

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Big Idea</i>	
<p>ELAR 110.11-15.</p> <p>20(A) Gather evidence from provided text sources (with adult assistance) K</p> <p>24(A) Gather evidence from available sources (natural and personal) as well as from interviews with local experts (with adults assistance) 1</p> <p>25(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts; 2</p> <p>26(A) 3 24(A) 4 follow the research plan to collect information from multiple sources of information, both oral and written, including:</p> <ul style="list-style-type: none"> (i) Student-initiated surveys, on-site inspections, and interviews; (ii) Data from experts, reference texts, and online searches; (iii) Visual sources of information (e.g. maps, timelines, graphs) where appropriate; <p>24(A) follow the research plan to collect data from a range of print and electronic resources (e.g. reference texts, periodicals, web pages, online sources) and data from experts. 5</p> <p>20(B) Use pictures in conjunction with writing when documenting research (with adult assistance) K</p> <p>24(B) use text features (e.g. table of contents, alphabetized index) in age-appropriate reference works (e.g. picture dictionaries) to locate information (with adult assistance) 1</p> <p>25(B) Use text features (e.g. table of contents, alphabetized index, headings) in age-appropriate reference works (e.g. picture dictionaries) to locate information. 2</p>	<i>Learners gather information from a variety of sources.</i>	
	<i>Meaning</i>	
	<p style="text-align: center;">UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Information is Organized in various ways depending upon the format Information comes from a variety of sources such as oral, print, electronic, and visual sources Information is found in a variety of sources They must select appropriate sources for their purpose. As they gather information they must accurately cite all information according to a standard format. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How is information organized? How do successful learners gather information? Why is it important to have a variety of sources? How do you determine which sources are appropriate for your topic? Why is it important to cite information?
	<i>Acquisition</i>	
	<i>This goal seeks to help learners acquire factual information and basic skills.</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Information is organized. That the organization changes depending on the format. <ul style="list-style-type: none"> Fiction/Nonfiction Skimming/Scanning 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Locating information within neighborhoods in the library, locating materials within the library, and through primary and secondary sources. Locating information within a source



This project is made possible by a grant from the Institute of Museum and Library Services to the Texas State Library and Archives Commission under the provisions of the Library Services and Technology Act. (2014)

<p>26(B) Use skimming and scanning techniques to identify data by looking at text features (e.g. bold print, captions, keywords, italics). 3</p> <p>24(B) Use skimming and scanning techniques to identify data by looking at text features (e.g. bold print, italics). 4</p> <p>24(B) Differentiate between primary and secondary sources; 5</p> <p>24(C) record basic information in simple visual formats (e.g. notes, charts, picture graphs, diagrams) (with adult assistance) 1</p> <p>25(C) record basic information in simple visual formats (e.g. notes, charts, picture graphs, diagrams).</p> <p>26(C) 3 24(C) 4 take simple notes and sort evidence into provide categories or an organizer.</p> <p>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. 5</p> <p>26(D) 3 24(D) 4 identify the author, title, publisher, and publication year of sources;</p> <p>24(D) identify the source of notes (e.g. author, title, page number) and record bibliographic information concerning those sources according to a standard format; 5</p> <p>26 (E) 3 24(E) 4, 5 Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p> <p>12(A) Identify forms of media (e.g. advertisements, newspapers, radio, programs)(With adult assistance) K</p> <p>12(B) Describe techniques used in media messages (e.g. sound, movement) K</p>	<ul style="list-style-type: none"> ○ Trash/Treasure ○ Text Features ○ Primary/Secondary sources ● How to find information in a variety of sources such as <ul style="list-style-type: none"> ○ Print ○ Databases ○ Internet ○ OPAC ○ Visuals (Maps, Charts, Diagrams) ○ Oral (interviews) ○ Student created (surveys) ○ Media such as <ul style="list-style-type: none"> ▪ Television ▪ Newspaper ▪ Magazine ▪ Advertisements ▪ Radio, ▪ Newspapers ▪ Internet ▪ Advertisement ▪ Commercials ● How to evaluate a source to see if it fits my needs. <ul style="list-style-type: none"> ○ Bias ○ Currency ○ Appropriateness ○ Validity ○ Authority ○ Coverage of Content 	<p>using F/NF, Skimming scanning, text features, Trash/Treasure, text features and Finding information within a source</p> <ul style="list-style-type: none"> ● Evaluating information for a purpose such as bias, currency, appropriateness, validity, authority, and coverage of content. ● Record Data using graphic organizers and available technology.
--	--	--



Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Think, Pair, Share • Exit Ticket • Mind Map (Concept Map) • Inquiry Log of gathering process • Inquiry Circles (observe students conversation on how they located the information within the source) • Evaluation Form (graphic organizer) Performance Task: Works Cited Page	Inquiry logs Mind Maps Works Cited Page Graphic Organizer Conversations students have Understanding vocabulary Oral answers to Essential Questions Demonstrate understanding of elements of a lesson plan



This project is made possible by a grant from the Institute of Museum and Library Services to the Texas State Library and Archives Commission under the provisions of the Library Services and Technology Act. (2014)

Stage 3 – Learning Plan

Code		Key Learning Events and Instruction			
Library Information Concept	Grade Level	Competencies What students should be able to do; key skills	TEKS	Sample Lessons	Tools/Resources
Locating a source of information (with adult assistance)	K	Locating information sources within the Neighborhoods in the library (E, Easy, NF)			
Locating a source of information (with adult assistance)	K	Identify various forms of media as an information source such as advertisements, newspapers, radio programs,) with adult assistance	ELAR 110.11.20(A)		
Locating Information within a Source	K	Gather evidence from provided text sources (with adult assistance)	ELAR 110.11.20(A)		
Author's Purpose	K	What is the author's message?	ELAR 110.11.20(A)		
Note Taking	K	Document research with pictures or words (with adult assistance)	ELAR 110.11.20(B)		
Select appropriate sources	K	Determine appropriateness of a source (with adult assistance)	ELAR 110.11.20(B)		
Cite Sources	K	Cite Title and page number. (With adult assistance.)	ELAR 110.11.20(B)		
Locating a source of information (with adult assistance)	1	Locating information sources (fiction and nonfiction)	ELAR 110.12.24(A)		
Locating information within a source	1	Recognize different purposes of media (e.g. to inform, to entertain) (with adult assistance)	ELAR 110.12.24(A); 16 (A)		



This project is made possible by a grant from the Institute of Museum and Library Services to the Texas State Library and Archives Commission under the provisions of the Library Services and Technology Act. (2014)

Locating Information within a Source	1	(with adult assistance) TOC, alphabetized index,	ELAR 110.12.24(A)		
Author's Purpose	1	What is the purpose of the message (e.g. inform, entertain)?	ELAR 110.12.16 (B)		
Note Taking	1	Gather evidence from a variety of sources including print and non-print sources using visual formats (with adult assistance)	ELAR 110.12.24(A); 24(C)		
Select appropriate sources	1	Determine appropriateness of a source (with adult assistance)			
Cite Sources	1	Use approved format to document sources with adult assistance (Title, Author, page)			
Locating a source of information	2	Locating <i>information</i> sources OPAC searching Kid's Catalog Library Expectations	ELAR 110.13.25(A)		
Locating a source of information	2	Alphabetical order in the E section			
Locating Information within a Source	2	Use format features of sources to locate information – text features, etc. (alphabetized index, headings). Introduce dictionary.	ELAR 110.13.25(B)		
Locating information within a source	2	Recognized different purposes of media (e.g. informational, entertainment)	ELAR 110.13.16 (A)		
Author's Purpose	2	Identify information about the author to explain point of view.	ELAR 110.13.16 (B)		
Note Taking	2	Document research with graphic organizers (or Thinking Maps)	ELAR 110.13.25(C)		
Select appropriate sources	2	Determine appropriateness of a source			
Cite Sources	2	Use approved format to document sources with adult			



		assistance (Title, Author, Publisher, page)			
Locating a source of information	3	Locating information sources using multiple sources of information including visual sources such as maps, timelines, graphs when appropriate	ELAR 110.14.26(A)		
Locating a source of information	3	Locate information sources such as reference texts via the Dewey Decimal System and Pebble Go	ELAR 110.14.26(A)(ii)		
Locating information within a source	3	Locating information sources – text features (bold print, captions, italics)	ELAR 110.14.26(B)	Grade 3: https://dentoninquiry4lifelonglearning.wikispaces.com/inquiry_unit_3_gather	
Selecting appropriate sources	3	Understand how communication changes when moving from one genre of media to another	ELAR 110.14.16 (A)		
Selecting appropriate sources	3	Explain how various design techniques used in media influence the message (e.g. shape, color, sound)	ELAR 110.14.16 (B)		
Select appropriate sources	3	Determine appropriate resources for reliability.	ELAR 110.14.26 (E)		
Note Taking	3	Use skimming/scanning techniques to identify data (Trash/Treasure) http://youtu.be/78YIrYqEmnQ	ELAR 110.14.26(B)		
Note Taking	3	Differentiate between paraphrasing and plagiarism	ELAR 110.14.26(E)		
Locating a source of information	4	Locating information sources using multiple sources of information including oral sources such as surveys, interviews, observation when appropriate	ELAR 110.15.24(A)		
Locating a source of information	4	Location information sources and reference texts such as online encyclopedias, almanacs, thesaurus, atlases, Kid's InfoBits.	ELAR 110.15.24(A) (ii)		



This project is made possible by a grant from the Institute of Museum and Library Services to the Texas State Library and Archives Commission under the provisions of the Library Services and Technology Act. (2014)

Locating Information within a Source	4	Locating information using keyword searching (basic Internet search skills)	ELAR 110.15.24(A) (ii)		
Author's Purpose	4	Explain the positive and negative impacts of advertisement techniques used in media sources to impact consumer behavior. (bias)	ELAR 110.15.14 (A)		
Note Taking	4	Take simplified notes using the modified Cornell Note taking form.	ELAR 110.15.24(C)		
Select appropriate sources	4	Use skimming/scanning techniques to identify data (Trash/Treasure) http://youtu.be/78YIrYqEmnQ	ELAR 110.15.24(B)		
Select appropriate sources	4	Explain how various design techniques used in media influence the message (e.g. pacing, close ups, sound effects)	ELAR 110.15.14 (B)		
Cite Sources	4	Use approved format to document sources with adult assistance (Title, Author, Publisher, publication year page)	ELAR 110.15.24(D)		
Locating a source of information	5	Locating information sources using multiple sources of information from a range of print and electronic resources (i.e. reference texts, periodicals, web pages, online sources) and data from experts.	ELAR 110.16.24(A)		
Locating a source of information	5	Location information sources and reference texts such as Searchasaurus and differentiate between primary and secondary sources.	ELAR 110.16.24(B)		
Author's Purpose	5	Identify the point of view of media presentations	ELAR 110.16.14 (C)		
Note Taking	5	Differentiate between paraphrasing and plagiarism	ELAR 110.16.24(E)		
Note Taking	5	Take simplified notes using the modified Cornell Note taking form.	ELAR 110.16.24(C)		



This project is made possible by a grant from the Institute of Museum and Library Services to the Texas State Library and Archives Commission under the provisions of the Library Services and Technology Act. (2014)

Cite Sources	5	Identify sources of notes and record bibliographic information in MLA format.	ELAR 110.16.24(D)		
Cite Sources	5	Use approved format to document sources with adult assistance (Title, Author, Publisher, publication year page)	ELAR 110.16.24(D)		



This project is made possible by a grant from the Institute of Museum and Library Services to the Texas State Library and Archives Commission under the provisions of the Library Services and Technology Act. (2014