

Fourth Grade Information Literacy Curriculum Plan										
Unit 1 (1-3 weeks)	Unit Topic: Librar									
	Big Idea: Libraries have specific procedures and rules.									
	Question: Why is it important to have rules and procedures in the library?									
What we want students to know:	Review book care									
	Library procedures									
	How to use OPAC									
	How to be safe using the computer (CIPA compliance)									
	Checkout procedures/self-check									
Assessment Strategies	Observations, participation rubrics, performance assessment (demonstration of understanding), "I Learned" Statements (reflective assesment).									
Collaboration Opportunity	Collaborate with the reading teacher to teach the parts of a book (text features).									
TEKS	Lesson Topics	Lesson Descriptions	Teacher							
	How to care for a book	Basic book care								
	How to follow Library Procedures	Library Procedures								
	How to follow Library Procedures	Checkout Procedures/ self-check								
	Using Computers	Follow agreed-upon rules when using library computers								
CIPA	CIPA Compliance	Safety Online video								
ELAR 29 (A)	Teamwork skills (ongoing)	Follow agreed-upon rules for discussion, including taking turns, raising hands, and speaking one at a time.								

Resources	Rubrics, participation	http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf	Rubrics,							
	"I Learned" statements	http://www.principals.org/Content.aspx?topic=Reflective_Assessment	This could be as simple as orally telling what they learned or drawing 2 windowpanes on a piece of paper, one window for "what I learned" and the other window for "what I don't understand". Have the student draw their responses in the appropriate box. Alternatively, have the student write repsonses in the appropriate box.							

Unit 2 (1-2 weeks)	Unit Topic: Library Organization									
	Big Idea: Libraries are organized in specific ways.									
	Essential Question: How does the organization change depending on the format?									
What we want students to	Information is organized.									
	The organization changes depending on the format.									
Assessment Strategies	Observations, participation rubrics, performance assessment (demonstration of understanding), "I Learned" Statements (reflective assesment), Scavenger Hunts (follow a map to a particular location in the library), Exit Ticket, Create a simple class									
Collaboration Opportunity	Work with the Reading teacher to discuss text features in books.									
TEKS	Lesson Topics	Lesson Description	Teacher							
ELAR 4 (E)	How to locate a source of Information.	Use the Dewey Decimal System								

[illegible]

Unit 3 (6-18 weeks; may be split)	Unit Topic: Reading										
	Big Idea: We Read for information and pleasure.										
	Essential Question: What purpose to do we have for reading?										
	Essential Question: What is the story trying to tell us?										
	What we want students to know:	Moral lessons from various cultures									
		Phoenomena of Origin Myths									
		Effect of a historical event on a work of literature									
Assessment Strategies	Oral discussions, mind maps, observations, performance tasks (correctly following directions, etc); think-pair-share; picture journals for refection, self-assessment checklist										

What we want students to know:

Moral lessons from various cultures
Phoenomena of Origin Myths
Effect of a historical event on a work of literature

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ELAR 7 (A)	Nonfiction	Identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.								
ELAR 8 (A)	Sensory Language	Evaluate the impact of sensory details, imagery, and figurative language in literary text.								
ELAR 10 (A)	Culture and History (Author's Purpose)	Draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.								
ELAR 7 (A)	Literary Nonfiction	Identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.								
ELAR 9 (A)	Informational Text	Identify the topic								
ELAR 4 (D)		Using a Glossary								
ELAR 4 (D)		Using a Dictionary								
ELAR 11 (A)	Expository Text	Summarize the main idea and supporting details in text in ways that maintain meaning and logical order:								
ELAR 11 (B)		Determine the facts in text and verify them through established methods:								

ELAR 11 (C)		Analyze how the organizational pattern of text (e.g. cause-and-effect, compare/contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;								
ELAR 11 (D)		Use multiple text features and graphics to gain an overview of the contents of text and to location information;								
ELAR 11 (E)		Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.								
ELAR 12 (A)	Author's Purpose	Identify the author's viewpoint or position and explain the basic relationships among ideas (e.g. parallelism, comparison, causality) in the argument.								
ELAR 12 (B)		Recognize exaggerated, contradictory, or misleading statements in text.								
ELAR 13 (B)		Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.								
ELAR 27 (A)	Listening	Listen attentively by facing speakers and asking questions to clarify information.								
ELAR 22 (A)	Speaking Skills	Share information and ideas by speaking audibly and clearly using the conventions of language.								

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Frequency	Percentage
Never	10%
Rarely	20%
Sometimes	30%
Often	25%
Always	15%

Unit 4 (1wk)	Unit Topic: Poetry Friday				
	<u>Big Idea:</u> Poetry has a different structure and elements from other forms of communication.				
	<u>Essential Question:</u> What distinguishes poetry from other types of communication?				
	<u>Essential Question:</u>				
What we want students to know:	Explain how the structural elements of poetry (e.g. rhyme, meter, stanzas, line breaks) relate to form (e.g. lyrical poetry, free verse).				
	Describe the structural elements particular to dramatic literature.				
Assessments	Poetry journals; Think,Pair, Share circles; original poems				

Essential Question: What distinguishes poetry from other types of communication?

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Explain how the structural elements of poetry (e.g. rhyme, meter, stanzas, line breaks) relate to form (e.g. lyrical poetry, free verse).

Describe the structural elements particular to dramatic literature.

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Collaboration Opportunity	Partner with the teacher to create poetry notebooks, journals, etc. or create a class poem.								
TEKS	Lesson Topics	Lesson Description	Teacher						
ELAR 4 (A)	Structure of Poetry	Analyze how poets use sound effects (e.g. alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.							
ELAR 5 (A)	Structure of Drama	Analyze the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.							
Resources	Poetry Friday Anthology	http://poetryfridayanthology.blogspot.com/	Sylvia Vardell's website						
	Poetry Blog	http://poetryforchildren.blogspot.com/	Sylvia Vardell's Poetry Blog						
	Pinterest	http://www.pinterest.com/search/pins/?q=poetry	Poetry Lessons						
	International Reading Assoc.	http://www.readwritethink.org/search/?grade=9&sort_order=relevance	Drama Lessons						
	International Reading Assoc.	http://www.readwritethink.org/search/?grade=9&q=poetry&sort_order=relevance	Link to poetry lessons						
	Pinterest	http://www.pinterest.com/search/pins/?q=drama%20second%20grade	Drama activities						
	World Book Dramatic Learning								

Unit 5 (6 weeks)	Unit Topic: Research Process									
	Big Idea: Research begins with a question with a good question.									
	Essential Question: What is a good research question?									
	Essential Question: How do researchers revise, modify, and evaluate their questions during the research process?									
What we want students to know:	Researchers ask questions and search for answers.									
	How do successful learners gather informaiton?									
	How do you determine which sources are appropriate for your topic?									
Assessment Strategies	Oral discussions, thinking maps, observations, performance tasks (oral presentation, speaking)									
Collaboration Opportunity	Social Studies: Research aspects of the Revolutionary War and the War of 1812									
Collaboration Opportunity	Science: Research Alternative Energy Sources									
TEKS	Lesson Topics	Lesson Description	Teacher							
ELAR 23 (A)	Open (Stimulate Curiosity)	Brainstorm, consult with others,								
ELAR 23 (B)	Immerse in the subject	Build background knowledge on the topic by skimming and scanning techniquet to identify data								
ELAR 24 (B)		Use skimming and scanning techniques to identify data by looking at text features (e.g. bold print, italics)								

	Explore multiple ideas	Connect with content to find interesting ideas to explore further								
ELAR 23 (B)		Generate a research plan for gathering relevant information (e.g. surveys, interviews, encyclopedias) about the major research question.								
ELAR 24 (A)		Follow the research plan to collect data from a range of print and electronic resources (e.g. reference texts, periodicals, web pages, and online sources) and data from								
		Raise lots of additional questions								
ELAR 24 (A)	Identify the research question	Formulate open-ended questions about the major research topic.								
ELAR 24 (B)		Narrow down to one question								
ELAR 24 (A) I, II, III	Gather information	Follow the research plan to collect information from multiple sources of information, both oral and written including student-initiated surveys, on-site inspections and interviews; data from experts, reference texts, and online searches; visual sources of information (e.g. maps, timelines, graphs) where appropriate;								
ELAR 24 (B)		Differentiate between primary and secondary sources								

ELAR 24 (C)		Record data, utilizing available technology (e.g. word processors) in order to see the relationships between ideas, and convert graphics/visual data (e.g. charts, diagrams, timelines) into written notes.								
ELAR 24 (D)		Identify the source of notes (e.g. author, title, page number)								
ELAR 24 (E)		Differentiate between paraphrasing and plagiarism and identify the importance of citing valid sources								
ELAR 25 (A);		Refine the major research question, if necessary, guided by the answers to a secondary set of questions.								
ELAR 25 (B)		Evaluate the relevance, validity, and reliability of the sources for the research.								
ELAR 26 (A)		Compiles important information from multiple sources.								
ELAR 26 (B)		Develops a topic sentence, summarizes findings, and uses evidence to support conclusions;								
ELAR 26 (C)		Presents findings in a consistent format;								
ELAR 26 (D)		Uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g. bibliography, works cited)								

ELAR 26 (A)		Create a Works Cited page from notes, including author, title, publisher, and publication year for each source used.								
	Create	A written paper or a digital story								
	Share with the learning community	By sharing with the class, grade, on a website, with parents								
	Evaluate the learning	Performance Tasks such as a graphic organizer or Thinking Map								

Resources	International Reading Association - Read, Write, Think	http://www.readwritethink.org/search/?grade=13&q=revolutionary+war&sort_order=relevance	Resources on the Revolutionary War
	Pinterest	http://www.pinterest.com/search/pins/?q=War%20of%201812	War of 1812
	Thnkfinity Smithsonian's History Explorer	http://historyexplorer.si.edu/search/?session=a44d7456f8874c958e205f64b4ffbe25&query=revolutionary+war&grade=3-5;	Revolutionary War
	Science NetLinks	http://sciencenetlinks.com/search/?q=energy&grades=3&grades=4&grades=5&content_types=All	Energy

Unit 6 (2 weeks)	Unit Topic: Media Literacy		
	Big Idea: Images, graphs and sounds convey meaning.		
	Essential Question: What can we learn from media?		

What we want students to know:	Messages in various formats of media are presented differently.									
	Explain how various design techniques used in media influence the message (e.g. shape, color, sound)									
Assessments	Think, Pair, Share, Exit Tickets,									
Collaboration Opportunity	Partner with a reading teacher to co-teach lessons on media literacy using a common subject such as toy marketing to children, common advertisements on Saturday morning television or how the grocery aisles are arranged to entice children.									
TEKS	Lesson Topics	Lesson Description	Teacher							
ELAR 11 (A)	Various forms of media	Explain how messages conveyed in various forms of media are presented differently (e.g. documentaries, online information, televised news):								
ELAR 11 (B)	Techniques of media	Consider the differences in techniques used in media (e.g. commercials, documentaries, news):								
ELAR 11 (C)	Purpose of Media	Analyze how the organizational pattern of a text (e.g. cause/effect, compare/contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;								
ELAR 11 (D)		Use multiple text features and graphics to gain an overview of the contents of text and to locate information:								

ELAR 11 (E)		Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.								
Resources										
	Center for Media Literacy	http://www.medialit.org/strategies-introducing-media-literacy	Organization that promotes media literacy							
	MediaSmarts: Canada's Center for Digital and Media Literacy	http://mediasmarts.ca/teacher-resources/find-lesson	Examples of First Grade lessons from MediaSmarts, Canada's Center for Digital and Media Literacy							