



**SPRING GROVE AREA SCHOOL DISTRICT**



**PLANNED COURSE OVERVIEW**

<b>Course Title:</b> Library Enrichment <b>Grade Level(s):</b> 4 <b>Units of Credit:</b> N/A <b>Classification:</b> Required	<b>Length of Course:</b> 30 cycles <b>Periods Per Cycle:</b> 1 <b>Length of Period:</b> 40 minutes <b>Total Instructional Time:</b> 20 hours
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***Course Description***

Library Enrichment strives to connect, extend, and reinforce classroom English Language Arts concepts and practices with library skills, materials, and lessons. In fourth grade, the focus continues on literary key ideas and details, parts of sentences and speech, and applying information from text to infer and predict outcome and make connections between texts. Grammar and writing skills/conventions such as antonyms, punctuation, using text features, and summarizing are practiced and explored as found in library texts. In addition to fiction and nonfiction texts, students use online resources and materials to review and extend skills.

***Instructional Strategies, Learning Practices, Activities, and Experiences***

Anticipatory Sets	Paper and Pencil Activities	Wait-time
Bell Ringers	Objectives	Wait-time Extended
Class Discussions	Online and Print Research	Interaction Sequence
Closure	Quizzes	Technology Integration
Critical Thinking	Teacher Demonstrations	Video Clips
Graphic Organizers	Teacher-made Tests	

***Assessments***

Oral Responses	Student Research Projects	Teacher-made Tests, Quizzes, Worksheets
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***Materials/Resources***

Library Books	Internet	Online and Print Dictionaries and Encyclopedias
BookFlix Video Clips	Teacher-made Games and Resources	Online Public Access Catalog (Basic/Text)
Unitedstreaming Video Clips		

**Adopted:** 5/16/2016

**Revised:**

1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Key Ideas and Details – Main Idea	CC.1.2.4.A - Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Key Ideas and Details – Text Analysis	CC.1.2.4.B - Refer to details and examples in text to support what the text says explicitly and make inferences.
Craft and Structure – Point of View	CC.1.2.4.C - Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
Craft and Structure – Text Structure	CC.1.2.4.D - Compare and contrast an event or topic told from two different points of view.  CC.1.2.4.E - Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
Integration of Knowledge and Ideas – Diverse Media	CC.1.2.4.G - Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.
Integration of Knowledge and Ideas – Evaluating Arguments	CC.1.2.4.H - Explain how an author uses reasons and evidence to support particular points in a text.
Integration of Knowledge and Ideas – Analysis Across Texts	CC.1.2.4.I - Integrate information from two texts on the same topic to demonstrate understanding of that topic.

1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Key Ideas and Details – Theme	CC.1.3.4.A - Determine a theme of a text from details in the text; summarize the text.
Key Ideas and Details – Text Analysis	CC.1.3.4.B - Cite relevant details from text to support what the text says explicitly and make inferences.
Key Ideas and Details – Literary Elements	CC.1.3.4.C - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
Craft and Structure – Point of View	CC.1.3.4.D - Compare and contrast an event or topic told from two different points of view.
Integration of Knowledge and Ideas – Text Analysis	CC.1.3.4.H - Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.

<b>1.4 Writing</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Conducting Research  Credibility, Reliability, and Validity of Sources	CC.1.4.4.V - Conduct short research projects that build knowledge through investigation of different aspects of a topic.  CC.1.4.4.W - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Comprehension and Collaboration / Collaborative Discussion	CC.1.5.4.A - Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
Comprehension and Collaboration / Critical Listening	CC.1.5.4.B - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Comprehension and Collaboration / Evaluating Information	CC.1.5.4.C - Identify the reasons and evidence a speaker provides to support particular points.
Presentation of Knowledge and Ideas / Purpose, Audience, and Task	CC.1.5.4.D - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
Integration of Knowledge and Ideas / Multimedia	CC.1.5.4.F - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**5.2 Rights and Responsibilities of Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**CONTENT/KEY CONCEPTS**

**OBJECTIVES/STANDARDS**

Civil Rights and Responsibilities

5.2.4.A - Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.

ISTE* 5 Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Safety	ISTE 5.A - Advocate and practice safe, legal, and responsible use of information and technology.
Collaboration / Productivity	ISTE 5.B - Exhibit a positive attitude toward using technology that supports collaboration learning, and productivity.
*International Society for Technology in Education	

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CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Civil Rights and Responsibilities	5.2.4.A - Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.