Library Science Curriculum – Grade 3

Content: Grade 3 Library and Information Literacy
Big Idea: Learners read, discover and innovate with a growth mindset developed through experience and reflection.
Concept: Selecting and reading literary fiction, nonfiction and informational text. Locating nonfiction and informational text. Identifying fiction and nonfiction. Selecting and reading literary fiction, nonfiction and informational texts. Personalizing lifelong learning.

Curriculum Standard	Specific Content / Essential Question	Assessment	Resources/Materials
CC.1.2.L. Locate nonfiction and informational texts using a variety of tools (e.g. library catalog and database indexes) independently.

CC.1.3.K: Select and read grade level appropriate literary fiction in a variety of genres and formats with support.

CC.1.2.L: Select and read literary nonfiction and informational texts on grade level, with support.

CC.1.2.G., CC.1.4.V., CC.1.4.W: Locate information from sources including both print and digital, to answer a question or solve a problem.

AASL: 1.D.3, 2.D.3, 3.D.2: Define and describe the importance of lifelong learning. | How do learners develop and satisfy personal curiosity?

How do learners read widely and deeply in multiple formats and create for a variety of purposes?

How do learners reflect on their own range of perspectives and develop awareness, inclusion of, and empathy for others?

How do learners become informed and committed to the concept of diversity? | AccessIt assignments

ShelveIt program assignments

Scavenger hunt | Internet

Ipad or other device

Library Catalog database (AccessIt at this time)

Librarian

Library clerk

An appropriate, well balanced, well cataloged library school collection. |
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Content: Grade 3 Library and Information Literacy
 Big Idea:
Collaborate: Learners work effectively with others to broaden perspectives and work toward common goals.
Curate: Learners make meaning for themselves and others by collecting, organizing and sharing resources of personal relevance.
Explore: Learners read, discover and innovate with a growth mindset developed through experience and reflection.
 Library Information Concept: Summarizing Main Ideas and Details
 Engaging in a learning community
 Communicating to establish and sustain relationships
 Drawing evidence from literature and nonfiction.
 Apply strategies to create meaning in literary fiction.
 Developing self-awareness and self-management.

Curriculum Standard	Specific Content / Essential Question	Assessment	Resources / Materials
CC.1.5.B Identify main ideas and supporting details of text read aloud or presented orally or in other media formats. CC.1.2.G: Use information from text to demonstrate understanding. CC.1.4.W: Use information to answer questions. CC.4.I.S.V.W: Draw supporting evidence from literature or nonfiction to	How do learners engage with and create meaning from information and text? How do learners gain perspective, recognize and represent diverse points of view? How do learners reflect on their own range of perspectives and develop awareness, inclusion of and empathy for others?	Read a louds Worksheets Small groups Roster checklist	Internet/Ipad or other device Online databases/websites Paper/pencil Kagan Strategies (turn and talk) Librarian/Library clerk An appropriate, well balanced, Up to date, well cataloged school library collection.

make a point, express a personal opinion, or meet an informational need. AASL.III.A.2: Develop new understandings through engagement in a learning group. 1.4.V.W: Recall information from past experiences. AASL.III.C.1: Solicit and respond to the feedback of others. AASL.III.D.1:Contribute actively to group discussions. AASL.III.D: Explain ways to establish relationships that are positive and supportive of others. AASL:II.C.D: Demonstrate respect for the uniqueness of others. AASL:II.C.2: Identify multiple ways to solve conflicts and practice solving problems. AASL.III.B: Select and utilize expressive communication strategies (eg., tone, body language,	How do learners adapt, communicate and exchange knowledge and ideas with others? How do learners actively participate in communication networks?		

facial expressions, etc.) with an understanding of its effect on others.			

Big Idea: Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Concept: Examining perspectives and points of view. Developing social problem-solving skills. Engaging in a learning community. Communicating to establish and sustain relationships. Communicating to establish and sustain relationships. Drawing evidence from literature and nonfiction. Apply strategies to create meaning in literary fiction. Developing self-awareness and self-management.

Curriculum Standard	Essential Question	Assessment	Resources / Materials

CC.1.2.D: Explain the point of view of the author CC.1.2.H: Compare and contrast accounts of the same event told from different points of view. AASL 2.B.1:Respond to others given a sense of the others' point of view. AASL:V.B: Identity one's own strengths, needs and preferences. AASL:V.D: Select coping skill strategies to respond to adverse situations (e.g. positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk).	How do learners gain perspective, recognize and respect diverse points of view? How do learners reflect on their own range of perspectives and develop awareness, inclusion of and empathy or others? How do learners become informed and committed to the concept of diversity?	Read a louds Worksheets Small groups Roster checklist	Internet/Ipad or other device Online databases/websites Paper/pencil Kagan Strategies (turn and talk) Librarian/Library clerk An appropriate, well balanced, Up to date, well cataloged school library collection.

Standard	Essential Question	Assessment	Resources

Big Idea: Learners build new knowledge by inquiring, reading, thinking critically, identifying problems and developing strategies for solving problems.
Learners demonstrate safe, legal and ethical creating and sharing of knowledge products independently while engaging in a community of practice in an interconnected world.

Library Information Concept: Constructing questions for research and inquiry. Using information in research and inquiry processes. Draw evidence from literature and nonfiction. Identifying and using text features. Integrating diverse media. Using digital tools for collaboration. Using sources of information. Locating nonfiction and informational texts. Evaluating information sources. Selecting information for use in the research and inquiry process. Using and synthesizing information. Selecting and reading literary fiction, nonfiction, and informational texts. Using and presenting information in different media formats. Developing self-awareness and self-management. Creating multimedia to demonstrate learning. Developing digital skills. Demonstrating etiquette in using technology. Applying principles of intellectual property. Using information and technology safely and responsibly. Communication effectively to establish and sustain relationships. Identifying and using text features. Summarizing main ideas and details. Integrating diverse media. Using digital tools for collaboration. Using sources of information. Locating nonfiction and informational text.

Standard	Essential Question	Assessment	Resources
CC.1.4.V: Develop questions to be answered about a topic for short research projects. 1.4.V: choose aspects of a topic to investigate. AASL: Select and utilize multimedia to create digital media appropriate to an audience. CC.1.4.V.W, 1.2.G: Locate information from sources, including both print and digital, to answer a	How do learners display curiosity and initiative? How do learners engage with and create meaning from information and text? How do learners participate in an inquiry based process?	Research project	Internet/Ipad or other device Online databases/websites Paper/pencil Non-fiction books from library collection. Librarian/Library clerk An appropriate, well balanced, Up to date, well cataloged school library collection.

question or solve a problem.			

CC.1.4.I.W: Discuss and apply criteria for evaluating a resource: authority, bias, accuracy, relevance, readability, and currency of information.

CC.1.4.W: Use information to answer questions.

CC.1.2.E: Use text features and search tools to locate and interpret information in print and digital sources.

CC.1.2.G: Use information from text to demonstrate understanding.

CC.1.4S.V.W: Use grade level appropriate note-taking skills, including paraphrasing and/or summarizing.

CC.1,4V.W: Organize answers to questions by sorting information into provided categories.

1.4.U: Use technology and keyboarding skills to produce and publish a

product, with guidance and support. CC.1.5.F: Add drawings or other visual displays to a recording to emphasize or enhance facts or details. AASL:VI.A.1,VI.C.2,VI.D.3: Apply proper etiquette when using technology. AASL:VI: Apply intellectual property principals (e.g., public domain, creative commons, educational fair use, copyright). AASL:VI: Explain the importance of safe, legal and responsible use of technology.			