



Mount Pleasant Central School District
3rd Grade, Library Media
The Foundation of Exploration

Focus: Shifting from "learning to read" to "reading to learn," navigating the library independently, and understanding basic digital citizenship.

We believe students should have a rich, well-balanced technology environment to maximize their learning. Our vision is to provide students with real-world opportunities in technology. We are committed to developing creative thinkers, effective communicators, collaborators, problem solvers and students who can critically evaluate information and media.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Library Orientation	September/ Oct	-Library orientation; Students will learn that there are routines and procedures that help us use the Media Center responsibly, safely, effectively and independently. Students will practice these routines and procedures. -Review on how the library is organized into basic areas: fiction, nonfiction, biographies, picture	- Library Media Center - Library Media Specialist - Return -Renew - Shelf markers -Due Date -Overdue -Book Care	AASL Standards: NYS ELA: 3R1 (Read closely to determine what text says)	- Building upon knowledge and skills gained in previous grades students will: -Become familiar with the Library Media Center (LMC) as a central location where information and materials are collected and shared -Use and/or borrow LMC materials and technologies properly and respectfully -Become familiar with	"• Library Media Center rules are necessary to help it function more efficiently and safely. • Libraries have numerous resources and are organized in different ways. • The Media Center is an integral part of the school community and we are all responsible for taking care of it and its resources.	Performance Based: Circulation records will indicate regular checkouts and timely return of Library Media Center materials. - Successful location and retrieval of Library Media Center materials using library organization

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		books, graphic novels, etc. -Review Book Care and responsibility			the layout and organization of the LMC --Exhibit proper LMC behavior -Learn and follow LMC rules, procedures, and policies -Understand proper book care responsibility	<ul style="list-style-type: none"> Reading developmentally appropriate books allows students to become successful learners. 	
Navigating the Library &	October and	Using both fiction and non-fiction material at	Just-Right Book Comprehension	AASL Standards: V.A.1, V.D.1, IV.D.1	Learning About The Five-Finger Rule:	Reading is more enjoyable when a	Formative Assessment

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Mastering the Art of Book Selection	Throughout the year	an appropriate reading level. Finding Just Right Books using different given strategies. An online library catalog allows students to search for, locate, and retrieve materials efficiently.	Fluency Blurb Genre Online Catalog	NYS Next Generation ELA Standards: 3R1: Read closely to determine what the text says explicitly and make logical inferences. 3Rf4: Read with sufficient accuracy and fluency to support comprehension. NYS Computer Science & Digital	Students learn a physical strategy to test a book's difficulty. They open to any page, start reading, and put up one finger for every word they cannot read or don't know. The "I-PICK" Strategy: A framework to help students think intentionally about why they are choosing a book.	book matches my interests and feels comfortable to read. I am an independent reader who can use specific strategies to choose books without relying entirely on an adult. A "Just-Right" book is a balance of decoding (reading the words) and comprehending (understanding the	(Ongoing): "Five-Finger Rule" test or explain their "I-PICK" reasoning for one of their chosen books. Performance Task: The "Book Tasting" Cafe Summative Assessment: Independent Checkout Success.

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				Fluency Standards (CS&DF): 3-5.DL.1: Select and use digital tools to locate information. (Applied when students use the digital library catalog to search for topics they love).	Navigating the Shelves: Locating the 3rd-grade appropriate sections. Utilizing Book Anatomy: Learning to read the blurb on the back cover, checking the table of contents, and scanning chapter lengths to gauge interest.	story).	
Introduction to Online Catalog	November/ December	Students learn how to access Destiny	Destiny Discover Keyword	AASL Standards: I.A.1, II.A.2, IV.A.2	Students learn how to	The library catalog shows us which books	Summative Assessment:

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		Discover from their district devices and understand the user interface.	Call Number Availability Interface	<p>NYS Next Generation ELA Standards: 3W6: Conduct research projects using digital tools to gather information. 3R1: Read closely to determine what the text/screen says explicitly.</p> <p>NYS Computer Science & Digital Fluency Standards (CS&DF):</p>	<p>conduct three main searches: Title, Author, Keyword/Subject:</p> <p>Interpreting Availability: Reading the digital status icons to determine if a book is "In" or "Out"</p> <p>Cracking the Call Number Code: Learning that the "Call Number" found in the online catalog matches the physical</p>	<p>are available in the library.</p> <p>A successful digital search requires using specific clues like author, title, or topic keywords.</p> <p>Technology helps us bridge the gap between an abstract idea in our minds and a physical book on the shelf.</p>	<p>Independent Search & Checkout</p> <p>Performance Task: Search and find activities.</p>

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				2-3.DL.3: Conduct basic searches based on student-identified keywords. 3-5.DL.1: Select and use digital tools to locate information.	sticker on the spine of the book, acting as the book's library address.		
Awareness Of And Interaction With Literature	Year Long	-	- Author -Illustrator -Genre -Point-of-view -Fiction - Nonfiction		- Listen to and discuss read-aloud selections - Select a variety of literature based on interest, need, and appropriateness	The library is a structured universe of stories and information that I can navigate myself. What connections can	Self Assessment

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			<ul style="list-style-type: none">-Biography-Poetry-Just-right books-Main Idea		<ul style="list-style-type: none">- Understand that fiction and nonfiction may be used for recreational reading, class assignments, and research- Understand that all libraries provide a diverse collection of information presenting many viewpointsRecount stories, including fables and folktales form diverse cultures, and	<ul style="list-style-type: none">I make to myself, other books, or the world?Why is it good to select a "just-right" book?Why share my response to what I read?	

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					determine their central message, lesson or moral.		
Interpreting Illustrations in Stories	January-February	The Randolph Caldecott Medal recognizes the ultimate achievement in children's book illustration, and we can use professional criteria to judge art ourselves.	Illustrations Caldecott Awards Visual Literacy Mood Perspective Media/Medium	AASL Standards: VI.A.3, V.C.1, II.D.2 NYS Next Generation ELA Standards: 3R7: Explain how specific illustrations contribute to what is conveyed by the words in a text (e.g., create mood,		Illustrations are active tools that tell us more about characters, mood, and plot than words alone can. Artists make deliberate choices—using color, line, texture, and perspective—to make us feel specific	

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				emphasize aspects of a character or setting). NYS Computer Science & Digital Fluency Standards (CS&DF): 3-5.DL.1: Select and use digital tools to view, evaluate, or compare diverse forms of media.		emotions.	
Folktales Around the World	May						

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Introduction to Research & Inquiry	Second -Third Trimester	- Students will access information to address personal or curricular information needs. -Students will learn how to develop successful information seeking strategies.	- -Research - Information -Topic -Sources -Primary source - Secondary source - Databases - Copyright - Citation - Plagiarism - Summarizing	AASL Standards:	- Define the need for personal or curricular information. - Form questions based on identified information needs. - Identify and be able to use a wide range of information sources. - Acquire information from varied sources that address multiple contexts and cultures."	"• The Library Media Center offers access to critical resources for research, both in-house and beyond the library walls. • Research is the process of gathering, selecting, organizing, using and synthesizing information. • It is important to credit other people's information when sharing research."	Research Presentations tied to curriculum

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Digital Citizenship & Media Literacy	March/April		Digital Footprint, Private Information, Cyberbullying, Password, Media Balance.		Creating secure passwords. Understanding the concept of a "digital footprint." Identifying balance between screen time and other activities.	I am a responsible digital citizen when I protect my privacy and respect others online.	
Digital Literacy: Keyboarding & Mastering the Google	STEAM Trimester	- Digital Literacy Skills	- Home Row -Google Workspace -Googe Docs -Google Slides -Presentation	NYS Next Generation ELA Standards:3W6: Conduct research projects and use digital tools to gather	Foundational Keyboarding (Typing): Moving away from the "hunt-and-peck" method. Students	A computer keyboard is a tool for my voice; training my fingers to find the keys helps me share my ideas	<ul style="list-style-type: none"> ● Demonstrate effective input of text and data using an input device. ● Place their hands correctly on the keyboard.

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Workspace			-Toolbar	and produce writing. 3Rf4: Read and type with sufficient accuracy to support fluent communication.NYS Computer Science & Digital Fluency Standards (CS&DF):2-3.DL.1: Locate and use features of digital devices to perform a variety of tasks.	learn proper "Home Row" hand placement. Navigating the Google Workspace: Learning how to log into their district Google Accounts securely via ClassLink. Google Docs (Word Processing Basics): <ul style="list-style-type: none"> Opening a new document and naming it 	smoothly and efficiently. Google Workspace is an interconnected suite of digital tools; learning how to navigate between apps like Docs and Slides helps me choose the right tool for the job.	<ul style="list-style-type: none"> Use the mouse to access menus. Use keyboard shortcuts. Understand basic technology terms. Input data and text into a document Use a digital resource to format text and add graphics. <p>-Students will know and be able to:</p> <ul style="list-style-type: none"> Determine the benefits of digital tools by using them to

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				2-3.DL.2: Type on a keyboard with enough accuracy and familiarity to transfer thoughts to a digital document.3-5.DL.5: Use digital tools to communicate and collaborate safely.	correctly. <ul style="list-style-type: none">• Typing a short paragraph• Basic font formatting (highlighting text to change size, color, or make it bold). Google Slides (Visual Presentation Basics): <ul style="list-style-type: none">• Creating a new slide presentation.		explain the concepts of digital citizenship and solve problems. <ul style="list-style-type: none">• Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.• Explain the consequences of inappropriate use of technology. Log into online

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					<ul style="list-style-type: none">• Adding a text box to type a title or subtitle.• Inserting a safe, pre-vetted digital image from the built-in search tool to complement their text.		<p>authoring platforms and save work onto a cloud.</p> <ul style="list-style-type: none">• Identify the different parts of the computer, and more specifically the keyboard (“power keys” e.g., Enter, Spacebar) .• Utilize digital tools to help us create multimedia projects.• Insert text, pictures, stickers, backgrounds, and sounds into multimedia projects.• Engage in online communication with

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							peers and students. ● Collaboratively complete a multimedia project with peers using a digital platform. ● Save and access files online. ● Communicate via digital tool.
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		-	-		-		
		-	-		-		

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