PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Library & Information Literacy

Curriculum Writing Committee:

Heather Haupt

Grade Level: 4

Date of Board Approval: _____

Course Weighting: Course Name

Gradebook Category - should reflect PLC agreed upon gradebook categories	% or points

Curriculum Map

Overview: 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.

Our school libraries create inviting, dynamic, 21st century learning environments and services that support information literacy and life-long learning. Students should experience the power and variety of collective resources to become critical thinkers, enthusiastic readers, skillful researchers and ethical users and creators of ideas and information. Our goal is to provide instruction in competent information usage while promoting an interest in and understanding of various resources, ethical usage of ideas and information literacy skills.

Goals:

Marking Period 1 (9 class periods)

1. **Marking Period One -Overview with time range in days:**

Demonstrating Technology Etiquette and Safety – 1 day
Behaving as a Digital Citizen – 1 day
Evaluating Diverse Media – 1 day
Selecting Informational Texts and Literary Non-Fiction – 1 day
Selecting Literary Fiction – 5 days

Marking Period One –Goals:
Understanding of:
Proper technology etiquette
Importance of safe, legal and responsible use of technology
Ethical and safe online behavior

Consequences of unethical, unsafe and inappropriate behavior
Various sources contribute to understand text
Selecting literary non-fiction and informational texts
Various print and digital reference sources
Selecting literary fiction in a variety of genres
Creating meaning from literary fiction
Literary fiction to gain meaning, by questions, reflecting, responding and evaluating

- Exploring the Newbery Award (history/notable award winners and/or authors) - 2 days
    - Drawing evidence from literature and nonfiction
    - Applying strategies to create meaning from literary fiction
- Exploring Biographies - 2 days
    - Constructing questions for research and inquiry
    - Drawing evidence from literature and nonfiction
- Website Evaluation - 2 days
    - Using information in research and inquiry processes
    - Evaluating information sources
- Digital Curation - 3 days
    - Selecting information for use in research and inquiry processes
    - Using and synthesizing information

Marking Period 2 (9 class periods)

2. **Marking Period Two -Overview with time range in days:**
   Evaluating Sources – 2 days
   Research Process – 2 days
   Producing and Publishing with Technology/Preparing Multimedia Presentations – 5 days

   Marking Period Two - Goals:
   Understanding of:
   - Website evaluation
   - Choosing a topic to research and questions to be answered
   - Note taking skills
   - Conducting research projects
   - Readability of a source
   - Grade-level-appropriate research process
   - Producing and publishing a one page written or multimedia product
   - Visual display to enhance main ideas or themes
   - Online Safety/Digital Citizenship - 4 days
       - Rights and responsibilities as a creator
       - Digital footprint and responsible communication
       - Combating negative online behavior
       - Online security and passwords

- Coding - 3 days
    - Apply knowledge to create and share original, interactive programs, reinforcing responsible authorship
- Keyboarding - 2 days
    - Use technology and keyboarding

Big Ideas:

UNIT: Responsible Citizen Behaviors
Learners Inquire & Curate

Big Idea # 1: Responsible citizens use information ethically and productively in a global society.
Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.

Big Idea # 2: Learners make meaning for themselves and others by collecting, organizing and sharing resources of personal relevance.

Essential Questions:
• How do responsible citizens use information ethically?
• How do responsible citizens use information productively in a global society?
• How can students be producers of technology, not merely consumers?

- How do learners display curiosity and initiative?
- How do learners engage with and create meaning from information and text?
- How do learners participate in an inquiry-based process?
- How do learners act on an information need?
- How do learners gather information appropriate to the task?
- How do learners determine an author's purpose?
- How do learners systematically question and assess the authority, bias, accuracy, relevancy and currency of information?
- How do learners select and organize information for a variety of audiences?

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

• Introductory computing practice and programming
    - Constructing questions for research and inquiry
    - Using information in research and inquiry processes
    - Drawing evidence from literature and nonfiction
    - Applying strategies to create meaning in literary fiction
    - Summarizing main ideas and details
    - Integrating diverse media
    - Using sources of information
    - Locating nonfiction and informational texts
    - Evaluating information sources
    - Selecting information for use in research and inquiry processes
    - Using and synthesizing information

Competencies:
• Apply proper etiquette when using technology.
• Explain the importance of safe, legal and responsible use of technology.
• Identify and practice ethical and safe online behavior.
• Identify potential consequences of unethical, unsafe and inappropriate behavior.
• Computational thinking and logic
    - Choose aspects of a topic to investigate.
    - Develop questions to be answered about a topic for short research projects.
    - Draw supporting evidence from literature or nonfiction to make a point, express a personal opinion, or meet an information need.
    - Apply strategies to create meaning from literary fiction by questioning, reflecting, responding and evaluating.
    - Paraphrase part of text read aloud or presented orally or in other media formats.
    - Use various print and digital reference sources independently.
    - Discuss and apply criteria for evaluating a resource: authority, bias, accuracy, relevancy, readability and currency of information.
    - Locate information from sources, including both print and digital, to answer a question or solve a problem.
    - Organize answers to questions by sorting information into provided categories.
    - Use grade-level appropriate note-taking skills, including paraphrasing and/or summarizing.

UNIT: Effective Readers
Learners Engage

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

Learners demonstrate safe, legal and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

Essential Questions:

- How do strategic readers create meaning from informational and literary text?
- What is this 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?
- How do learners follow ethical, responsible, safe and legal guidelines for gathering, creating and sharing information, technology and media?
- How do learners use valid information and reasoned conclusions to make ethical decisions in creating new knowledge?
- How do learners personalize their use of information and information technologies?
- How do learners engage with information to extend their personal learning?

Concepts:

- Evaluating diverse media
- Selecting informational text and literary non-fiction
- Selecting literary fiction
- Attributing information sources
- Creating multimedia to demonstrate learning
- Developing digital skills
- Demonstrating etiquette in using technology
- Applying principles of intellectual property
- Using information and technology safely and responsibly

Competencies:

- Explain how information from various sources contributes to understanding text.
- Independently, locate and select literary non-fiction and informational texts on grade level.
- Independently, use various print and digital reference sources.
- Independently, select grade-level-appropriate literary fiction in a variety of genres.
- Apply strategies to create meaning from literary fiction.
- Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding and evaluating.
- Identify bibliographic information to create a list of sources used.
- Select and utilize multimedia to create digital media appropriate to audience.
- Use technology and keyboarding skills to produce and publish a product, with guidance and support.
- Apply proper etiquette when using technology.

- Apply intellectual property principles.
- Explain the importance of safe, legal and responsible use of technology.

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.
- Identify facts and details that support 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:

- Conduct short research projects.
- Use literacy strategies to determine readability of source
- Make conclusions about information in sources.
- As part of a grade-level-appropriate research process:
    - Recall information from past experiences.
    - Gather information from sources, including both print and digital to answer research questions.
    - Record and organize answer (s) to question(s) in note-taking format by sorting information into provided categories.
    - Paraphrase information found, so that it is not copied exactly from the source.

- Summarize information from notes into the final project.
- Identify bibliographic information.
- Create a list of sources used.

Big Idea # 3: 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?

Concepts:

- Preparing multimedia presentations

Competencies:

- Add multimedia components and visual displays to presentations to clarify claims and research findings and point out important points in information.

Big Idea # 4: Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.

Essential Questions:

- What makes clear and effective writing?
- Why do writers write? What is the purpose?
- Who is the audience? What will work best for the audience?

Concepts:

- Producing and publishing with technology

Competencies:

- With some guidance and support, use technology and keyboard skills to produce and publish one-page written products and to interact and collaborate with others.

Textbook and Supplemental Resources:

- **Supplemental Resources:**

Unit: Learners Inquire & Curate - Access to library collection (Newbery Award winners and Newbery Honor books, biographies); ALA Newbery Medal Home Page - https://www.ala.org/alsc/awardsgrants/bookmedia/newbery ; website evaluation tools and video - Evaluating Websites (for Elementary students); digital curation tools (Wakelet, Padlet, Google Slides, etc.)

Unit: Learners Engage - Common Sense - A Creator's Rights and Responsibilities: https://www.commonsense.org/education/digital-citizenship/lesson/a-creators-rights-and-responsibilities

Google's Interland Online Safety Resources: https://beinternetawesome.withgoogle.com/en_in/Educators

Code.org - Course D: https://studio.code.org/courses/coursed-2025/units/1

Typing Club: https://www.typingclub.com/

Curriculum Plan

Unit 1: Responsible Citizen Behaviors **Time Range in Days: 3 9 class periods**
Learners Inquire & Curate

- **Standards:**
  PA Academic Standards for Science and Technology and Engineering Education
  PA Business, Computer and Information Technology Standards
  CSTA K-12 Computer Science Standards (2017)
  PA Academic Standards - English Language Arts/Career Education & Work
  AASL Standards for Learners
  ISTE Standards for Students

  Standards Addressed:
  3.4.4.B1
  15.3.5.T
  15.4.5.B
  - Standards Addressed:
    PA CC ELA -
    1.4.4.V- Conduct short research projects that build knowledge through investigation of different aspects of a topic.
    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.
    1.4.4.S- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
    1.4.4.I- Provide reasons that are supported by facts and details.
    1.3.4.K-Read and comprehend literary fiction on grade-level, reading independently and proficiently.
    1.5.4.B- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
    1.5.4.F- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
    1.2.4.L- Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
    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.

    CEW -
    13.1.3.F - Explore how people prepare for careers.
    13.2.3.B - Discuss resources available in researching job opportunities, such as, but not limited to the internet, magazines and newspapers.

AASL -
I.A.2 - Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
I.B.2 - Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps.
I.A.1 - Learners display curiosity and initiative by formulating questions about a personal interest or curricular topic.
I.B.1 - Learners engage with new knowledge by following a process that includes using evidence to investigate questions.
IV.B.3 - Learners gather information appropriate to the task by systematically questioning and assessing the validity and accuracy of information.
I.C.1 - Learners adapt, communicate and exchange learning products with others in a cycle that includes interacting with content presented by others.
I.B.3 - Learners engage with new knowledge by following a process that includes generating products that illustrate learning.
VI.C.2 - Learners responsibly, ethically and legally share new information with a global community by disseminating new knowledge through means appropriate for the intended audience.
VI.D.1 -Learners engage with information to extend personal learning by personalizing their use of information and information technologies.
IV.B.3 - Learners gather information appropriate to the task by organizing information by priority, topic or other systematic scheme.

ISTE -
2c Students safeguard their well-being by being intentional about what they do online and how much time they spend online.
3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits
3b Students evaluate the accuracy, validity, bias, origin, and relevance of digital content.
3d Students build knowledge by exploring real-world issues and gain experience in applying their learning in authentic settings.
6a Students choose appropriate digital platforms and tools to meet communication and creation goals.
6b Students create original works or responsibly repurpose or remix digital resources into new creations.
6d Students publish or present content that customizes the message and medium for their intended audience.

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

Focus Question(s):

1. What information is considered private and should be protected?
2. What is cyber bullying?
3. How should a student respond to an online threat/danger?
4. How can students use coding/programming skills to produce new computer programs?

Goals:
1. Demonstrate technology etiquette and safety.
2. Behave responsibly as a digital citizen.
3. To complete basic programming activities using Hour of Code.

Objectives:
1. Students will be able to recognize the law regarding the use of information found on the internet. (DOK 1)
2. Students will be able to differentiate right from wrong behaviors online. (DOK 3)
3. Students will be able to connect with prior experiences of online behavior. (DOK 4)
4. Students will be able to relate lesson skills to everyday life. (DOK 2)
5. Students will design or create a solution to a programming problem/challenge. (DOK 4)
    1. Students will compare current Newbery winners/authors to older Newbery winners/authors. (DOK 2 and DOK 3)
    2. Students will be able to identify key features of the Newbery Award. (DOK 1)
    3. Students will be able to identify key features of a biography. (DOK 1)
    4. Students will evaluate the reliability of the sources used in their research. (DOK 3)
    5. Students will find a select relevant digital information on a chosen topic. (DOK 2)
    6. Students will curate digital content using online tools to create a shared collection. (DOK 3)

Core Activities and Corresponding Instructional Methods:
1. Librarian will lead discussion of risks regarding internet safety.
2. Direct instruction on internet safety (video resources and online lesson plans)
3. Discussion of personal social media experiences.
4. Examine school district policy on cyber bullying.
5. Completion of Hour of Code activities.
    1. Direct instruction on the Newbery Award and its history. Promote the award by sharing selected titles with class.
    2. Direct instruction on the biography genre. Read aloud/share examples of well-written biographies.
    3. Direct instruction on evaluation and the use of different print and non-print reference sources. Discuss criteria that deem a source or website reliable/authentic.
    4. Digital Curation Project: Students will choose a topic connected to their curriculum (Science or Social Studies) or an area of personal interest (perhaps a famous person). Working in small groups, they will curate a digital collection of resources - videos, images, articles and websites - to teach classmates about their topic. Students will evaluate sources using a student-friendly checklist, then publish their final curated collection using a digital tool (Wakelet, Padlet, Google Slides, etc.)

Assessments:

Diagnostic: Discussion of internet use and social media experiences.
Discussion and questioning during presentation; discussion of internet use and previous website evaluation strategies; discussion of students' use of reference sites/tools

Formative: Student responses to oral and written questions.
Teacher observation of small group work, exit slips, think-pair-share, polls

Summative: Observation of students applying internet safety rules.
Teacher made rubric for final digital products; observation of students selecting Newbery winners and/or biographies

Extensions: Students will research legal ramifications of cyberbullying. School resource officer or principal led discussion of school disciplinary actions cyberbullying.

1. Have students award a mock "Newbery Award" to a book of their choice and defend their reasons for choosing it. Students can also "book talk" their choice and create a video book trailer for it.
2. Create a class digital museum using student collections.
3. Students can create a virtual travel brochure for a specific destination, including photos, facts and maps.
4. Have students evaluate each other's collections using a simplified rubric.

Correctives: Peer question and answer discussion for clarification.
Modification of content, peer assistance, share examples of previous students' work to guide students

Materials and Resources: computers, cyber bullying lesson, CyberSmart lesson plan and activity sheets, Common Sense online lesson plans and activities, Google's Interland activities

www.cybersmartcurriculum.org/safetysecurity/lessons/4-5/private_information/

www.ikeepsafe.org

https://www.commonsense.org/education/digital-citizenship/curriculum?grades=4

https://beinternetawesome.withgoogle.com/en_us/interland

Interland curriculum (pdf): https://storage.googleapis.com/gweb-interland.app

Hour of Code: https://hourofcode.com/us

Curriculum Plan

Unit: Effective Readers Learners Engage **Time Range in Days:** 7 9 days

Standard(s):
PA Common Core Standards for English Language Arts
PA Academic Standards - English Language Arts/Career Education & Work
AASL Standards for Learners
ISTE Standards for Students

Standards Addressed:
CC.1.2.4.L, CC.1.2.4.G, CC.1.3.4.K
PA CC ELA -
1.4.4.W - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information in notes and finished work, and provide a list of sources.
1.4.4.U - With some guidance and support, use technology, including the Internet, to produce and publish writing as well to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CEW -
13.2.5.B Identify and review resources available in researching job opportunities, such as, but not limited to the internet, magazines and newspapers.

AASL -
VI.A.2 - Understanding the ethical use of information, technology and media.
VI.B.2 - Acknowledging authorship and demonstrating respect for the intellectual property of others.
I.B.3 - Generating products that illustrate learning.
I.C.4 - Sharing products with an authentic audience.
VI.A.1 - Responsibly applying information, technology and media to learning.
VI.C.2 - Disseminating new knowledge through means appropriate for the intended audience.
VI.D.3 - Inspiring others to engage in safe, responsible, ethical and legal information behaviors.

ISTE -

2c Students safeguard their well-being by being intentional about what they do online and how much time they spend online.
6a Students choose appropriate digital platforms and tools to meet communication and creation goals.
6b Students create original works or responsibly repurpose or remix digital resources into new creations.
6d Students publish or present content that customizes the message and medium for their intended audience.
7b Use collaborative technologies to work with others to explore ideas, solve problems, and achieve goals, broadening perspectives and enriching learning through effective teamwork.

Anchor(s):
E04.A-K.1.1

Overview: Effective readers use a variety of strategies to construct meaning of various literary texts.

Focus Question(s):

1. What is the Newbery Award? What are some notable Newbery titles/authors?
2. What are biographies? Why are they important?

Goals: Students will have an understanding of the Newbery Award and the books/authors that have achieved this honor. They will also understand what constitutes the purpose and the information available in a biography.

Objectives:

1. Students will be able to compare current Newbery winners and older Newbery winners. (DOK 2 and DOK 3)
2. Students will be able to identify key features that constitute a Newbery Award. (DOK 1)
3. Students will be able to identify key features of a biography. (DOK 1)
4. Students will be able to create a script based on one scene or chapter in a Newbery book. (DOK 4)
5. Students will be able to create a short biography of a person of their choice. (DOK 4)
6. Students will be able to show an appreciation of literature through the reader's theatre. (DOK 2)

1. Students will define “copyright” and explain how it applies to creative work. (DOK 2)
2. Students will describe their rights and responsibilities as creators. (DOK 1)
3. Students will apply copyright principles to real-life scenarios. (DOK 4)
4. Students will analyze how to see privacy concerns from different perspectives. (DOK 4)
5. Students will understand how different scenarios call for different levels of privacy. (DOK 2)
6. Students will define what being positive means and looks like online. (DOK 2)
7. Students will learn to identify online situations in which a trusted adult should be consulted. (DOK 2)
8. Students will practice how to create strong passwords and explain why they matter. (DOK 1)

9. Students will complete projects/puzzles within the activities in Code.org to strengthen foundational concepts, including sequencing, events, loops and conditionals. (DOK 3)
10. Students will strengthen their keyboarding skills in order to meet current ELA standards

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on Newbery Award. Discuss who the award was named after (John Newbery). Promote the award by sharing selected titles with class.
2. Librarian will promote the Newbery Award and the books that have won this award by sharing the annual Newbery poster of current and previous winners.
3. Direct instruction on the biography genre. Librarian will read and present examples of good biographies. Librarian will present a short biographical sketch.
4. Librarian will introduce reader's theatre through various websites. Librarian will then introduce related works of literature. Guide students through participation in reader's theatre.

1. Librarian will utilize/present digital citizenship/online safety lessons from Common Sense Education - "A Creator's Rights and Responsibilities" and Google's Interland site - "Share with Care", "It's Cool to be Kind" & "Secure Your Secrets". Direct instruction will utilize videos, whole-group/small-group activities, games and follow-up activities to deepen understanding of key concepts.

2. Librarian will introduce students to key concepts in Code.org's Course D - and assist students/guide them through completion of activities, including sequencing, events, loops and conditionals.

3. Librarian will introduce keyboard site(s) such as Typing Club - and assist students/guide them through completion of activities.

Assessments:

Diagnostic: discussion and question during lecture and presentation, question students about definition and elements of a biography, group discussion of selected work and students' prior knowledge of reader's theatre

Discussion of students' online habits, including using others' intellectual property, experiences in sharing personal information online, cyberbullying and personal passwords. Typing pre-test to assess current levels/wpm.

Formative: teacher observation in small groups, student participation during reader's theatre

Exit slips, Interland games, whole-group discussion

Summative: student made posters, written reports; observation of students reading and responding to literature;

Digital citizenship "quiz"; completion of coding and typing lessons/activities

Extensions:

1. Have students award a Newbery Award to a book of their choice. Create a simple poster illustrating their chosen book and share with class/small groups. Students can also "book talk" a selected Award winner with a small group or create a video book trailer for it.
2. Have students dress as their chosen person and present their biography.
3. Have students create a "report card" for a selected notable personality and justify the grades awarded (ex. : Roberto Clemente – A+ for generosity)
4. Students can choose their favorite book and create their own reader's theatre script based on one scene or chapter.

Students can act out responses to various online scenarios; continued work on coding/typing lessons outside of library class

Correctives:

1. Allow students to debate and present evidence on why their book should win the award.
2. Allow students to work in small groups to write a biography of a chosen person.
3. Give students a reader's theatre script ahead of time to preview before reading orally in class.

Modification of content; peer assistance; partner work in coding activities

Materials and Resources: Newberry Award winning titles, Newbery Poster, SmartBoard, www.ala.org, paper and crayons for poster, biographies, computers, Reader's Theatre website list, related works of literature

Education World's Teaching Biographies lesson plan:
https://www.educationworld.com/a_lesson/lesson/lesson185.shtml

ALA Newbery Medal Home Page:
http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberymedal

Curriculum Plan

Unit: **Research Process** **Time Range in Days:** **9 days**

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

Standards Addressed:
CC.1.4.4.S, CC.1.4.4.V, CC.1.4.4.W
15.4.5.G, 15.4.5.K

Anchor(s):
E04.A-K.1.1, E04.A-k.1.1.2, E04.A-K.1.1.3, E04.A-C.2.1, E04.B-K.1.1.2, E04.C.1.1, E04.C.1.1.2, E04.E.1.1

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 an online resource effective?

Goals: To correctly use research skills and the research process to formulate a written (typed) or multimedia book 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 show research skills. (DOK 1 and DOK 2)
4. Students will be able to create a written (typed) or multimedia book report. (DOK 4)
5. Students will be able to use presentation software such as Google Slides. (DOK 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction of website evaluation criteria. Librarian will discuss the criteria that make a website credible:
    a. authority/expertise of author or sponsor
    b. currency (age of information presented on the site) and updates
    c. purpose (to inform, persuade, entertain, sell a product, or other)
    d. accuracy
    e. spelling and grammar
2. Students will be given a specific site to evaluate independently using an evaluation checklist or worksheet as a guide.
3. Direct instruction of resources available to students in the library and online. Introduce students to www.kidsreads.com , www.bethanyroberts.com/childrensbookauthors.htm and Power Library (Kids Info Bits) for author research.
4. Direct instruction on note taking and outlining information for research.
5. Direct instruction on Presentation Tool program. Demonstrate the presentation software, tools, and techniques.
6. Students create a Presentation Tool book report. Book report must include:
    a. Title
    b. Author's name
    c. Genre
    d. Setting
    e. Main characters
    f. Problem/solution
    g. Opinion of novel
    h. Author biography (completed by research)

Assessments:

Diagnostic: Group discussion of high quality websites and their characteristics, student questioning during software demonstration

Formative: Teacher observation, conference during independent website evaluation

Summative: Completed website checklist, completed Presentation tool book reports

Extensions:

1. Students will write an argumentative paragraph to convince the reader that a selected website is either valuable or not.
2. Include a slide on the book report with interviews from peers who have read this novel.

Correctives:

1. Students can work with a partner while evaluating a site to facilitate discussion and critical analysis of the site.
2. Plan book reports on paper using graphic organizers
3. For lower level students, have them work together on a class novel or a short story from a classroom anthology book to create the book report.

Materials and Resources: SmartBoard, computers, Google Slides program, www.kidsreads.com, suggested website list, website evaluation checklist/worksheet