

3rd Quarter - RESEARCH SKILLS	3rd Grade	SCS Library Curriculum
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Library Target Skills	Essential Questions and Learning Outcomes	Suggested Resources	AASL Standards	TN Academic Standards
<ol style="list-style-type: none"> 1. Identify periodicals as a source of information that contains articles and provides information to answer questions and are published on a regular basis (weekly, monthly, bi-monthly, and quarterly) 2. Demonstrate that nonfiction materials can be used to locate information 3. Recognize that nonfiction resources (informational text) must be evaluated for validity of information offered 4. Compare information found on the internet to the information found in print 5. Utilize reference resources to complete a research project <ul style="list-style-type: none"> ● Dictionary ● Periodical ● Internet ● Trade books ● Encyclopedia ● Thesaurus ● Atlas ● Almanac 6. Summarize, organize, and evaluate information from text and digital sources using- <ul style="list-style-type: none"> ● Graphic organizers ● Note-taking ● Outlines 7. Define, explore and compare/contrast genres - <ul style="list-style-type: none"> ● Biography ● Autobiography ● Historical Fiction 	<p>How are periodicals used to answer questions?</p> <ul style="list-style-type: none"> ● I can answer questions about an article in a periodical with my teacher's support. <p>What roles does nonfiction materials play in finding factual information?</p> <ul style="list-style-type: none"> ● I can recognize that nonfiction text gives factual information. <p>Why do nonfiction resources (informational text) have to be evaluated for validity of information offered?</p> <ul style="list-style-type: none"> ● I can recognize that nonfiction resources (informational text) must be evaluated for validity of information offered. <p>How is information from print similar/different to information found on the internet?</p> <ul style="list-style-type: none"> ● I can compare ways that print is similar/different to information found on the internet. <p>What types of information can I find in different reference materials?</p> <ul style="list-style-type: none"> ● I can use various reference materials to locate information. <p>What tools can I use to summarize, organize, and evaluate information from text and digital sources?</p> <ul style="list-style-type: none"> ● I can use graphic organizers and note-taking skills to effectively organize information that I collect. ● I can show my understanding of a topic by compiling research into an informative product. 	<p><u>PRINT RESOURCES</u></p> <p>Bookworm for Kids (online Database of Print Trade Book Titles with ability to search by Genre, Grade, Level, etc.) http://www.bookworm4kids.com/</p> <p>Trade Books</p> <ul style="list-style-type: none"> ● Reference Books: <ul style="list-style-type: none"> ✓ Dictionaries ✓ Periodicals ✓ Nonfiction books (Informational text) ✓ Encyclopedias ✓ Thesaurus ✓ Atlas ✓ Almanac ● Rookie Readers Biographies ● <i>Who Was?</i> series ● <i>I Survived</i> series ● <i>The Pirates of Plagiarism</i> by Lisa Downey and Kathleen Fox <p>Professional Books</p> <ul style="list-style-type: none"> ● Leveled Texts for Social Studies: American Biographies, Shell Education ● <i>Complete Library Skills: Grades 3</i> by Instructional Fair ● <i>Stretchy Library Lessons: Library Skills</i> by Pat Miller ● <i>Stretchy Library Lessons: Research Skills</i> by Pat Miller ● <i>Stretchy Library Lessons: More Library Skills</i> by Pat Miller <p><u>DIGITAL RESOURCES</u></p> <p>EL Third Grade Modules- https://curriculum.ededucation.org/curriculum/ela/grade-3</p> <p>TN Electronic Library Kids Page: http://www.tel4u.org/</p>	<p><u>I - INQUIRE</u></p> <ul style="list-style-type: none"> ● I.D.1 Continually seeking knowledge. ● I.D.2 Engaging in sustained inquiry. ● I.D.4 Using reflection to guide informed decisions <p><u>II – INCLUDE</u></p> <ul style="list-style-type: none"> ● II.C.1 Engaging in informed conversation and active debate ● II.D.1 Actively contributing to group discussions <p><u>III - COLLABORATE</u></p> <ul style="list-style-type: none"> ● III.A.1 Demonstrating their desire to broaden and deepen understandings ● III.A.2 Developing new understandings through engagement in a learning group ● III.B.1 Using a variety of communication tools and resources ● III.B.2 Establishing connections with other learners to build on their own prior knowledge and create new knowledge ● III.D.1 Actively contributing to group discussions 	<p><u>READING LITERACY</u></p> <ul style="list-style-type: none"> ● 3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. ● 3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections ● 3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words. <p><u>READING INFORMATION</u></p> <ul style="list-style-type: none"> ● 3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers ● 3.RI.IKI.8 Explain how reasons support specific points an author makes in a text. ● 3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic ● 3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area ● 3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently ● 3.RI.CS.6 Distinguish reader point of view from that of an author of a text. <p><u>SPEAKING & LISTENING</u></p> <ul style="list-style-type: none"> ● 3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

- This curriculum is flexible based on the needs and schedules of each school.

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<p>8. Differentiate between primary and secondary sources</p> <p>9. Acknowledge and apply copyright and intellectual property right laws</p>	<p>What are the characteristics of story genres – Biography, Autobiography and Historical Fiction?</p> <ul style="list-style-type: none"> I can identify, explain and compare/contrast the characteristics of biographies, autobiographies and historical fiction. <p>How is research conducted?</p> <ul style="list-style-type: none"> I can select search terms to use in an Internet search to find information on a given topic. I can select search terms to use in an OPAC search to find sources on a given topic. I can use nonfiction materials to find information on a research topic. I can locate information about a given topic on the internet. I can answer questions about an article in a periodical written for elementary students. <p>What are primary and secondary sources?</p> <ul style="list-style-type: none"> I can identify primary and secondary sources by their content and format. <p>What is copyright and intellectual property right laws and how do they pertain to me?</p> <ul style="list-style-type: none"> I can understand my legal rights and responsibilities with respect to copyright with printed materials and technology use. 	<p>Britannica School: http://school.eb.com/</p> <p>Encyclopedia Website: www.Encyclopedia.com</p> <p>Epic Books (Digital Library for Kids - access 35,000 of the best books, learning videos, quizzes & more) https://www.getepic.com/app/edu-signup/more</p> <p>Biography for Kids Website: http://www.ducksters.com/biography/</p> <p>Biographies vs. Autobiography PowerPoint: https://www.slideshare.net/ebrand21/biographies-vs-autobiographies</p> <p>Biography Website: https://www.biography.com/</p> <p>Biography and Autobiography Jeopardy Game: https://jeopardylabs.com/play/biography-and-autobiography-jeopardy</p> <p>Introducing the Biography Genre Lesson: https://www.scholastic.com/teachers/lesson-plans/teaching-content/introducing-biographies-getting-know-you/</p> <p>Historical Fiction PowerPoint: http://www.westerville.k12.oh.us/userfiles/4649/Classes/45620/Historical%20Fiction.ppt?id=428835</p> <p>Digital Citizenship: https://www.commonsense.org/education/scope-and-sequence</p> <p>Digital Learning Lessons and Videos: http://isafe.org/</p>	<p>IV – CURATE</p> <ul style="list-style-type: none"> IV.A.2. Identifying possible sources of information IV.A.3. Making critical choices about information sources to use IV.B.1. Seeking a variety of sources IV.B.2. Collecting information representing diverse perspectives IV.B.3. Systematically questioning and assessing the validity and accuracy of information IV.D.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources IV.D.2 Integrating and depicting in a conceptual knowledge network their understanding gained from resources <p>V – EXPLORE</p> <ul style="list-style-type: none"> V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes. V.A.2. Reflecting and questioning assumptions and possible misconceptions V.A.3. Engaging in inquiry-based processes for personal growth V.B.1. Problem solving through cycles of design, implementation, and reflection <p>VI - ENGAGE</p> <ul style="list-style-type: none"> VI.A.2. Responsibly applying information, technology, and media to learning VI.A.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need VI.B.1. Ethically using and reproducing others' work VI.B.2. Acknowledging authorship and demonstrating respect for the intellectual property of other 	<p>WRITING</p> <ul style="list-style-type: none"> 3.W. RBPk.7 Conduct short research projects that build general knowledge about a topic 3.W. RBPk.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. 3.W. RBPk.9 Include evidence from literary or informational texts, applying grade 3 standards for reading. <p>FOUNDATIONAL</p> <ul style="list-style-type: none"> 3. FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly <ul style="list-style-type: none"> c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. d. Write legibly in manuscript 3.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies <ul style="list-style-type: none"> iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases 3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

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		<p>World Book Student Website: http://www.worldbookonline.com/student/home</p> <p>Internet Reference Sources: http://www.americaslibrary.gov/aa/index.php</p> <p>Note taking Lessons: http://www.educationworld.com/a_lesson/lesson/lesson322.shtml</p> <p>Rating Websites lesson: https://www.common sense.org/education/lesson/rating-websites-3-5</p> <p>Citations Website: http://www.easybib.com/</p> <p>Citation Machine Website: http://www.citationmachine.net/</p> <p>Citation Website: http://www.citethisforme.com/</p> <p>LITERARY EVENTS</p> <ul style="list-style-type: none"> • 100th Day of School (January) • Martin Luther King Jr. Day (January) • Multicultural Children’s Book Day (January) • African American History Month (February) • World Read Aloud Day (February) • National Reading Awareness Month (March) • Read Across America Day (March) 	<ul style="list-style-type: none"> • VI.B.3. Including elements in personal-knowledge products that allow others to credit content appropriately • VI.D.2. Reflecting on the process of ethical generation of knowledge • VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors 	

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