

Content: Grade 4 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
<p>CC.1.3.K: Select and read grade level appropriate literary fiction in a variety of genres and formats with support.</p> <p>CC.1.2.L: Select and read literary nonfiction and informational texts on grade level, with support.</p> <p>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.</p>	<p>How do learners develop and satisfy personal curiosity?</p> <p>How do learners read widely and deeply in multiple formats and create for a variety of purposes?</p> <p>How do learners reflect on their own range of perspectives and develop awareness, inclusion of, and empathy for others?</p> <p>How do learners become informed and committed to the concept of diversity?</p>	<p>AccessIt assignments</p> <p>ShelveIt program assignments</p> <p>Scavenger hunt</p>	<p>Internet</p> <p>Ipad or other device</p> <p>Library Catalog database (AccessIt at this time)</p> <p>Librarian</p> <p>Library clerk</p> <p>An appropriate, well balanced, well cataloged library school collection.</p>

Content: Grade 4 Library and Information Literacy
Vickers 2023

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
<p>CC.1.2.G: Use information from text to demonstrate understanding.</p> <p>CC.1.5.B: Paraphrase part of text read aloud or presented orally or in other media formats.</p> <p>CC.4.I.S.V.W: Draw supporting evidence from literature or nonfiction to make a point, express a personal opinion, or meet an informational need.</p> <p>AASL.III.A.2: Develop new</p>	<p>How do learners engage with and create meaning from information and text?</p> <p>How do learners gain perspective, recognize and represent diverse points of view?</p> <p>How do learners reflect on their own range of perspectives and develop awareness, inclusion of and empathy for others?</p> <p>How do learners adapt,</p>	<p>Read a louds Worksheets Small groups Roster checklist</p>	<p>Internet/Ipad or other device</p> <p>Online databases/websites</p> <p>Paper/pencil</p> <p>Kagan Strategies (turn and talk)</p> <p>Librarian/Library clerk</p> <p>An appropriate, well balanced, Up to date, well cataloged school library collection.</p>

<p>understandings through engagement in a learning group.</p> <p>1.4.V.W: Recall information from past experiences.</p> <p>AASL.III.C.1: Solicit and respond to the feedback of others.</p> <p>AASL.III.D.1:Contribute actively to group discussions.</p> <p>AASL.III.D: Explain ways to establish relationships that are positive and supportive of others.</p> <p>AASL:II.C.D: Demonstrate respect for the uniqueness of others.</p> <p>AASL:II.C.2: Identify multiple ways to solve conflicts and practice solving problems.</p> <p>AASL.III.B: Select and utilize expressive communication strategies (eg., tone, body language, facial expressions, etc.) with an understanding of its effect on others.</p>	<p>communicate and exchange knowledge and ideas with others?</p> <p>How do learners actively participate in communication networks?</p>		
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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
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<p>CC.1.2.H: Compare and contrast accounts of the same event told from different points of view.</p> <p>AASL 2.B.1: Respond to others given a sense of the others' point of view.</p> <p>AASL:V.B: Identity one's own strengths, needs and preferences.</p> <p>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).</p>	<p>How do learners gain perspective, recognize and respect diverse points of view?</p> <p>How do learners reflect on their own range of perspectives and develop awareness, inclusion of and empathy or others?</p> <p>How do learners become informed and committed to the concept of diversity?</p>	<p>Read a louds Worksheets Small groups Roster checklist</p>	<p>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.</p>
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Standard	Essential Question	Assessment	Resources
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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.

<p>CC.1.4.V: Develop questions to be answered about a topic for short research projects.</p> <p>1.4.V: choose aspects of a topic to investigate.</p> <p>AASL: Select and utilize multimedia to create digital media appropriate to an audience.</p> <p>CC.1.5.F: Add audio recordings and visual displays to presentations to enhance the development</p>	<p>How do learners display curiosity and initiative?</p> <p>How do learners engage with and create meaning from information and text?</p> <p>How do learners participate in an inquiry based process?</p>	<p>Research project</p>	<p>Internet/Ipad or other device</p> <p>Online databases/websites</p> <p>Paper/pencil</p> <p>Non-fiction books from library collection.</p> <p>Librarian/Library clerk</p> <p>An appropriate, well balanced, Up to date, well cataloged school library collection.</p>
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<p>of main ideas or themes. CC.1.4.V.W, 1.2.G: Locate information from sources, including both print and digital, to answer a question or solve a problem.</p> <p>CC.1.5.B: Paraphrase part of text read aloud or presented orally or in other media formats.</p> <p>CC.1.4.I.W: Discuss and apply criteria for evaluating a resource: authority, bias, accuracy, relevance, readability, and currency of information.</p> <p>CC.1.2.G: Use information from text to demonstrate understanding.</p> <p>CC.1.2.G: Explain how information from various sources contributes to understanding text.</p> <p>CC.1.4S.V.W: Use grade level appropriate note-taking skills, including paraphrasing and/or summarizing.</p> <p>CC.1.4V.W: Organize answers to questions by sorting information into</p>			
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<p>provided categories.</p> <p>1.4.U: Use technology and keyboarding skills to produce and publish a product, with guidance and support.</p> <p>AASL:VI.A.1,VI.C.2,VI.D.3: Apply proper etiquette when using technology.</p> <p>AASL:VI: Apply intellectual property principals (e.g., public domain, creative commons, educational fair use, copyright).</p> <p>AASL:VI: Explain the importance of safe, legal and responsible use of technology.</p> <p>CC.1.4.W: Identify bibliographic information to create a list of sources used.</p>			
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