in order to locate nonfiction books in the library</b></p> <p><b>9. 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>Tables/Charts</b></li> <li>● <b>Bold/ Italics print</b></li> <li>● <b>Text Size</b></li> <li>● <b>Timelines</b></li> <li>● <b>Bullets</b></li> <li>● <b>Headings/Subheadings</b></li> <li>● <b>Index</b></li> <li>● <b>Glossary</b></li> <li>● <b>Table of Contents</b></li> </ul> <p><b>10. Listen to text to retell information and/or identify story elements (character, setting, plot)</b></p>	<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"> <li>● I can help keep the library organized by using a shelf marker.</li> <li>● I can preview/select library books appropriately from shelf.</li> <li>● I can select, read, listen and view literature to meet my personal/informational needs.</li> </ul> <p>What is the purpose of the Dewey Decimal Classification System and how can it be used to be to classify non-fiction materials?</p> <ul style="list-style-type: none"> <li>● I can identify the ten classes of the Dewey decimal system.</li> <li>● I can explain the purpose of the Dewey Decimal Classification System.</li> <li>● I can use the ten classes of the Dewey Decimal System organization scheme in order to locate/organize nonfiction materials in the library.</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>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>	<ul style="list-style-type: none"> <li>● Do You Know Dewey?: Exploring the Dewey Decimal System by Brian P. Cleary</li> <li>● The Great Dewey Hunt (Mrs. Skorupski Story) by Toni Buzzeo</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>EL Second Grade Modules- <a href="https://curriculum.eleducation.org/curriculum/ela/grade-2">https://curriculum.eleducation.org/curriculum/ela/grade-2</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_ozAC08gJsxzN8IROvBe_nZO6JUVU-X">https://www.youtube.com/playlist?list=PLKh_ozAC08gJsxzN8IROvBe_nZO6JUVU-X</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.B.4 Organizing information by priority, topic, or other systematic scheme</li> <li>● IV.D.1 Continually seeking knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● 2.RI. RRTC.10 Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.</li> <li>● 2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.</li> <li>● 2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>● 2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.</li> <li>● 2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.</li> </ul> <p><b>SPEAKING &amp; LISTENING</b></p> <ul style="list-style-type: none"> <li>● 2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.</li> <li>● 2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</li> <li>● 2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>● 2.W.TTP.1Write opinion pieces on topics or texts (Introduce topic, State opinion, Supply reason to</li> </ul>

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11. Recognize and discuss main idea/theme and supporting details 12. Answer complex text based questions about a text 13. Define and explore genres: <ul style="list-style-type: none"> <li>• Fiction/Nonfiction</li> <li>• Realistic Fiction</li> </ul> 14. Use OPAC to locate desired materials in the library	<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>What are the story genres – Fiction, Nonfiction and Realistic Fiction?</p> <ul style="list-style-type: none"> <li>• I can identify and explain the differences/Characteristics in the two genres – Fiction, Nonfiction and Realistic Fiction.</li> </ul> <p>How does the OPAC system help me to locate library materials that I need in every day learning.</p> <ul style="list-style-type: none"> <li>• How do I get to my school's OPAC?</li> <li>• How do I search in the OPAC to locate materials in the library?</li> </ul>	<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> <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>Helping students find a "good fit" book:</b>  <a href="http://www.scholastic.com/parents/blogs/scholastic-parents-raise-reader/help-kids-to-pick-right-books">http://www.scholastic.com/parents/blogs/scholastic-parents-raise-reader/help-kids-to-pick-right-books</a></p> <p><b>Finding just right books:</b>  <a href="http://www.readingrockets.org/article/selecting-books-your-child-finding-just-right-books">http://www.readingrockets.org/article/selecting-books-your-child-finding-just-right-books</a></p> <p><b>Choosing the right book:</b>  <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/choosing-right-book-strategies-916.html">http://www.readwritethink.org/classroom-resources/lesson-plans/choosing-right-book-strategies-916.html</a></p>	<ul style="list-style-type: none"> <li>• IV.D.2 Integrating and depicting in a conceptual knowledge network their understanding gained from resources</li> <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.A.1 Demonstrating their desire to broaden and deepen understandings</li> <li>• VI.D.1 Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources</li> </ul>	<p>support opinion, Use linking words to connect reasons, Provide a concluding statement or section.</p> <ul style="list-style-type: none"> <li>• 2.W.TTP.3 Write narratives recounting an event or short sequence of events (Include details to describe actions, thoughts and feelings, Use time order words to signal event order, Provide a sense of closure)</li> <li>• 2.W.RBPK.7 Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report.</li> <li>• 2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question</li> <li>• 2.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>• 2.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>○ e. Consult reference materials, including beginning dictionaries, to check and correct spelling.</li> <li>○ f. Print legibly in manuscript</li> </ul> </li> <li>• 2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.             <ul style="list-style-type: none"> <li>○ v. Use glossaries and beginning dictionaries, both print and digital, to determine or</li> </ul> </li> </ul>

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		<p><b><u>Goldilock’s Rules for just right books:</u></b>  <a href="http://www.ourclassweb.com/center_activities/readers_workshop/rw_poster_goldilocks_rules.pdf">http://www.ourclassweb.com/center_activities/readers_workshop/rw_poster_goldilocks_rules.pdf</a></p> <p><b><u>Learning to read nonfiction and its text features : lesson plan</u></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><u>Teaching nonfiction text structures: lesson plan</u></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><u>Teaching to Inspire (suggested stories):</u></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><u>Read Write Think Lesson- Story Elements Alive:</u></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><u>Picture Books to Teach Story Elements (list):</u></b>  <a href="http://susanjonesteaching.com/my-favorite-picture-books-for-setting-and-story-elements/">http://susanjonesteaching.com/my-favorite-picture-books-for-setting-and-story-elements/</a></p> <p><b><u>Great Picture Books to Teach Theme:</u></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><u>More Picture Books to Teach Theme:</u></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><u>Identify Main Idea and Supporting Details (video):</u></b>  <a href="https://www.youtube.com/watch?v=42SJTk2XSi4">https://www.youtube.com/watch?v=42SJTk2XSi4</a></p>		<p>clarify the meaning of words and phrases.</p> <ul style="list-style-type: none"> <li>• 2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>○ a. Read grade-level text with purpose and understanding.</li> </ul> </li> </ul>

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1st Quarter – KNOW YOUR LIBRARY	2nd Grade	SCS Library Curriculum		
Library Target Skills	Essential Questions and Learning Outcomes	Suggested Resources	AASL Standards	TN Academic Standards
		<p><b><u>Main Idea and Details (video):</u></b>  <a href="https://www.youtube.com/watch?v=mjjYRI3QCTs">https://www.youtube.com/watch?v=mjjYRI3QCTs</a></p> <p><b><u>The Genre Game:</u></b>  <a href="https://www.quia.com/rr/111225.html">https://www.quia.com/rr/111225.html</a></p> <p><b><u>Genre Study: A Collaborative Approach (lesson):</u></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><u>Genres, Genres Everywhere (lesson):</u></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><u>OPAC Scavenger Hunt:</u></b>  <a href="https://elementarylibrarian.com/wp-content/uploads/2013/09/OPAC-Scavenger-Hunt.pdf">https://elementarylibrarian.com/wp-content/uploads/2013/09/OPAC-Scavenger-Hunt.pdf</a></p> <p><b><u>Asking questions to improve learning:</u></b>  <a href="http://teachingcenter.wustl.edu/resource/teaching-methods/participation/asking-questions-to-improve-learning/">http://teachingcenter.wustl.edu/resource/teaching-methods/participation/asking-questions-to-improve-learning/</a></p> <p><b><u>Depend on the text (lesson):</u></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><u>Introduction for asking questions:</u></b>  <a href="https://readingrecovery.clemson.edu/introduction-asking-questions/">https://readingrecovery.clemson.edu/introduction-asking-questions/</a></p> <p><b><u>The importance of asking questions:</u></b>  <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><b><u>LITERARY EVENTS</u></b></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>		

- 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.