

## Library Scope and Sequence - Kindergarten

Nine Weeks	Research: Using information to build understanding	Reading: Perusing intellectual, personal, and aesthetic growth	Responsibility: Demonstrating good citizenship
1 <sup>st</sup>	<p>TLW:</p> <p>Identify areas of the library (E section, story area, circulation desk, checkout and return computers)</p> <p>Identify the parts of a book (front and back covers, spine, title page)</p> <p>Distinguish between questions and statements</p> <p>Recognize that picture books are arranged in ABC order</p>	<p>TLW:</p> <p>define the terms author and title</p> <p>Identify the roles of author and illustrator</p> <p>Retell a story using words and pictures</p> <p>Use illustrations to draw meaning from text</p> <p>Retell stories with the correct sequence of events</p> <p>Choose books by interest/topic</p> <p>Genre focus: Fiction/realistic fiction</p>	<p>TLW:</p> <p>Follow and demonstrate respect for library procedures (circulation procedures, entering and leaving procedures)</p> <p>Respect the ideas of others by listening and raising hands before speaking</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>
2 <sup>nd</sup>	<p>TLW:</p> <p>Read or listen to information read and identify the main idea that answers a question</p> <p>Dictate or draw answers to questions found in print and electronic resources</p> <p>Identify the author, illustrator, and title</p> <p>Demonstrate simple organizational skills such as sorting and categorizing</p>	<p>TLW:</p> <p>Respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds</p> <p>Use titles and illustrations to make predictions about text</p> <p>Choose books by interest/topic</p> <p>Genre focus: poetry, folktales, fairy tales, and nursery rhymes</p>	<p>TLW:</p> <p>Follow and demonstrate respect for library procedures (circulation procedures, entering/leaving procedures)</p> <p>Respect the ideas of others by listening and raising hands before speaking</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>

## Library Scope and Sequence – Kindergarten

Nine Weeks	Research: Using information to build understanding	Reading: Perusing intellectual, personal, and aesthetic growth	Responsibility: Demonstrating good citizenship
3 <sup>rd</sup>	<p>TLW:</p> <p>Identify the author and title of an information source</p> <p>Distinguishes between fiction and nonfiction resources that can answer questions</p> <p>Recognize and select the resource that best addresses the identified question</p> <p>Uses materials provided to find answers to questions posed</p> <p>Presents facts and simple answers to questions</p>	<p>TLW:</p> <p>Identify the topic of an information text, heard or read</p> <p>Retell important facts in a text, heard or read</p> <p>Discuss ways authors group information in a text</p> <p>Self-select books based interest/pleasure</p> <p>Genre focus: Expository/informational texts</p>	<p>TLW:</p> <p>Respect the ideas of others by listening and raising hands before speaking</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>
4 <sup>th</sup>	<p>TLW:</p> <p>Identify past and present Caldecott winners</p>	<p>TLW:</p> <p>Self-select books for independent reading based on interest/pleasure</p> <p>Describe characters in a story and the reasons for their actions</p> <p>Recognize the works of a single author</p>	<p>TLW:</p> <p>Respect the ideas of others by listening and raising hands before speaking</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>

## Library Scope and Sequence – 1<sup>st</sup> Grade

Nine Weeks	Research: Using information to build understanding	Reading: Perusing intellectual, personal, and aesthetic growth	Responsibility: Demonstrating good citizenship
1 <sup>st</sup>	<p>TLW:</p> <p>Review areas of the library (E section, story area, circulation desk, checkout and return computers)</p> <p>Demonstrate the ability to use the library and check out books</p> <p>Share what is known about a topic and make connections to prior knowledge</p> <p>Restate/retell and ask questions about a topic with guidance</p> <p>Add to a K-W-L chart constructed by the class by helping develop questions for W (wonder)</p>	<p>TLW:</p> <p>Self-select books for independent reading based on interest and readability using the 5 finger rule</p> <p>Identify parts of a book (title, author, illustrator, front/back covers, table of contents)</p> <p>Genre focus: Folktales/fairytales, fables, poetry</p>	<p>TLW:</p> <p>Follow and demonstrate respect for library procedures (circulation procedures, entering and leaving procedures)</p> <p>Respect the ideas of others by listening and raising hands before speaking</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>
2 <sup>nd</sup>	<p>TLW:</p> <p>Use ABC order and the author's last name to locate picture books in the library</p> <p>Recognize the purpose of the online catalog to locate materials</p> <p>Identify and locate the title of a book</p>	<p>TLW:</p> <p>Self-select books for independent reading based on interest and readability using the 5 finger rule</p> <p>Identify the call number on the spine of the book (E)</p> <p>Confirm predictions about what will happen in a text by finding the relevant text in the passage</p>	<p>TLW:</p> <p>Follow and demonstrate respect for library procedures (circulation procedures, entering and leaving procedures)</p> <p>Respect the ideas of others by listening and raising hands before speaking</p> <p>Demonstrate proper care of library</p>

## Library Scope and Sequence – 1<sup>st</sup> Grade

Nine Weeks	Research: Using information to build understanding	Reading: Perusing intellectual, personal, and aesthetic growth	Responsibility: Demonstrating good citizenship
2 <sup>nd</sup> continued	<p>TLW:</p> <p>Draw a conclusion about the main idea (with guidance)</p>	<p>TLW:</p> <p>Genre focus: fiction</p>	<p>TLW:</p> <p>materials/book care</p> <p>Return materials on time</p>
3 <sup>rd</sup>	<p>TLW:</p> <p>Recognize that nonfiction sources in the library are organized by categories and begin to associate the Dewey numbers with areas of interest</p> <p>Identify informational text as a source of information</p> <p>Interpret information represented in pictures, illustrations, and simple charts and verbalize the main idea</p> <p>Listen to information read and identify facts that answer questions</p>	<p>TLW:</p> <p>Self-select books for independent reading based on interest and readability using the 5 finger rule</p> <p>Differentiate between fiction and informational books</p> <p>Identify the topic of a book and explain the author's purpose</p> <p>Identify important facts or details in a text read aloud</p> <p>Genre focus: Procedural and expository</p>	<p>TLW:</p> <p>Respect the ideas of others by listening and raising hands before speaking</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>

## Library Scope and Sequence – 1<sup>st</sup> Grade

Nine Weeks	Research: Using information to build understanding	Reading: Perusing intellectual, personal, and aesthetic growth	Responsibility: Demonstrating good citizenship
4th	<p>TLW:</p> <p>Use the online catalog to locate materials</p> <p>Create a K-W-L chart about a topic</p> <p>Ask “What do I wonder now?” after answering a question</p> <p>Use Super 3 to locate facts and details about a topic</p> <p>Record facts in writing or drawing on a simple chart/diagram</p> <p>Create a simple product to convey the result of research</p> <p>Identify past and present Caldecott winners</p>	<p>TLW:</p> <p>Self-select books for independent reading based on interest and readability using the 5 finger rule</p> <p>Differentiate between fiction and informational books</p> <p>Identify the topic of a book and explain the author’s purpose</p> <p>Identify important facts or details in a text</p> <p>Locate FIC call numbers</p> <p>Recognize the works of a single author</p> <p>Identify characters, setting, and plot</p>	<p>TLW:</p> <p>Respect the ideas of others by listening and raising hands before speaking</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p> <p>Cite sources</p>

## Library Scope and Sequence – 2<sup>nd</sup> Grade

Nine Weeks	Research: Using information to build understanding	Reading: Perusing intellectual, personal, and aesthetic growth	Responsibility: Demonstrating good citizenship
1 <sup>st</sup>	<p>TLW:</p> <p>Review parts of a book (spine, front/back covers, title page)</p> <p>Identify and locate the title and author of a book</p> <p>Ask “I wonder” or open-ended questions about a topic of class wide interest</p> <p>Recognize that nonfiction resources in the library are organized by categories and begin to associate the Dewey numbers</p> <p>Use the online catalog to locate materials</p>	<p>TLW:</p> <p>Review how to self-select books for independent reading based on interest and readability using the 5 finger rule</p> <p>Locate both picture books and fiction by applying alphabetical skills</p> <p>Practice alphabetical order to the second letter</p> <p>Compare characters in two different stories or plots in two stories by the same author</p> <p>Locate fables, fairytales/folktales, legends and myths by applying numerical order skills</p> <p>Identify moral lessons as themes</p> <p>Genre focus: Fables, legends, myths, folktales/fairytales Fiction</p>	<p>TLW:</p> <p>Follow and demonstrate respect for library procedures (circulation procedures, entering and leaving procedures)</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>
2 <sup>nd</sup>	<p>TLW:</p> <p>Use the online catalog to locate materials</p> <p>Identify the main idea of a text</p>	<p>TLW:</p> <p>Self-select books for based on interest (topic, genre, series, author) and readability using the 5 finger rule</p>	<p>TLW:</p> <p>Follow and demonstrate respect for library procedures (circulation procedures, entering and leaving procedures)</p>

## Library Scope and Sequence – 2<sup>nd</sup> Grade

<p>Nine Weeks</p>	<p>Research: Using information to build understanding</p>	<p>Reading: Perusing intellectual, personal, and aesthetic growth</p>	<p>Responsibility: Demonstrating good citizenship</p>
<p>2<sup>nd</sup> continued</p>	<p>TLW:</p> <p>Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions</p> <p>Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence</p>	<p>TLW:</p> <p>Make inferences about a text</p> <p>Retell important events in logical order (orally or written)</p> <p>Describe how rhyme, rhythm, and repetition interact to create images in poetry</p> <p>Genre focus: Poetry Drama</p>	<p>TLW:</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>
<p>3<sup>rd</sup></p>	<p>TLW:</p> <p>Recognize that questions can be answered by finding information</p> <p>Brainstorm what resources can help answer questions and select the best one</p> <p>Use an index to locate information in a nonfiction book</p> <p>Use super 3 to locate facts or details that answer questions</p> <p>Use simple note-taking strategies as demonstrated by librarian/teacher (copying words or</p>	<p>TLW:</p> <p>Self-select books for based on interest (topic, genre, series, author) and readability using the 5 finger rule</p> <p>Identify nonfiction text features (headings, bold print, captions, italics, and guide words)</p> <p>Use skim, scan as needed to locate information</p> <p>Use both print and electronic resources to locate information</p> <p>Genre focus: Literary Nonfiction Expository</p>	<p>TLW:</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p> <p>Cite sources used in research</p> <p>Identify the title and author of websites for the purpose of citing ownership information about text, video, and other media</p>

## Library Scope and Sequence – 2<sup>nd</sup> Grade

<p>Nine Weeks</p>	<p>Research: Using information to build understanding</p>	<p>Reading: Perusing intellectual, personal, and aesthetic growth</p>	<p>Responsibility: Demonstrating good citizenship</p>
<p>3<sup>rd</sup> continued</p>	<p>phrases on a chart or diagram)</p> <p>Sort information gathered into categories</p> <p>Compare new ideas with what was known at the beginning of research</p> <p>Write, draw, or verbalize the results of research</p> <p>Identify the author and title of sources of information</p> <p>Use dictionary to clarify meaning of unknown words</p>		
<p>4<sup>th</sup></p>	<p>TLW:</p> <p>Review Caldecott Award and it's winners</p>	<p>TLW:</p> <p>Self-select books for based on interest (topic, genre, series, author) and readability using the 5 finger rule</p> <p>Identify characters, setting, and plot</p> <p>Describe main characters in works of fiction, including their traits, motivations, and feelings</p> <p>Genre focus: Fiction</p>	<p>TLW:</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>



## Library Scope and Sequence – 3<sup>rd</sup> Grade

Nine Weeks	Research: Using information to build understanding	Reading: Perusing intellectual, personal, and aesthetic growth	Responsibility: Demonstrating good citizenship
1 <sup>st</sup>	<p>TLW:</p> <p>Search the online catalog (author, title, subject) and locate materials on the shelves</p> <p>Identify and locate author, title, publisher, illustrator, and publication date</p> <p>Review parts of a book (spine, front/back covers, title page)</p>	<p>TLW:</p> <p>Self-select “just right” and challenging materials on a regular basis</p> <p>Identifies the 10 major Dewey areas and what main topics are included in each</p> <p>Participates in Texas Bluebonnet Award program</p> <p>Explore and locate fiction, myths, legends, folktales sections</p> <p>Describe the interaction of characters, including their relationships and the changes they undergo</p> <p>Compare/contrast the settings of a myth and a traditional folktale</p> <p>Review Caldecott Award and introduce the Newbery Award and past winners.</p> <p>Genre focus: Fiction Myths, legends, folktales</p>	<p>TLW:</p> <p>Follow and demonstrate respect for library procedures (circulation procedures, entering and leaving procedures)</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>

## Library Scope and Sequence – 3<sup>rd</sup> Grade

Nine Weeks	Research: Using information to build understanding	Reading: Perusing intellectual, personal, and aesthetic growth	Responsibility: Demonstrating good citizenship
2 <sup>nd</sup>	<p>TLW:</p> <p>Question a text during reading or listening</p> <p>Use text features (bold print, captions, italics) to aid with skimming and scanning to find information</p> <p>Take simple notes on a graphic organizer or chart</p> <p>Summarize the answer to a question using evidence from a text</p>	<p>TLW:</p> <p>Self-select “just right” and challenging materials on a regular basis</p> <p>Participates in Texas Bluebonnet Award program</p> <p>Explore/locate biography section</p> <p>Explain the difference in point of view between a biography and autobiography</p> <p>Identify details/facts that support the main idea in an expository text</p> <p>Draw conclusions from the facts presented in an expository text and support these conclusions with textual evidence</p> <p>Genre focus: Literary Nonfiction Expository</p>	<p>TLW:</p> <p>Follow and demonstrate respect for library procedures (circulation procedures, entering and leaving procedures)</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>

## Library Scope and Sequence – 3<sup>rd</sup> Grade

Nine Weeks	Research: Using information to build understanding	Reading: Perusing intellectual, personal, and aesthetic growth	Responsibility: Demonstrating good citizenship
3 <sup>rd</sup>	<p>TLW:</p> <p>Identify a book’s glossary, index, and table of contents</p> <p>Use reference tools (dictionary, encyclopedia, atlas, and thesaurus) as sources of information</p> <p>Brainstorm possible sources of information that can answer questions (print, non-print, online, etc.)</p>	<p>TLW:</p> <p>Self-select “just right” and challenging materials on a regular basis</p> <p>Identify details/facts that support the main idea in an nonfiction/persuasive text</p> <p>Use skim, scan as needed to locate information</p> <p>Use nonfiction text features (headings, bold print, captions, italics, and guide words) to locate facts and details</p> <p>Identify the purpose for reading selected texts</p> <p>Genre focus: Procedural and persuasive texts</p>	<p>TLW:</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>
4 <sup>th</sup>	<p>TLW:</p>	<p>TLW:</p> <p>Self-select “just right” and challenging materials on a regular basis</p> <p>Explore/locate the drama and poetry sections</p>	<p>TLW:</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>

## Library Scope and Sequence – 3<sup>rd</sup> Grade

Nine Weeks	Research: Using information to build understanding	Reading: Perusing intellectual, personal, and aesthetic growth	Responsibility: Demonstrating good citizenship
4 <sup>th</sup> continued	<p>Brainstorm with others to generate open-ended questions about a research topic</p> <p>Create a plan for answering these questions based on the Super 3 research process</p> <p>Organize information using a teacher/librarian provided tool</p> <p>Summarize the answer to a question using evidence from a text</p> <p>Create a Works Cited page from notes, including the author, title publisher, and publication date for each source</p>	<p>Describe the various forms of poetry and how they create imagery (narrative, lyrical, humorous, or free verse)</p> <p>Explain how plot and character are revealed through dialogue in a script</p>	<p>Follow basic steps in presenting research so that material is summarized, not plagiarized</p> <p>Identify the title and author of websites for the purpose of citing ownership information about text, video, and other media</p>

## Library Scope and Sequence – 4<sup>th</sup> Grade

Nine Weeks	Research: Using information to build understanding	Reading: Perusing intellectual, personal, and aesthetic growth	Responsibility: Demonstrating good citizenship
1 <sup>st</sup>	<p>TLW:</p> <p>Search the online catalog (author, title, subject) and locate materials on the shelves</p> <p>Identify and locate author, title, illustrator, copyright page, and publisher</p> <p>Review parts of a book (spine, front/back covers, title page)</p>	<p>TLW:</p> <p>Self-select “just right” and challenging materials on a regular basis</p> <p>Identifies the 10 major Dewey areas and what main topics are included in each</p> <p>Participates in Texas Bluebonnet Award program</p> <p>Summarize the plot of a fiction text using evidence from the story</p> <p>Explain how the structural elements of poetry (rhyme, meter, stanzas, line breaks) relate to form (lyrical poetry, free verse)</p> <p>Genre focus: Fiction Poetry</p>	<p>TLW:</p> <p>Follow and demonstrate respect for library procedures (circulation procedures, entering and leaving procedures)</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>

## Library Scope and Sequence – 4<sup>th</sup> Grade

Nine Weeks	Research: Using information to build understanding	Reading: Perusing intellectual, personal, and aesthetic growth	Responsibility: Demonstrating good citizenship
2 <sup>nd</sup>	<p>TLW:</p> <p>Access and use Kids InfoBits to locate information on a curricular topic</p>	<p>TLW:</p> <p>Self-select “just right” and challenging materials on a regular basis</p> <p>Participates in Texas Bluebonnet Award program</p> <p>Recognize the works of a single author</p> <p>Identify similarities and differences between an author’s fictional characters and his actual life</p> <p>Explain how an author uses language to present information to influence what the reader thinks or does</p> <p>Genre focus: Literary Nonfiction Drama</p>	<p>TLW:</p> <p>Follow and demonstrate respect for library procedures (circulation procedures, entering and leaving procedures)</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>
3 <sup>rd</sup>	<p>TLW:</p> <p>Ask questions that are appropriate for research</p> <p>Generate a list of key words for a research-based project with guidance</p> <p>Perform a keyword search using a search engine and select an</p>	<p>TLW:</p> <p>Self-select “just right” and challenging materials on a regular basis</p> <p>Distinguish fact from opinion in a text and explain how to verify what is a fact</p>	<p>TLW:</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>

## Library Scope and Sequence – 4<sup>th</sup> Grade

<p>Nine Weeks</p>	<p>Research: Using information to build understanding</p>	<p>Reading: Perusing intellectual, personal, and aesthetic growth</p>	<p>Responsibility: Demonstrating good citizenship</p>
<p>3<sup>rd</sup> continued</p>	<p>appropriate website</p> <p>follow a model or template provided to complete an inquiry project and follow a timeline</p> <p>skim/scan to locate information</p> <p>use highlighting as a note taking strategy</p> <p>paraphrase or summarize information that answers research questions</p> <p>identify and evaluate important features of a good research product</p>	<p>Use multiple text features (guide words, topic and concluding sentences) to gain an overview of the contexts of the text and to locate information</p> <p>Genre focus: Expository/informational text</p>	<p>Restate ideas of others accurately and add own perspective</p> <p>Understand the concept of plagiarism as copying the work of others</p> <p>Cite sources</p>
<p>4<sup>th</sup></p>	<p>TLW:</p> <p>Ask questions of text</p>	<p>TLW:</p> <p>Self-select “just right” and challenging materials on a regular basis</p> <p>Establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension</p>	<p>TLW:</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>

## Library Scope and Sequence – 4<sup>th</sup> Grade

Nine Weeks	Research: Using information to build understanding	Reading: Perusing intellectual, personal, and aesthetic growth	Responsibility: Demonstrating good citizenship
4 <sup>th</sup> continued	Review Newbery Award and previous winners	<p>Make inferences about text using textual evidence to support understanding</p> <p>Identify the main idea of a persuasive text heard or read</p> <p>Genre focus: Persuasive texts All Genres (review)</p>	



## Library Scope and Sequence – 5th

Nine Weeks	Research: Using information to build understanding	Reading: Perusing intellectual, personal, and aesthetic growth	Responsibility: Demonstrating good citizenship
1 <sup>st</sup>	<p>TLW:</p> <p>Search the online catalog (author, title, subject) and locate materials on the shelves</p> <p>Identify and locate author, title, illustrator, copyright page, and publisher</p> <p>Review parts of a book (spine, front/back covers, title page)</p> <p>Review Newbery Award and previous winners</p>	<p>TLW:</p> <p>Self-select “just right” and challenging materials on a regular basis</p> <p>Participates in Texas Bluebonnet Award program</p> <p>Identifies the 10 major Dewey areas and what main topics are included in each</p> <p>Compare/contrast the themes or moral lessons of several works of fiction from various cultures</p> <p>Genre focus: Realistic fiction</p>	<p>TLW:</p> <p>Follow and demonstrate respect for library procedures (circulation procedures, entering and leaving procedures)</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>
2 <sup>nd</sup>	<p>TLW:</p> <p>Search the online catalog (author, title, subject) and locate materials on the shelves</p> <p>Evaluate information on websites for usefulness, relevancy, and accuracy</p>	<p>TLW:</p> <p>Self-select “just right” and challenging materials on a regular basis</p> <p>Participates in Texas Bluebonnet Award program</p> <p>Explain the effect of a historical even or movement on the theme of a work of literature</p> <p>Genre focus: Historical fiction</p>	<p>TLW:</p> <p>Follow and demonstrate respect for library procedures (circulation procedures, entering and leaving procedures)</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>

## Library Scope and Sequence – 5th

Nine Weeks	Research: Using information to build understanding	Reading: Perusing intellectual, personal, and aesthetic growth	Responsibility: Demonstrating good citizenship
3 <sup>rd</sup>	<p>TLW:</p> <p>Generate open-ended questions</p> <p>Use databases to search for and locate reliable sources</p> <p>Interpret information taken from maps, charts, graphs, and other visuals</p> <p>Take notes using underlining and or bulleted lists</p> <p>Use text evidence to form an opinion</p> <p>Cite sources using MLA format</p> <p>Differentiate between paraphrasing and plagiarism</p> <p>Use reference tools (dictionary, encyclopedia, atlas, and thesaurus) as sources of information</p>	<p>TLW:</p> <p>Self-select “just right” and challenging materials on a regular basis</p> <p>Summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order</p> <p>Draw conclusions from the information presented by an author and evaluate how well the author’s purpose was achieved</p> <p>Use multiple text features (guide words, topic and concluding sentences) to gain an overview of the contexts of the text and to locate information</p> <p>Genre focus: Nonfiction/Expository text</p>	<p>TLW:</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p> <p>Restate ideas of others accurately and add own perspective</p> <p>Understand the concept of plagiarism as copying the work of others and credit all sources properly</p>
4 <sup>th</sup>	<p>TLW:</p>	<p>TLW:</p> <p>Self-select “just right” and challenging materials on a regular basis</p> <p>Describe incidents that advance the story/novel, explaining how each</p>	<p>TLW:</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>

## Library Scope and Sequence – 5th

Nine Weeks	Research: Using information to build understanding	Reading: Perusing intellectual, personal, and aesthetic growth	Responsibility: Demonstrating good citizenship
4 <sup>th</sup> continued	Use story elements (characters, plot summary, main idea, setting) to make inferences and draw conclusions about a story read or heard	<p>incident gives rise to or foreshadows future events</p> <p>Analyze how poets use sound effects (alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems</p> <p>Make inferences about text using textual evidence to support understanding</p> <p>Genre focus: Mystery Poetry</p>	

## Library Scope and Sequence – 6<sup>th</sup> Grade

Nine Weeks	Research: Using information to build understanding	Reading: Perusing intellectual, personal, and aesthetic growth	Responsibility: Demonstrating good citizenship
1 <sup>st</sup>	<p>TLW:</p> <p>Search the online catalog (author, title, subject) and locate materials on the shelves</p> <p>Identify and locate author, title, illustrator, copyright page, and publisher</p> <p>Review parts of a book (spine, front/back covers, title page)</p> <p>Review Newbery Award and previous winners</p> <p>Recognize and use special sections in the library (reference, graphic novels, series, biographies, etc.)</p>	<p>TLW:</p> <p>Self-select “just right” and challenging materials on a regular basis</p> <p>Participates in Texas Bluebonnet Award program</p> <p>Identifies the 10 major Dewey areas and what main topics are included in each</p> <p>Explain how figurative language (personification, metaphors, similes, hyperboles) contributes to the meaning of a poem</p> <p>Genre focus: Literary Nonfiction Poetry</p>	<p>TLW:</p> <p>Follow and demonstrate respect for library procedures (circulation procedures, entering and leaving procedures)</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>
2 <sup>nd</sup>	<p>TLW:</p>	<p>TLW:</p> <p>Self-select “just right” and challenging materials on a regular basis</p> <p>Participates in Texas Bluebonnet Award program</p> <p>Distinguish between theme and topic; infer the implicit theme of a work of fiction</p>	<p>TLW:</p> <p>Follow and demonstrate respect for library procedures (circulation procedures, entering/leaving procedures)</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p>

Nine Weeks	Research: Using information to build understanding	Reading: Perusing intellectual, personal, and aesthetic growth	Responsibility: Demonstrating good citizenship
2 <sup>nd</sup> continued		Compare/contrast the historical and cultural settings of two literary works  Genre focus: Fiction (historical and realistic)	
3 <sup>rd</sup>	TLW:  Convert graphical/visual data into written notes	TLW:  Self-select “just right” and challenging materials on a regular basis  Compare/contrast the stated or implied purposes of different authors writing on the same topic  Interpret factual, quantitative, or technical information presented in maps, graphs, charts, illustrations, graphs, timelines, tables, and diagrams  Genre focus: Procedural text	TLW:  Demonstrate proper care of library materials/book care  Return materials on time

Nine Weeks	Research: Using information to build understanding	Reading: Perusing intellectual, personal, and aesthetic growth	Responsibility: Demonstrating good citizenship
4th	<p>TLW:</p> <p>Determine what information is needed when given a research assignment</p> <p>Recognize the characteristics of a good question</p> <p>Use databases to search for and locate reliable sources</p> <p>Differentiate between primary and secondary sources</p> <p>Organize notes and ideas by developing an outline or graphic organizer</p> <p>Combine information from multiple sources and weigh evidence to draw conclusions and create meaning</p> <p>Refine a research question guided by answers to a preliminary set of questions</p> <p>Cite sources using MLA format</p>	<p>TLW:</p> <p>Self-select “just right” and challenging materials on a regular basis</p> <p>Synthesize and make logical connections between ideas within a text and across 2-3 texts representing similar or different genres</p> <p>Genre focus: Nonfiction (expository text) All genres</p>	<p>TLW:</p> <p>Demonstrate proper care of library materials/book care</p> <p>Return materials on time</p> <p>Restate ideas of others accurately and add own perspective</p> <p>Understand the concept of plagiarism as copying the work of others and credit all sources properly</p>