



PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Library & Information Literacy

Curriculum Writing Committee:

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Grade Level: 3

Date of Board Approval: June 2026

Curriculum Map

Overview: 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:

- 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:

- 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: Learners Inquire & Explore

Big Idea # 1: 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 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:

- 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:

- 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: Learners Engage

Big Idea # 1: Learners demonstrate safe, legal and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

Essential Questions:

- 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:

- 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:

- 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.

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://litinfoocus.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/coursesec-2025/units/1>

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

Curriculum Plan

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

- **Standards:**

PA Academic Standards - English Language Arts/Career Education & Work

AASL Standards for Learners

ISTE Standards for Students

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.

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 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: Learners Engage

Time Range in Days: 9 class periods

Standard(s):

PA Academic Standards - English Language Arts
AASL Standards for Learners
ISTE Standards for Students

Standards Addressed:

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.

Objectives:

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](https://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. 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: Discussion of students’ online habits, including how they respond to online dangers, cyberbullying, etc.

Formative: Exit slips, role playing scenarios, whole-group discussion

Summative: Digital citizenship “quiz”; completion of coding and typing lessons/activities

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

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

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