

## Library Media Curriculum THIRD GRADE

Standards	Learning Targets
<p><b><u>AASL:</u></b></p> <p><b>1.1.1</b> Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life</p> <p><b>1.1.3</b> Develop and refine a range of questions to frame search for new understanding</p> <p><b>1.1.4</b> Find, evaluate, and select appropriate sources to answer questions</p> <p><b>1.1.6</b> Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning</p> <p><b>1.1.7</b> Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias</p> <p><b>1.1.8</b> Demonstrate mastery of technology tools to access information and pursue inquiry.</p> <p><b>1.2.1</b> Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts</p> <p><b>1.2.3</b> Demonstrate creativity by using multiple resources and formats</p> <p><b>2.1.1</b> 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.</p> <p><b>2.1.2</b> Organize knowledge so that it is useful.</p> <p><b>2.1.4</b> Use technology and other information tools to analyze and organize information.</p> <p><b>2.4.1</b> Determine how to act on information (accept, reject, modify).</p> <p><b>3.1.1</b> Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p><b>3.1.4</b> Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p><b>4.1.1</b> Read, view, and listen for pleasure and personal growth.</p> <p><b>4.1.2</b> Read widely and fluently to make connections with own self, the world, and previous reading.</p> <p><b>4.1.3</b> Respond to literature and creative expressions of ideas in various formats and genres.</p> <p><b><u>METS:</u></b></p> <p><b>3-5.RI.1</b> Identify search strategies for locating information with support from library media specialist</p>	<p><b>Love of Reading</b></p> <ul style="list-style-type: none"> <li>● Makes connections between reading and personal interests</li> <li>● Shares information about an author and/or book using various formats</li> <li>● Identifies a variety of formats for reading (books, eBooks, magazines, non-print, newspapers, etc.)</li> <li>● Demonstrates respect for library space and materials.</li> <li>● Evaluates grade appropriate quality children’s literature</li> </ul> <p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li>● Uses the GPPL’s online catalog to locate materials</li> <li>● Understands the library’s organizational system</li> <li>● Identifies the importance of using search terms</li> <li>● With prompting and support, conduct Internet searches using educational search engines and databases</li> <li>● Use multiple resources to locate information</li> <li>● Determine the usefulness of a source</li> <li>● Use the organizational structure of a book (table of contents, index, chapter headings, etc.) to locate information.</li> </ul> <p><b>Digital Citizenship</b></p> <ul style="list-style-type: none"> <li>● Explain ways identity is protected when contributing information online</li> <li>● Respect the guidelines for responsible and ethical use of information</li> <li>● Use technology to explore and pursue personal interests</li> <li>● Show respect for, and respond to ideas of others</li> <li>● Work in teams to produce original works or solve problems</li> <li>● Explains how technology tools can assist in student learning</li> <li>● Understands the three rules to staying safe online: Keep Safe, Keep Away, Keep Telling</li> </ul> <p><b>Media Technology</b></p> <ul style="list-style-type: none"> <li>● Practice responsible use of technology</li> <li>● Understand how to use various technology tools to retrieve, organize, and present information</li> <li>● Understand how to use technology tools to capture images.</li> <li>● Understand the elements of a multimedia presentation.</li> <li>● Understand process of connecting hardware for multimedia presentation</li> </ul>

- 3-5.RI.2** Use digital tools to find, organize, analyze, synthesize, and evaluate information
- 3-5.RI.3** Understand and discuss that web sites and digital resources may contain inaccurate or biased information
- 3-5.RI.4** Understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources should always be researched
- 3-5.CT.2** Use information and communication technology tools to collect, organize, and evaluate information to assist with solving problems
- 3-5.DC.1** Discuss scenarios involving acceptable and unacceptable uses of technology
- 3-5.DC.2** Recognize issues involving ethical use of information
- 3-5.DC.3** Describe precautions surrounding personal safety that should be taken when online
- 3-5.DC.4** Identify the types of personal information that should not be given out on the Internet

**COMMON CORE:**

***Key Ideas and Details***

- CC.3.R.L.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- CC.3.R.L.3** Describe characters in a story and explain how their actions contribute to the sequence of events.

***Craft and Structure***

- CC.3.R.I.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

***Integration of Knowledge and Ideas***

- CC.3.R.L.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters
- CC.3.R.I.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- CC.3.R.I.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

***Presentation of Knowledge and Ideas***

- CC.3.SL.4** Report on a topic or text, with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CC.3.SL.5** Create engaging audio recordings that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**Research to Build and Present Knowledge**

**CC.3.W.7** Conduct short research projects that build knowledge about a topic.

**CC.3.W.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Vocabulary Acquisition and Use**

**CC.3.L.4.d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**Vocabulary**

- Apps
- Author Search
- Authoritative
- Bibliography
- Browse
- Call Number
- Caption
- Central/main idea
- Charts
- Citing Sources
- Computer File
- Computer Program
- Copyright Date
- Database
- Dewey Decimal System
- Digital Product
- Digital Resource
- Digital Tool
- Document Camera

- Electronic Resource
- Glossary
- Graphic Organizer
- Illustrations
- Internet
- Inquiry
- iPad
- Keyword Search
- Legend
- Magazine Database
- Multimedia
- Nonfiction
- Numeric Order
- OPAC (Online Public Access Catalog)
- Parts of a Nonfiction Book
- Picture File
- Plagiarism

- Podcast
- Point of view
- Presentation
- Print Product
- Print Resource
- Product
- Organize
- Refer
- Research
- SmartBoard
- Source
- Supporting Details
- Table of Contents
- Text
- Theme
- Title Search
- Web Resource

**Sample Resources and Assessments**

**Resources**

- [OPAC Lesson 1](#)
- [OPAC Lesson 2](#)
- [Library Sections Review Presentation](#)
- [Nonfiction Shelf Location Presentation](#)
- [DDC 10 Main Groups Outline](#)
- [DDC 10 Main Groups Bookmark](#)
- [Intro to Thesaurus Presentation](#)
- [Encyclopedia Intro Presentation](#)
- [Animal Big 6 Research Handout](#)
- [Animal Big 6 Research Handout Review with Students](#)
- [Animal Research Lesson Outline](#)
- [Michigan Cyber Safety Initiative](#) from MI State Attorney General's Office

**Assessments**

- [OPAC Quiz](#)
- [Library Section Review Worksheet](#)
- [Library Catalog to Book Shelf](#)
- [Scavenger Hunt](#)
- [DDC Quiz](#)
- [Marion Book Bibliography](#)
- [Animal Paragraph Writing Sample](#)
- [Encyclopedia Volume Worksheet](#)
- [Rudolph the Red Nosed Reindeer Worksheet](#)
- [Link to Rudolph Songs Online \(go to 3rd grade\)](#)