PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Library & Information Literacy

Curriculum Writing Committee:

Heather Haupt

Grade Level: 3

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:**
    - Identifying Text Features – 2 days
    - Selecting Informational Texts and Literary Non-Fiction – 4 days
    - Selecting Literary Fiction – 3 days
    - Library organization/review (Fiction/Nonfiction, Call Numbers) - 2 days
        - Drawing evidence from literature and nonfiction
        - Selecting and reading literary fiction, nonfiction and informational texts
    - Library catalog features (Destiny), including Destiny Discover and Webpath Express - 3 days
        - Constructing questions for research and inquiry
        - Personalizing lifelong learning

- Fiction Genres - 2 days
    - Applying strategies to create meaning from literary fiction
    - Selecting and reading literary fiction, nonfiction and informational texts
- Internet Use/Search Engines/Basic Research - 2 days
    - Constructing questions for research and inquiry
    - Using information in research and inquiry processes
    - Summarizing main idea and details
    - Personalizing lifelong learning

Marking Period 2 (9 class periods)

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

- Online Safety/Digital Citizenship - 3 days
    - Responding to online dangers
    - Rings of responsibility
    - The power of words
- Coding - 3 days
    - Apply knowledge to create and share original, interactive programs, reinforcing responsible authorship
- Keyboarding - 3 days
    - Using technology and keyboarding

Big Ideas:

UNIT: Effective Readers
Learners Inquire & Explore

Big Idea # 1: Effective readers use appropriate strategies to construct meaning.
Learners build new knowledge by inquiring, reading, thinking critically, identifying problems and developing strategies for solving problems.

Big Idea # 2: Learners read, discover and innovate with a growth mindset developed through experience and reflection.

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?**
- **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 develop and satisfy personal curiosity?**
- **How do learners read widely and deeply in multiple formats and create for a variety of purposes?**
- **How do learners persevere to solve problems through inquiry, implementation and reflection?**
- **How do learners organize and synthesize information from various sources?**

Concepts:

- **Identifying text features**
- **Selecting informational text and literary non-fiction**
- **Selecting literary fiction**
- **Constructing questions for research and inquiry**
- **Using information in research and inquiry processes**
- **Drawing evidence from literature and nonfiction**
- **Identifying and using text features**
- **Apply strategies to create meaning from literary fiction by questioning, reflecting, responding and evaluating**
- **Summarizing main idea and details**
- **Selecting and reading literary fiction, nonfiction and informational texts**
- **Using and presenting information in different media formats**

- **Personalizing lifelong learning**

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 of 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.**
- **Choose aspects of a topic to investigate.**
- **Develop questions to be answered about a topic for short research projects.**
- **Use information to answer questions.**
- **Draw supporting evidence from literature or nonfiction to make a point, express a personal opinion or meet an information need.**
- **Use text features and search tools to locate and interpret information in print and digital sources.**
- **Apply strategies to create meaning from literary fiction by questioning, reflecting, responding and evaluating.**
- **Identify main ideas and supporting details of text read aloud or presented orally or in other media formats.**
- **Select and read grade-level appropriate literary fiction in a variety of genres and formats with support.**
- **Select and read literary nonfiction and informational texts on grade level with support.**
- **Use information from text to demonstrate understanding.**
- **Define and describe the importance of lifelong learning.**

UNIT: Responsible Citizen Behaviors
Learners Engage

Big Idea # 1: Responsible citizens use information ethically and productively in a global society. Learners demonstrate safe, legal and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

Essential Questions:

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

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

- 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.
- Select and utilize multimedia to create digital media appropriate to the 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.
- Support opinion with detailed reasons.
- As part of the grade-level-appropriate research process, choose aspects of the topic to research.
- As part of the grade-level-appropriate research process, with guidance, develop questions to be answered about the 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 a 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.

Textbook and Supplemental Resources:

- **Supplemental Resources:**

  Unit: Learners Inquire & Explore - Access to library collection (fiction/nonfiction titles, examples of major fiction genres, etc.); access to kid-friendly search engines (WebPath Express, Kiddle, etc.); Kahoots; website evaluation checklist - https://litinfocus.com/free-website-evaluation-checklist-for-elementary-and-middle-school-students/

  Unit: Learners Engage - Common Sense - Rings of Responsibility: https://www.commonsense.org/education/digital-citizenship/lesson/your-rings-of-responsibility

  Common Sense - The Power of Words: https://www.commonsense.org/education/digital-citizenship/lesson/the-power-of-words

  NetSmartz Kids - Router's Birthday Surprise: https://www.netsmartzkids.org/videos/

  Code.org - Course C: https://studio.code.org/courses/coursec-2025/units/1

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

Curriculum Plan

Unit: Effective Readers **Time Range in Days: 9 class periods**
Learners Inquire & Explore

- **Standards:**
  PA Common Core Standards for ELA
  CC1.2.3.E, CC1.2.3.L, CC1.3.3.K
  PA Academic Standards - English Language Arts/Career Education & Work
  AASL Standards for Learners
  ISTE Standards for Students

  - Standards Addressed:
    Standards Addressed:
    PA CC ELA-
    1.4.3.V - Conduct short research projects that build knowledge about a topic.
    1.4.3.W - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
    1.4.3.I - Support an opinion with reasons.
    1.4.3.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts
    1.2.3.E - Use text features and search tools to locate and interpret information.
    1.2.3.G - Use information gained from text features to demonstrate understanding of a text.
    1.3.3.K - Read and comprehend literary fiction on grade-level, reading independently and proficiently.
    1.5.3.B - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
    1.3.3.K - Read and comprehend literary fiction on grade-level, reading independently and proficiently.
    1.2.3.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

    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.3 - Learners engage with new knowledge by following a process that includes generating products that illustrate learning.
IV. B.3 - Learners gather information appropriate to the task by organizing information by priority, topic or other systematic scheme.
I.B.1 - Learners engage with new knowledge by following a process that includes using evidence to investigate questions.
I.C.1 - Learners adapt, communicate and exchange learning products with others in a cycle that includes interacting with content presented by others.
I.D.3 - Learners participate in an ongoing inquiry-based process by enacting new understanding through real-world connections.
V.A.1 - Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

ISTE -
1a Students take an active role in setting their own learning goals, developing strategies to achieve them and reflecting on the process.
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.

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 Destiny Discover 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)
5. Students will be able to use and demonstrate research skills using student-friendly search engines. (DOK 2)
6. Students will be able to create a short (one paragraph) written report on a topic of his/her choice, using digital resources. (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Librarian will identify criteria of fiction and nonfiction books to the 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 differences of fiction and nonfiction.
2. Direct instruction on location of materials (fiction, nonfiction, reference, etc.) in the 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 Destiny Discover.
5. Using Destiny, students will search for books by genre.
6. Direct instruction on fiction genres and the characteristics of each (realistic fiction, fantasy, historical fiction, science fiction and mystery). Librarian will share examples of each.
7. Direct instruction on finding credible online sources and how to evaluate them:
    a. What is the name of the site? Who is the author or sponsor? Are they an expert?
    b. How does the site 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/images authentic?
    f. Why was the site created? (author's purpose) Could it be a hoax?
    g. Are the clues about the origin/purpose in the URL? Is it .com? .edu? .gov? etc.

8. Direct instruction on proper use of a search engine. Discuss the benefit of specific search engines such as WebPath Express, Kiddle, Google, etc.

9. Librarian will assist students in using search engines to complete short, focused research activities, such as an online scavenger hunt or paragraph on a selected topic.

Assessments:

Diagnostic: Teacher assessment of students' prior knowledge of fiction and nonfiction, students make predictions on book genres when presented examples; Question students on prior use of search engines

Formative: Teacher observation of various skills, Kahoots

Summative: Venn diagram of fiction/nonfiction genres, librarian observation of student checkouts based upon use of online catalogs; students' finished products (research)

Extensions:

a. Students will explain why examples are fiction or nonfiction.
b. Students will search for higher level books for their reading program (Accelerated Reader) to further their classroom requirements.
c. Create a list of different authors and the genres they write in.
d. Students will use an evaluation checklist to guide them as they independently evaluate a selected website.
e. Students can create basic citations as they conduct their research.

Correctives:

a. In groups, students will discuss why selected titles are fiction or nonfiction.
b. With a partner or teacher assistance, students will search for and locate a book.
c. Student assistance of identifying different genres for titles.
d. Modification of content and/or peer assistance.

Curriculum Plan

Unit: **Responsible Citizen Behaviors** **Time Range in Days:** **2** **9 class periods**
Learners Engage

Standard(s):
PA Academic Standards for Science and Technology and Engineering Education
PA Business, Computer and Information Technology Standards
PA Academic Standards - English Language Arts
AASL Standards for Learners
ISTE Standards for Students

Standards Addressed:
3.4.3.B1
15.3.5M
15.4.5.B
PA CC ELA -
1.4.3.U - With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

AASL -
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.
I.B.3 - Generating products that illustrate learning.
I.C.4 - Sharing products with an authentic audience.

ISTE -
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.
2c Students safeguard their well-being by being intentional about what they do online and how much time they spend online.

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)

1. Students will be able to recognize and respond appropriately to online threats and dangers (online predators, cyberbullies and those seeking to gain personal/private information). (DOK 2)
2. Students will identify and examine online responsibilities to others (media choices, online etiquette, giving credit, etc.) (DOK2)
3. Students will recognize ways to be an upstander and show empathy in supporting others online. (DOK 2)
4. Students will complete projects/puzzles within the activities in Code.org to strengthen foundational concepts, including sequencing, loops and events. (DOK 3)
5. Students will strengthen their keyboarding skills in order to meet current ELA standards.

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.

1. Librarian will utilize/present digital citizenship/online safety lessons from Common Sense Education - "Rings of Responsibility" and "The Power of Words" and NetSmartz Kids website - "Router's Birthday Surprise" (video - online dangers). 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 C - and assist students/guide them through completion of activities, including sequencing, loops and events.

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

Assessments:

Diagnostic: observation and questions

Discussion of students' online habits, including how they respond to online dangers, cyberbullying, etc.

Formative: question and answers during direct instruction

Exit slips, role playing scenarios, whole-group discussion

Summative: Verbal questions from librarian; NetSmartz printable handouts

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

Extensions: Worksheets on internet safety; role playing scenarios

Collaborative work on internet safety posters; continued work on coding/typing lessons outside of library class

Correctives: Work in groups to list information that is not safe. Modification of content; peer assistance; partner work in coding activities

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

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)