

Third Grade Information Literacy Curriculum Plan

Unit 1 (1-3 weeks)	Unit Topic: Library Procedures								
	Big Idea: Libraries have specific procedures and rules.								
	Question: Why is it important to have rules and procedures in								
What we want students to know:	Review book care								
	Library procedures								
	How to use Kid's Cat								
	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 31 (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							
	"I Learned" statements	http://www.principals.org/Content.aspx?topic=Reflective Assessment	This could be as simple as orally telling what they learned or						

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								
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								
Collaboration Opportunity	Work with the Reading teacher to discuss text features in books.								
TEKS	Lesson Topics	Lesson Description	Teacher						
	How to locate a source of Information (with adult assistance).	Use alphabetical order to the third letter to locate books within the F Section of the library							
ELAR 4 (E)		Use the Dewey Decimal System							
		Locating Fiction and Nonfiction books independently							
		Using OPAC							
		Using Databases							
		Web searching skills							
		Evaluating print and electronic sources							

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TEKS	Lesson Topics	Lesson Description	Teacher						
ELAR 5 (A)	Traditional and Cultural Literature	Paraphrase the themes and supporting details of fables, legends, myths, and stories.							
ELAR 110.11.b.4 (A),6,7,8,9,10;	Predicting	Predict and make inferences (cover, title, illustrations)							
ELAR 10 (D)		Use titles and illustrations to make predictions about text.							
ELAR 10 (A)	Sensory Details	Use language that creates a graphic, visual experience that appeals to the senses.							
ELAR 5 (A)	Story Elements	Compare/contrast settings in myths and traditional folktales.							
ELAR 7 (A)		Explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written or performed.							
ELAR 8 (A)		Sequence and summarize the plot's main events and explain their relationships and the changes they undergo.							
ELAR 8 (B)		Describe the interaction of characters including their relationships and the changes they undergo.							
ELAR 8 (C)		Identify whether the narrator or speaker of a story is first or third person.							
ELAR 9 (A)	Literary Nonfiction	Explain the difference in point of view between a biography and an autobiography.							
ELAR 9 (A)	Informational Text	Identify the topic							
ELAR 4 (D)		Using a Glossary							
ELAR 4 (D)		Using a Dictionary							

ELAR 13 (A)	Expository Text	Identify the details or facts that support the main idea.							
ELAR 13 (B)		Draw conclusions from the facts presented in text and support those assertions with textual evidence.							
ELAR 13 (C)		Identify explicit cause and effect relationships among ideas in texts							
ELAR 13 (D)		Use text features (e.g. title, table of contents, index, headings) to locate specific information in text.							
ELAR 14 (A)	Author's Purpose	Identify what the author is trying to persuade the reader to think or do.							
ELAR 12 (A)		Identify the topic and locate the author's stated purposes in writing the text.							
ELAR 11 (A)		Recognize that some words and phrases have literal and non-literal meanings (e.g. take steps)							
ELAR 4 (B)		Ask and respond to questions about text read							
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.							
Resources									
	International Reading Association's Read, Write, Think	http://www.readwritethink.org/search/?grade=8&q=literary+nonfiction&sort_order=relevance	Resources on Literary Nonfiction						

	Thinking Maps or Mind Maps	http://www.thinkingmaps.com	A language of 8 visual patterns each based on a fundamental though process designed to benefit students, teachers, and principals.		
	Thinking Maps or Mind Maps	http://mashable.com/2013/09/25/mind-mapping-tools/	List of 24 of the most popular mind mapping tools. Use to create a story map of the story elements.		
	You Tube	http://www.youtube.com/watch?v=nMh6LTaxk7Y	Shows the use of Think-Pair-Share and other strategies to predict		
	Teaching Channel	https://www.teachingchannel.org/videos/kindergarten-teaching-tip	Describes a listening game - Tootie Ta		
	Pinterest	http://www.pinterest.com/search/pins/?q=Sensory%20Language%20grade	Resources on Sensory Language		
Unit 4 (1wk)	Unit Topic: Poetry Friday				
	Big Idea: Poetry has a different structure and elements from other forms of communication.		Teacher		
	Essential Question: What distinguishes poetry from other types of communication?				
What we want students to know:	Understand various forms of poetry and how they create imagery.				
	Explain the elements of plot and character as presened through dialogue in scripts that are read, viewed, written, or performed.				
Assessments	Poetry journals; Think,Pair, Share circles;				
Collaboration Opportunity	Partner with the teacher to create poetry notebooks, journals, etc. or create a class poem.				

TEKS	Lesson Topics	Lesson Description	Teacher						
ELAR 6 (A)	Types of Poetry	Describe the characteristics of various forms of poetry and how they create imagery (e.g. narrative poetry, lyrical poetry, humorous poetry, free verse).							
ELAR 7 (A)		Explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.							
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. ReadThinkWrite Website	http://www.readwritethink.org/search/?grade=9&sort_order=relevance&q=drama&srchgo.x=0&srchgo.y=0&old_q=poetry&srchwhere=full-site	Drama Lessons						
	International Reading Assoc. ReadThinkWrite Website	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 information?							
	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 physical environments (biomes) and how people in different communities adapt or modify their physical environment in which they live.							
Collaboration Opportunity	Science: Research Planets in the solar system.							
TEKS	Lesson Topics	Lesson Description	Teacher					
ELAR 25 (A)	Open (Stimulate Curiosity)	Generate research topics from personal interests or by brainstorming with others						
ELAR 26 (B)	Immerse in the subject	Build background knowledge on the topic by skimming and scanning techniques to identify data						
ELAR 26 (B)		Look at text features (e.g. bold print, captions, key words, italics).						
	Explore multiple ideas	Connect with content to find interesting ideas to explore further						
		Raise lots of additional questions						
ELAR 24 (A)	Identify the research question	Formulate open-ended questions about the major research topic.						

ELAR 26 (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.							
		Take simple notes and sort evidence into provided categories or an organizer							
ELAR 26 (C)		Citing the source of the information (Title and Page #)							
ELAR 26 (D)	Revise	Revise the topic as a result of answers to initial research questions.							
ELAR 26 (E)		Differentiate between paraphrasing and plagiarism and identify the importance of							
ELAR 27 (A);		Improve the focus of research as a result of consulting expert sources (e.g. reference librarians and local experts on the topic).							
ELAR 28 (A)		Draw conclusions through a brief written explanation							
ELAR 28 (A)		Create a Works Cited page from notes, including author, title, publisher, and publication year for each source used.							
ELAR 27 (A);	Create	Use pictures in conjunction with writing when documenting research							
	Share with the learning community	Create a visual display or dramatization to convey the results of the research							
	Evaluate the learning	Performance Tasks such as a graphic organizer or Thinking Map							
Resources	Pinterest	http://www.pinterest.com/search/pins/?q=planets%20rd%20grade&rs=ac&len=11	Planets						

	Science NetLinks	http://sciencenetlinks.com/search/?q=biomes+&grades=3&content_types=All	Biomes		
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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:	Communication changes when moving genre one form of media to another							
	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 young children, common advertisements on children's Saturday morning television or how the grocery aisles are arranged to entice young children.							
TEKS	Lesson Topics	Lesson Description	Teacher					
ELAR 14 (A)	Author's Purpose	What is the author trying to persuade us						
ELAR 16 (A)	Various forms of media	Understand how communication changes when moving from one genre of media to another						
ELAR 16 (C)	Techniques of media	Compare various written conventions used for digital media (e.g. language in an informal email vs. language in a web-based news article).						
ELAR 16 (B)	Purpose of Media	Explain how various design techniques used in media influence the message (e.g. sound, shape, color)						

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	