DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Library and Information Literacy

Grade Level: 3

Date of Board Approval: _____2019_____

Planned Instruction

Title of Planned Instruction: Library and Information Literacy

Subject Area: Library Skills   **Grade(s):** 3rd Grade

Course Description: This course is designed to ensure that students become information literate. Instruction is provided to foster competence in finding, evaluating, and using information in a variety of formats. This program also seeks to stimulate an interest in reading for both pleasure and information.

Time/Credit for the Course: 18 class periods (9 Hrs)

Curriculum Writing Committee: Rachel Goldstein & Heather Haupt

Curriculum Map

1. **Marking Period One -Overview with time range in days:**
   Identifying Text Features – 2 days
   Selecting Informational Texts and Literary Non-Fiction – 4 days
   Selecting Literary Fiction – 3 days

   Marking Period One –Goals:
   Understanding of:
   - Library organization/review (Fiction/Nonfiction, Call Numbers)
   - Library Catalog features (Destiny), including Destiny Quest, Webpath Express, and Follett Shelf
   - Genres

2. **Marking Period Two -Overview with time range in days:**
   Demonstrating Technology Etiquette and Safety/Digital Citizenship – 2 days
   Evaluating Resources &Research Process – 7 days

   Marking Period Two -Goals:
   Understanding of:
   - Proper technology etiquette
   - Importance of safe, legal and responsible use of technology
   - Ethical and safe online behavior
   - Investigating search engines/evaluating websites
   - Choosing a topic to research and questions to be answered
   - Note taking skills
   - Grade-level-appropriate research process including use of online reference tools
   - Keyboarding skills

UNIT: Effective Readers

Big Idea # 1: Effective readers use appropriate strategies to construct meaning.

Essential Questions:
- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How do readers know what to believe?
- How does what readers read influence how they should read it?
- How does a reader's purpose influence how text should be read?

Concepts:
- Identifying text features
- Selecting informational text and literary non-fiction
- Selecting literary fiction

Competencies:
- Use text features and search tools to locate and interpret information in print and digital sources.
- Independently, locate and select literary non-fiction and informational texts on grade level.
- Independently, use library index to locate non-fiction and informational texts.
- Independently, select grade-level-appropriate literary fiction in a variety to genres.
- Develop strategies to create meaning from literary fiction.
- Read literary fiction presented in any format to gain meaning by questioning, reflecting, responding and evaluating.

UNIT: Responsible Citizen Behaviors

Big Idea # 1: Responsible citizens use information ethically and productively in a global society.

Essential Questions:
- How do responsible citizens use information ethically?
- How do responsible citizens use information productively in a global society?

Concepts:
- Demonstrating technology etiquette and safety
- Behaving as a responsible digital citizen

Competencies:
- Apply proper etiquette when using technology.
- Explain importance of safe, legal and responsible use of technology.
- Identify and practice ethical and safe online behavior.

UNIT: Research Process

Big Idea # 1: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Essential Questions:
- How do readers know what to believe in what they read, hear, and view?
- How does interaction with text provoke thinking and response?

Concepts:
- Evaluating sources
- Research process

Competencies:
- Discuss criteria for evaluating a website: credibility, relevance, bias, accuracy and currency.
- Support opinion with detailed reasons.
- As part of grade-level-appropriate research process, choose aspects of topic to research.
- As part of grade-level-appropriate research process, with guidance, develop questions to be answered about topic.
- Draw evidence from text to answer an information need using grade-level-appropriate note-talking skills.

Big Idea # 2: Effective research requires the use of varied resources to gain or expand knowledge.

Essential Questions:
- What does a reader look for and how can s/he find it?
- How does a reader know a source can be trusted?
- How does one organize and synthesize information from various sources?
- How does one best present findings?

Concepts:
- Research process

Competencies:
- Identify wide range of texts that tell a story to make a point, express personal opinion or provide enjoyable experiences as examples of grade-level-appropriate literary texts.
- Identify reference sources and information texts that are appropriate to grade level.
- Conduct short research projects.
- Use literacy strategies to determine readability of source.
- Make conclusions about information in sources.
- Recall information from past experiences.
- Gather information from sources, including both print and digital.
- Use information to answer questions.
- Write answer(s) to questions(s) in note-taking format.
- Organize information by sorting it into provided categories.

Curriculum Plan

Unit: Effective Readers   **Time Range in Days:** 9 days

Standard(s):
PA Core Standards for English Language Arts

Standards Addressed:
CC.1.2.3.E, CC.1.2.3.L, CC.1.3.3.K

Overview: Students will learn the layout of the library to find materials efficiently.

Focus Question(s):
1. What are the various types of books in the library and where are they located?
2. What are different resources for locating materials in the library?
3. How do call numbers work?
4. What are the various genres of fiction?

Goals: Students will be able to identify and locate different types of resources within the library using the online catalog.

Objectives:
1. Students will be able to locate where to find fiction and nonfiction books. (DOK 1)
2. Students will be able to use call numbers to locate books. (DOK 1)
3. Students will be able to show how to use Destiny, Webpath Express, and Follett Shelf to search and locate materials. (DOK 1 and DOK 2)
4. Students will be able to identify and distinguish the significance of genres. (DOK 1 and DOK 2)

Core Activities and Corresponding Instructional Methods:
1. Librarian will illustrate criteria of fiction and nonfiction books to class. Librarian will share examples of fiction and nonfiction. Students will identify the books as fiction or nonfiction. Students will then create a Venn diagram listing similarities and difference of fiction and nonfiction.
2. Direct instruction on location of materials (fiction, nonfiction, reference, etc.) in library.
3. Direct instruction on reading and assigning call numbers for books.
4. Direct instruction on how to search by title, author, series, keyword, and subject with Destiny, Webpath Express, and Follett Shelf.

5. Using Destiny, students will search for books by genre.

Assessments:
       Diagnostic: Teacher assessment of students' prior knowledge of fiction and nonfiction, students make predictions on book genres when presented examples
       Formative: Teacher observation of various skills
       Summative: Venn diagram of fiction/nonfiction genres, librarian observation of student checkouts based upon use of online catalogs

Extensions:
1. Students will explain why examples are fiction or nonfiction.
2. Students will search for higher level books for their reading program (Reading Counts) to further their classroom requirements.
3. Create a list of different authors and the genres they write in.

Correctives:
1. In groups, students will discuss why selected titles are fiction or nonfiction.
2. With a partner or teacher assistance, students will search for and locate a book.
3. Student assistance of identifying different genres for titles.

Materials and Resources: examples of fiction and nonfiction books, Venn diagram, computers, SmartBoard, online catalog programs (Destiny, Webpath Express, and Follett Shelf), multiple books in different genres; Mrs. Lodge's Library Shelver online game: (http://www.mrs-lodges-library.com/shelver/); ReadWriteThink genre lesson plan: (http://www.readwritethink.org/classroom-resources/lesson-plans/genre-study-collaborative-approach-270.html?tab=3); Genre Anchor Chart: (https://www.modelteaching.com/images/DownloadPDFs/Genre-Anchor-Chart.pdf)

Curriculum Plan

Unit: **Responsible Citizen Behaviors**   **Time Range in Days:**   2 class periods

Standard(s):
PA Academic Standards for Science and Technology and Engineering Education
PA Business, Computer and Information Technology Standards

Standards Addressed:
3.4.3.B1
15.3.5M
15.4.5.B

Overview: Responsible citizens use information ethically and productively in a global society.

Focus Question(s):
1. What information is considered private?
2. How should you respond when confronted with an online safety issue? (request for personal information, invitation to meet in real life, cyberbullying, etc.)

Goals:
1. Demonstrate technology etiquette and safety.
2. Demonstrate digital citizenship.

Objectives:
1. Students will be able to differentiate right from wrong behaviors online. (DOK 3)
2. Students will be able to connect with prior experiences of online behavior. (DOK 4)
3. Students will be able to relate lesson skills to everyday life. (DOK 2)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on internet safety.
2. Students will explore components of websites such as "Netsmartz", complete activities and show videos such as "Router's Birthday Surprise", "Be Safer Online", "Know the Rules", and the "Bad Netiquette Stinks". (https://www.netsmartzkids.org/)
3. Librarian will lead discussion of risks regarding internet safety, as well as appropriate ways to respond.

Assessments:

    Diagnostic: observation and questions

    Formative: question and answers during direct instruction

    Summative: Verbal questions from librarian; NetSmartz printable handouts

Extensions: Worksheets on internet safety; role playing scenarios

Correctives: Work in groups to list information that is not safe.

Materials and Resources: computers, SmartBoard, internet, internet sources: "I Safe", "NetSmartzKids"and "Cybersmart", www.ikeepsafe.org , https://www.netsmartzkids.org/

Curriculum Plan

Unit: **Research Process**   **Time Range in Days:** 7 class periods

Standard(s):
PA Core Standards for English Language Arts
PA Business, Computer, and Information Technology Standards

Standards Addressed:
CC.1.4.I, CC.1.4.V, CC.1.4.S, CC.1.4.W
15.4.5.B, 15.6.5.L

Anchor(s):
E03.B-K.1.1, E03.B-K.1.1.1, E03.B-K.1.1.2, E03.B-C.2.1.2, E03.B-C.3.1.2, E03.B-C.3.1.3, E03.C.1.2,
E03.C.1.2.1, E03.C.1.2.2, E03.C.1.2.3, E03.C.1.2.4

Overview: Effective researchers use appropriate skills to efficiently locate and report
information needed.

Focus Question(s):
1. What kinds of resources are available for research?
2. What makes for an effective web source?

Goals: To correctly use research skills and the research process to formulate a short written
(typed) report.

Objectives:
1. Students will be able to objectively assess the credibility of a website. (DOK 3)
2. Students will be able to apply concepts of resources and technologies they have learned
   to date. (DOK 4)
3. Students will be able to use and demonstrate research skills. (DOK 1 and DOK 2)
4. Students will be able to create a short written report. (DOK 4)
5. Students will be able to use and differentiate search engines and databases. (DOK 1, &
   DOK 3)
6. Students will be able to compare magazine databases to search for desired periodicals,
   citations, and full text articles. (DOK 2)

7. Students will be able to use word processing (Google Docs) to type their research findings. (DOK 1)

Core Activities and Corresponding Instructional Methods:
1. Direct instruction discussing why and how we find creditable sources. Explain that websites have no editor, unlike books.
2. Direct instruction of website evaluation:
   a. What is the name of the site? Who is the author or sponsor? Are they an expert?
   b. How does it look? Are there lots of errors? Broken links?
   c. Is the author's name and contact information on the page?
   d. Is it dated? If it isn't current, has it been updated?
   e. Are the photos and sounds authentic?
   f. Why was the website created? (author's purpose) Could it be a hoax?
   g. Are there clues about the origin/credibility/purpose in the URL? Is it .com? .edu? .gov? etc.
3. Direct instruction on a variety of reference materials, both print and electronic, to search for periodicals, citations, and full text articles.
4. Direct instruction on proper use of a search engine. Discuss the benefit of specific search engines such as "WebPath Express", "Google", and "Kiddle" etc. Assign topics to students to search using the discussed search engines.
5. Direct instruction demonstrating search strategies using electronic databases such as Groliers and Ebsco Search.
6. Give students a topic and have them find information based upon the topic using online databases, online reference tools, search engines, and print resources. Students will then type a one paragraph report based on their research.
7. Direct instruction on the layout and use of the keyboard. Students will use web based typing activities (Type Me, Type to Learn Jr., Typing Club, and various websites).

Assessments:
    Diagnostic: Question students on prior knowledge of reference materials, search engines, data bases, websites, magazines, periodicals, citations, and full text articles.
    Formative: Teacher observation; practice typing games and activities
    Summative: Research paragraph, teacher evaluation of student success using search engines, student summarization of how to search with a particular database
    Extensions:
1. Students will be given a specific site to evaluate independently using an evaluation checklist or worksheet as a guide.

2. Students can extend their research and write a three paragraph essay instead of one paragraph.
3. Students will create basic citations, including title, author, publisher, date, etc.

Correctives:

1. Students can work together to figure out best search methods to use.
2. Students can check other students to see if they found necessary information needed.

Materials and Resources: SmartBoard, computers, examples of print reference sources, internet, online reference tools (Atlapedia, Scholastic Go!, Fact Monster Kids' Almanac, etc.) electronic databases, online typing resources/activities (Type Me, Type to Learn Jr., Typing Club)