Course Title: Library Information Literacy – Grade 3

Suggested Grade Level: 3rd grade

Length of Course: Two Semesters

Units of Credit: ______None____ (Insert NONE if appropriate.)

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s)
Library Science #48. Instructional area code #6420 BS, Library Science Certification

Certification verified by WCSD Human Resources Department:
___x___Yes ______No

Board Approved Textbooks, Software, Materials:
Access to sufficient internet accessible student computers based on the size of the classes
Signs labeling parts of LMC
Library card for each student
Age appropriate furnishings for all activities
Collection of interest/reading level appropriate circulation materials of various types meeting Pennsylvania Guidelines
Age appropriate shelving
Warren County School District Scope and Sequence in all curriculum areas for collaboration, classroom support and collection development
Mounted projector, smartboard screen with internet accessible computer
Circulation computer with appropriate software
OPAC
Classroom sets of Dictionaries, Atlases, Almanacs and Thesauri

BOARD APPROVAL:

Date Written: Revised 11/16/10

Date Approved: April 11, 2011

Implementation Year: 2011-2012
Course Standards

PA Academic Standards: (List by Number and Description)
1.1 Learning to read independently
1.3 Reading, analyzing and interpreting literature
1.6 Speaking and listening

WCSD Academic Standards: (List or None) None

Information Power, written by the American Library Association, outlines what is considered to be the national standard for Information Literacy Instruction. These standards are in addition to the Pennsylvania Academic Standards.

Information Literacy
   Standard 1: The student who is information literate accesses information efficiently and effectively. Correlates with PA STANDARD 1.1A, 1.2, 1.6F, 1.8
   Standard 2: The student who is information literate evaluates information critically and competently. Correlates with PA STANDARD 1.1G, 1.2, 1.6F, 1.8
   Standard 3: The student who is information literate uses information accurately and creatively. Correlates with PA STANDARD 1.1G, 1.2, 1.3, 1.4, 1.5, 1.6B, 1.6 F, 1.8

AASL (American Association of School Librarians) Standards
   1.1 Skills – Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in.
   1.3 Responsibilities – Respect copyright/intellectual property rights of creators and producers.
   1.4 Self-Assessment Strategies – Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
   2.1 Skills – Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
   2.4 Self-Assessment Strategies – Determine how to act on information (accept, reject, modify).
   3.1 Skills – Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
   3.2 Dispositions in Action – Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
   3.3 Responsibilities – Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

WCSD EXPECTATIONS

WCSD K-12 Expectations for instruction in writing, reading, mathematics and, technology have been developed and revised annually. The teacher will integrate all WCSD Expectations into this planned instruction

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (I.E.P.) or Gifted Individual Education Plan (G.I.E.P.).
# Warren County School District
## Information Literacy Sequence of Planned Instruction

**Grade: 3rd grade**

<table>
<thead>
<tr>
<th>Curriculum Objectives</th>
<th>Time Frame</th>
<th>PA Standard</th>
<th>Common Core</th>
<th>Category</th>
<th>Assessment</th>
<th>Resources &amp; Materials Needed</th>
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</thead>
<tbody>
<tr>
<td><strong>Information Seeking Strategies</strong></td>
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<tr>
<td>ISS1. Identify possible types of information resources, including:</td>
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<tr>
<td>• General Encyclopedias</td>
<td>1.1.4</td>
<td>1.3 Reading, Analyzing and Interpreting Literature B. Read and respond to nonfiction and fiction including poetry and drama. Know that information technologies involve encoding, transmitting, receiving, storing, retrieving and decoding.</td>
<td>3.R.L.1</td>
<td>Skills</td>
<td>D</td>
<td>Signs labeling part of LMC</td>
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<tr>
<td>• Specialized reference sources</td>
<td>1.2.2</td>
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<td>3.R.L.2</td>
<td>Essential Questions</td>
<td>D</td>
<td>Library card for each student</td>
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<td>• Atlases and other geographical sources</td>
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<td>3.R.L.3</td>
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<td>Age appropriate comfortable furnishings for all learning activities (story time, movement, students created responses)</td>
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<td>• General dictionary</td>
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<td>3.R.L.4</td>
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<td>Collection of interest/reading level appropriate circulation materials of various types</td>
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<tr>
<td>ISS2. Evaluate and select most appropriate resources</td>
<td>1.1.5</td>
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<td>3.R.L.5</td>
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<td>Age appropriate shelving for the collection</td>
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<td>• As directed</td>
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<td>3.R.L.6</td>
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<td>Scope and sequence of classroom teachers for lesson collaboration</td>
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<td>• Independently</td>
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<td>3.R.L.7</td>
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<td>Mounted projector, smartboard with internet accessible computer and screen</td>
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<td><strong>Literature Appreciation</strong></td>
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<td>3.R.L.8</td>
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<td><strong>Picture books</strong></td>
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<td>3.R.L.9</td>
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<td><strong>Mystery</strong></td>
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<td>3.R.L.10</td>
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<td><strong>Chapter Books</strong></td>
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<td>3.R.L.1</td>
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<td>ISS3. Identify key words related to the topic</td>
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<td>3.R.I.1</td>
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<td>ISS4. Discuss the copyright date to determine how current the information is</td>
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<td>3.R.I.2</td>
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<td>ISS6. Use keyword searching</td>
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<td>3.R.I.3</td>
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<td></td>
<td>1.1.4</td>
<td>1.4 Research. Organize and present some main ideas from the research</td>
<td>3.W.1</td>
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<td>3.W.2.d</td>
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<td><strong>Pre-research activities</strong></td>
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<td>3.W.3</td>
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<td><strong>Know parts of a book</strong></td>
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<td>3.W.4</td>
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<td><strong>Observation</strong></td>
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<td>3.W.5</td>
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<td><strong>Projects and assignments in collaboration with classroom teacher.</strong></td>
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<td>3.W.6</td>
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<tr>
<td>IU3. Differentiate fact from opinion in text</td>
<td>IU4. Use social networks and information tools to gather and share information.</td>
<td>IU8. Take notes from sources using a structured format</td>
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<td>IU10. Use technology and other information tools to analyze and organize information (graphic organizers, Kidspiration)</td>
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**Synthesis**
- S2. Make inferences and draw conclusions from any format (textual, visual, media, and digital) based on evidence found
- S4. Combine information from print and electronic resources
- S5. Organize information by subtopics from multiple sources (print, electronic)
- S8. Adapt research as needed to achieve success
  - Pose additional questions beyond a collection of facts
  - Change inquiry focus, questions, resources, or strategies as needed
  - Persist in information searching despite challenges

**3.7. Technological Devices**
- A. Identify basic computer operations and concepts.
  - Identify the major parts necessary for a computer to input and output data.
  - Explain and demonstrate the basic use of input and output devices (e.g., keyboard, monitor, printer, and mouse).
  - Explain and demonstrate the use of external and internal storage devices (e.g., disk drive, CD drive).

**1.6 Speaking and Listening**
- A. Listen to others.
  - Ask questions as an aid to understanding.
- B. Listen to a selection of literature (fiction and/or nonfiction).
  - Relate it to similar experiences.
  - Predict what will happen next.
  - Retell a story in chronological order.
- A. Speak using skills appropriate to formal speech situations.
  - Use appropriate volume.
  - Pronounce most words accurately.

**Ethical use of resources**
- Difference between fiction and non-fiction
- Copyright and fair use
- What is fact?
- What is an opinion?
- What is the difference?
- What is social network?
- What is social etiquette?
- How do I select text and print only the information I need?
- After organizing my information visually, what else do I need to know?
- What is an inference?
- What is a conclusion?
- How do I organize my information?

**Circulation computer**
- Procedures clearly defined and posted
- Caldecott books and resources
- WCSD Internet policy
- Internet accessible computers for each student
- Classroom sets of Dictionaries, Atlases, Almanacs and Thesauri
S9. Properly cite information resources using a structured format, to include:
- Copyright or publication date
- Article title (encyc. or periodical)
- URL and date of use/access

Basic Knowledge to be learned in context
BK7. Establish a purpose for reading by reading widely and fluently to make connections with own self, the world, and previous reading.

1.3.3 3.1.6

- Pace speech so that is understandable
- Contribute to discussions.
- Ask relevant questions.
- Respond with appropriate information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Display appropriate turn-taking behaviors.

B. Participate in small and large group discussions and presentations. Participate in everyday conversation.

3.1.6

- What other questions could I ask?
- What is a citation?
- Why do you use a citation?
- Why should I read this book?

- How to use.....
  - Reference works in print
    - Encyclopedia (General)
    - Atlases/Dictionaries
  - Reference works electronically
    - Subscription Services
  - Identify the location of the Web page that contains the subscription services supported by the school district.
  - World Book On-line.

Location skills – books
- Used library management software (OPAC) to search for books.
- Keyword
- Subject
- Author
- Title

Identify information fields on OPAC.
ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

Portfolio Assessment: ____ Yes ____ No

District-wide Final Examination Required: ____ Yes __x__ No

Course Challenge Assessment (Describe):

WRITING TEAM:
Joni Brown, Dixie Gurdak, Alexis McAvoy

WCSD STUDENT DATA SYSTEM INFORMATION
1. Is there a required final examination? ____ Yes __x__ No
2. Does this course issue a mark/grade for the report card? ____ Yes__x__ No
3. Does this course issue a Pass/Fail mark? ____ Yes __x__ No
4. Is the course mark/grade part of the GPA calculation? ____ Yes__x__ No
5. Is the course eligible for Honor Roll calculation? ____ Yes __x__ No
6. What is the academic weight of the course?
   ____x_ No weight/Non credit ____ Standard weight
   ____ Enhanced weight (Describe)__________