

Third Grade Library Curriculum

Big Idea: 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 do you use the parts of a book?
- How do you select and locate materials of interest?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	ELA Standards 1._._ (Band)	Frequency
Determining Author's Point of View (Perspective)	K-5	Identify author's purpose.	CC.1.2.D (3-5)	3x
Identifying Text Features	3	Use text features and search tools to locate and interpret information in print and digital sources.	CC.1.2.E (Pre3-5)	5x
Evaluating Diverse Media	3-5	Locate information from various print and digital sources to answer questions or solve problems.	CC.1.2.G (Pre3-5)	5x
Selecting Literary Fiction	3-5	Independently select literary fiction in a variety of genres.	CC.1.3.K (3-5)	32x
	3-5	Identify major book awards and how they can influence book selection.	CC.1.3.K (3-5)	3x

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

Essential Question:

- How do readers know what to believe in what they read, hear, and view?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	ELA Standards 1._._ (Band)	Frequency
Evaluating Sources	3-5	Discuss criteria for evaluating a website: credibility, relevance, bias, accuracy, and currency.	BCIT Standard 15.4.L (3-5)	1x
Research Process: Developing Research Topic and Question(s)	3-5	As part of a grade-level-appropriate research process: • Choose aspects of topic to research • With guidance, develop questions to be answered about topic.	CC.1.4.V (3-5)	2x
	3-5	Draw evidence from text to answer an information need using grade-level-appropriate note-taking skills.	CC.1.4.S CC.1.4.W (3-5) BCIT Standard 15.3.I (3-5)	4x

Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Essential Questions:

- What do good listeners do?
- How do active listeners make meaning?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	ELA Standards 1._._ (Band)	Frequency
Identifying Main Ideas	3	Identify main ideas and supporting details of text read aloud or presented orally or in other media formats.	CC.1.5.B (3-5)	4x

Big Idea: Effective speakers prepare and communicate messages to address the audience and purpose.

Essential Questions:

- How do task, purpose, and audience influence how speakers craft and deliver a message?
- How do speakers employ language and utilize resources to effectively communicate a message?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	ELA Standards 1._._ (Band)	Frequency
Preparing Multimedia Presentations	3-5	Add multimedia components and visual displays to presentations to enhance development of main ideas or themes. Examples would be: • Add audio recordings or visual displays to presentations to emphasize or enhance facts or details • Record stories or poems aloud to demonstrate reading fluency • Record stories or poems in an engaging manner	CC.1.5.F (3-5)	6x

Big Idea: 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?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	ELA Standards 1._._ (Band)	Frequency
Drawing Evidence from Text	3-5	Identify wide range of texts that tell a story to make a point, express personal opinion or provide enjoyable experience as examples of grade-level-appropriate literary texts. Identify reference sources and information texts that are appropriate to grade level.	CC.1.4.S (3-5)	4x
Research Process: Effective Inquiry	3-5	Conduct short research projects.	CC.1.4.V (3-5)	6x
	3-5	Independently use library online catalog to locate nonfiction and informational texts.	CC.1.2.L (3-5)	25x
Research Process: Evaluating Sources	3-5	Use literacy strategies to determine readability of source (e.g., five-finger rule for vocabulary). Make conclusions about information in sources.	CC.1.4.W (3-5)	6x
Research Process: Note-taking Strategies and Presenting Research Findings	3	As part of grade-level-appropriate research process: • Recall information from past experiences. • Gather information from sources, including both print and digital. • Use information to answer questions. • Write answer(s) to question(s) in note-taking format. • Organize information by sorting it into provided categories.	CC.1.4.W (3-5) BCIT Standards: 15.3.E 15.3.I (3-5)	6x

Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Essential Questions:

- How does my final product affect my writing?
- Who is the audience? What will work best for me?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	ELA Standards 1._._ (Band)	Frequency
Producing and Publishing with Technology	2-5	With some guidance and support, use technology and keyboard skills to produce and publish.	CC.1.4.U (3-5)	4x

Big Idea: 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?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	BCIT Standards 15._._ (Band)	Frequency
Demonstrating Technology Safety	3-5	Explain the importance of safe, legal, and responsible use of technology. • Cyberbullying • Predator Safety • Identity Theft • Private Information	15.3.T (PreK-2)	6x
Behaving as a Digital Citizen	3-5	Identify and practice ethical and safe online behavior. Identify potential consequences of unethical, unsafe, and inappropriate online behavior.	15.4.B (PreK-2)	6x
Using Digital Media	3-5	Select and utilize an appropriate digital media to enhance a content-specific product. Use digital media legally and ethically, practicing Educational Fair Use and applying copyright law.	15.4.K (3-5)	3x