Library Media	3rd Grade		Session 1
Concepts:		**Skills:**	
Expectations for Year Selecting Literary Fiction Selecting Informational Texts & Literary Non-Fiction Research Process: Evaluating Sources		Independently, select grade-level-appropriate literary fiction in a variety of genres. Independently, locate and select literary non-fiction and informational texts on grade level. Use literacy strategies to determine readability of source (e.g.,five-finger rule for vocabulary). Make conclusions about information in sources.	
AASL Standards	**NETS-S**		**CCSS**
1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	5. Digital Citizenship a. Advocate and practice safe, legal, and responsible use of information and technology b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity c. Demonstrate personal responsibility for lifelong learning d. Exhibit leadership for digital citizenship		CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. CCSS.ELA-Literacy.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
Library Content Objectives	**Library Vocabulary**	**Technology Vocabulary**	**Technology Content Objectives**
▪ I can borrow books from the school library on odd sessions starting Session 3. ▪ I can select books from areas in the library used by third graders.	▪ iPick ▪ 5 Finger Rule	▪ iPad ▪ Mobile Device	▪ I can explain the technology expectations for this year in library. ▪ I can keep my logon information organized.
Information Literacy Language Objectives	**Resources**		**Technology Literacy Objectives**
▪ Students can explain selection strategies. ▪ Students can identify areas open for third grade selection. ▪ LMS will explain reading motivational program. Example: *Genre Bingo*, *Library Passport*, etc. ▪ LMS will explain to students that on Session 9, they will be rating a book and writing an opinion.	Use iPad to display: ▪ Map of library ▪ Pictures of sections of library or similar		▪ Students will understand that technology skills are now part of the library grade. ▪ Student will be using iPads and personal accounts. ▪ Students will set-up a system for organizing their logon information ▪ Model use of iPad (seating charts or Welcome *PowerPoint*, "Do Now" Activity or Sock Puppet) ▪ Use iPad vocabulary (see next session)
Assessment: Student SMARTBOARD Response, student oral/chorale response, LMS observation.			

Library Media	3rd Grade		Session 2
Concepts:		Skills:	
Demonstrating Technology Etiquette & Safety Behaving as a Digital Citizen		Apply proper etiquette when using technology (e.g., cyber safety). Explain importance of safe, legal and responsible use of technology. Identify potential consequences of unethical, unsafe and inappropriate behavior.	
AASL Standards	NETS-S		CCSS
1.3.5 Use information technology responsibly. 1.3.3 Follow ethical and legal guidelines in gathering and using information.	5. Digital Citizenship a. Advocate and practice safe, legal, and responsible use of information and technology b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity c. Demonstrate personal responsibility for lifelong learning		CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Library Content Objectives	Library Vocabulary	Technology Vocabulary	Technology Content Objectives
▪ N/A	▪ N/A	▪ Destiny Icon ▪ Swipe ▪ Expand screen ▪ Tap ▪ Home Screen ▪ Shortcuts ▪ Apps ▪ Icon ▪ Home button ▪ Power Button ▪ Pinch ▪ Ear Buds ▪ Volume Control	▪ I can follow the Rules for District iPad Use for Students. ▪ I can locate and name the basic buttons of an iPad. ▪ I can explain the "do's and don'ts" when using a district iPad. ▪ I can navigate to the *Digital Passport* app. ▪ I can actively engage with the app. ▪ I can plug in my ear buds and adjust the volume.
Information Literacy Language Objectives	Resources		Technology Literacy Objectives
▪ N/A	Video on "How to Use an iPad" on *Blendspace*. Glove video Common Sense app for iPad safety, *Digital Passport* for Kids Common Sense Media app.		▪ LMS will introduce rules for using an iPad. ▪ Class will discuss safety issues.
Assessment: Students will highlight rules as directed and submit a signed form. LMS will observe students' use of the iPads.			

Library Media	3rd Grade		Session 3*
Concepts:		**Skills:**	
Searching a Library Database Selecting Informational Texts, Literary Non-Fiction & Literary Fiction Collaborating and communicating with Technology		Independently use library index to locate fiction or non-fiction and informational texts. With guidance and support, use technology skills to interact and collaborate with others.	
AASL Standards	**NETS-S**		**CCSS**
1.3.4 Contribute to the exchange of ideas within the learning community. 1.3.5 Use information technology responsibly. 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.	3. Research and Information Fluency b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media 6. Technology Operations and Concepts a. Understand and use technology systems b. Select and use applications effectively and productively d. Transfer current knowledge to learning of new technologies		CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
Library Content Objectives	**Library Vocabulary**	**Technology Vocabulary**	**Technology Content Objectives**
▪ I can perform a search using Destiny Follett on an iPad. ▪ I can explain the purpose of Destiny Follett Software. ▪ I can name one way to search, an author search. ▪ I can find the information on Reading Level and Target Audience if available.	▪ Destiny Follett ▪ Search ▪ Author Search ▪ Call Number ▪ Author's last Name	▪ AirPlay ▪ Wi-Fi ▪ Mirroring ▪ Destiny Follett icon ▪ Safari Browser	▪ I can connect an iPad to AirPlay and share my screen with the class. ▪ With support, I can navigate on an iPad to use the Destiny Follett database. (icon)
Information Literacy Language Objectives	**Resources**		**Technology Literacy Objectives**
▪ Students will perform author searches using the Destiny Follett software. ▪ Students will identify titles available by that author. ▪ Students will identify the Reading Level and Target Audience for titles, when available.	Destiny Follett AirPlay or Apple TV MacBook		▪ Students will use AirServer technology to display their iPad screen.
Assessment: AirPlay will be used to assess students' ability to perform author searches using Destiny on an iPad.			

Library Media	3rd Grade		Session 4
Concepts:		**Skills:**	
Searching a Library Database Selecting Informational Texts & Literary Non-Fiction Collaborating and Communicating with Technology		Independently use library index to locate non-fiction and informational texts. With guidance and support, use technology skills to interact and collaborate with others.	
AASL Standards	**NETS-S**		**CCSS**
1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.	3. Research and Information Fluency b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media 6. Technology Operations and Concepts a. Understand and use technology systems b. Select and use applications effectively and productively d. Transfer current knowledge to learning of new technologies		CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Library Content Objectives	**Library Vocabulary**	**Technology Vocabulary**	**Technology Content Objectives**
▪ I can search for books by title and series using Destiny Follett. ▪ I can read a record on Destiny Follett to find the title, reading level and number of pages. ▪ I can locate the call number on a Destiny Follett record.	▪ Series ▪ Status ▪ Reading Level	▪ Zoom to enlarge ▪ Record ▪ Fields	▪ I can navigate on an iPad independently to use the Destiny Follett database. (icon) ▪ I can connect to Air Server to share my iPad screen.
Information Literacy Language Objectives	**Resources**		**Technology Literacy Objectives**
▪ Students will search for books by title and series using Destiny Follett. ▪ Students will identify the following information: the title, the author, the series, reading level, number of pages and call number fields.	iPads Cards with titles Cards with series Destiny Follett		▪ Students will navigate independently to the Destiny Follett icon. ▪ Students will perform a basic search using Destiny Follett. ▪ Students will identify these fields of a record: title, author, reading level, number of pages and call number field.
Assessment: LMS observation using Air Server.			

Library Media	3rd Grade		Sessions 5* & 6
Concepts:		Skills:	
Identifying Text Features		Use text features and search tools to locate and interpret information in print and digital sources.	
AASL Standards	NETS-S		CCSS
1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.2.6 Display emotional resilience by persisting in information searching despite challenges. 4.3.2 Recognize that resources are created for a variety of purposes.	5. Digital Citizenship c. Demonstrate personal responsibility for lifelong learning		CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Library Content Objectives	Library Vocabulary	Technology Vocabulary	Technology Content Objectives
▪ I can match call numbers to the section, the shelf and the spine labels for all sections in the library. ▪ I can explain the arrangement for each section of the library. ▪ I can explain the types of books found in each section.	▪ Arrangement ▪ Numerical ▪ Dewey Decimal System ▪ Main Character ▪ Arrangement by author's last name	▪ N/A	▪ N/A
Information Literacy Language Objectives	Resources		Technology Literacy Objectives
▪ Students will connect call numbers to sections, shelves and spine labels for all sections of the library. ▪ Students will practice locating books using call numbers and by recognizing or knowing the arrangement for each section.	Cards with call numbers for all sections.		▪ N/A
Assessment: Students will be given cards with call numbers form all sections of the library to use to locate matching books.			

Library Media	3rd Grade		Session 7*
Concepts:		**Skills:**	
Searching a Library Database Selecting Fiction, Informational Texts & Literary Non-Fiction Collaborating and Communicating with Technology		Independently use library index to locate fiction, non-fiction and informational texts. With guidance and support, use technology skills to interact and collaborate with others.	
AASL Standards	**NETS-S**		**CCSS**
1.1.4 Find, evaluate, and select appropriate sources to answer questions.	3. Research and Information Fluency c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks 6. Technology Operations and Concepts a. Understand and use technology systems b. Select and use applications effectively and productively d. Transfer current knowledge to learning of new technologies		CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Library Content Objectives	**Library Vocabulary**	**Technology Vocabulary**	**Technology Content Objectives**
▪ I can name and preform three types of searches using Destiny Follett, an author search, a title search and a series search. ▪ I can locate a book in my school library using call numbers and title, series and author records.	▪ N/A	▪ N/A	▪ I can practice navigating on an iPad to use Destiny Follett. ▪ Given information, I can decide which type of search is needed. ▪ I can read the records to find the call number.
Information Literacy Language Objectives	**Resources**		**Technology Literacy Objectives**
Students will perform searches in Destiny and connect the call numbers to the corresponding books on the shelf.	Destiny Follett Cards with titles, authors and series		Students will practice navigating and preforming different types of searches using Destiny Follett.
District Assessment: Given a title, author or series, students will be able to search for the call number and then locate the book on the shelf.			

Library Media	3rd Grade		Session 8
Concepts:		**Skills:**	
Selecting Fiction, Informational Texts & Literary Non-Fiction		Independently use library index to locate fiction, non-fiction and informational texts. With guidance and support, use technology skills to interact and collaborate with others.	
AASL Standards	**NETS-S**		**CCSS**
1.1.4 Find, evaluate, and select appropriate sources to answer questions.	3. Research and Information Fluency b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media 6. Technology Operations and Concepts a. Understand and use technology systems b. Select and use applications effectively and productively d. Transfer current knowledge to learning of new technologies		CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Library Content Objectives	Library Vocabulary	Technology Vocabulary	Technology Content Objectives
▪ I can search for books using a keyword and subject search using *Destiny Follett.* ▪ I can explain the difference between a keyword search and a subject search. ▪ I can choose when to use a keyword search or a subject search with a valid reason.	▪ Keyword ▪ Subject	▪ Keyword Search ▪ Subject Search ▪ Browse Subject	▪ I can practice navigating on an iPad to use *Destiny Follett*. ▪ I can connect to *Air Play* to share my iPad screen.

Information Literacy Language Objectives	Resources	Technology Literacy Objectives
▪ Students will perform searches using keywords and subjects in *Destiny Follett.* ▪ Students will know the difference between a keyword search and a subject search.	Destiny Follett MacBook with *Air Play* iPads Worksheet or cards with search scenarios	▪ Students will practice navigating and preforming different types of searches using *Destiny Follett*. ▪ Selected students will connect to *AirPlay*.

Assessment: LMS observation using *Air Play*.

Library Media	3rd Grade		Session 9*
Concepts:		**Skills:**	
Collaborating and Communicating with Technology		With guidance and support, use technology to interact and collaborate with others.	
AASL Standards	**NETS-S**		**CCSS**
1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.8 Demonstrate use of technology tools to access information and pursue inquiry.	6. Technology Operations and Concepts d. Transfer current knowledge to learning of new technologies		CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Library Content Objectives	**Library Vocabulary**	**Technology Vocabulary**	**Technology Content Objectives**
▪ I can answer questions about locating a book in my school library using call numbers and title, series, keyword, subject and author records.		As needed… ▪ Student Response System ▪ *Socrative* (or similar) ▪ *SMART Student Response System* ▪ SMART clickers ▪ Quia	▪ I can use a student response system. ▪ I can open the *Socrative Student* app (or other SRS) and enter the room number. ▪ I can access and respond to questions using the *Socrative* app (or other SSR system).
Information Literacy Language Objectives	**Resources**		**Technology Literacy Objectives**
▪ Students will answer questions to assess their ability to search for needed records and interpret them using *Destiny Follett*.	*SMART Student Response System* (if available) or *Socrative* app, *Quia* or similar		▪ *Socrative* app (or other SRS system) will be used as a summative assessment of students' knowledge of the basic *Destiny* searches.
District Assessment: Students will use a SRS to answer questions for a summative assessment.			

Library Media	3rd Grade		Sessions 10 & 11*
Concepts:		Skills:	
Selecting Literary Fiction		Independently, select grade-level-appropriate literary fiction in a variety of genres. Read literary fiction presented in any format to gain meaning by questioning, reflecting, responding and evaluating.	
AASL Standards	NETS-S		CCSS
1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 4.1.6 Organize personal knowledge in a way that can be called upon easily.	1. Creativity and Innovation a. Apply existing knowledge to generate new ideas, products, or processes 6. Technology Operations and Concepts a. Understand and use technology systems b. Select and use applications effectively and productively		CCSS.ELA-Literacy.RL.3.2 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.
Library Content Objectives	Library Vocabulary	Technology Vocabulary	Technology Content Objectives
▪ I can identify various genres of books available in our school LMC. ▪ I can identify my favorite genres. ▪ I can match books to genres.	▪ Genre ▪ Resource Lists ▪ Fantasy ▪ Folk literature ▪ Fables ▪ Folktales ▪ Historical Fiction ▪ Mystery ▪ Myths ▪ Poetry ▪ Realistic Fiction ▪ Scary Stories ▪ Science Fiction	▪ NSD logon ▪ Kidspiration	▪ I can logon to a PC with my NSD logon. ▪ I can be responsible for accessing my logon information so that I can logon to a PC during any class without asking for help.
Information Literacy Language Objectives	Resources		Technology Literacy Objectives
▪ LMS will introduce genres: Fantasy, Mystery, Historical Fiction, Realistic Fiction, Scary Stories, Animal Stories, Sports Stories, School Stories, Science Fiction, Folklore & Poetry ▪ Given titles of familiar books, students will work collaboratively to identify the genre.	*Joe Bright and the Seven Genre Dudes* by Jackie Mims Hopkins (Trading cards and bulletin board available from Upstart) Kidspiration App or PC's Genre Bingo		▪ Students will use the system for locating their logon information.
Activity: SMART Board – Kidspiration activity: Template for students to use on the PCs. Assessment: LMS Observation			

Library Media	3rd Grade		Session 12
Concepts:		Skills:	
Selecting Literary Fiction		Independently, select grade-level-appropriate literary fiction in a variety of genres. Read literary fiction presented in any format to gain meaning by questioning, reflecting, responding and evaluating.	
AASL Standards	NETS-S		CCSS
1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 1.3.5 Use information technology responsibly.	3. Research and Information Fluency b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks		CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Library Content Objectives	Library Vocabulary	Technology Vocabulary	Technology Content Objectives
▪ I can locate print sources by genre using the Destiny Quest app. ▪ I can create a list of titles that I want to read.	▪ Genre ▪ Resource Lists	▪ App ▪ Destiny Quest app	▪ With support, I can logon to *Destiny Quest* using my NSD ID and password. ▪ I can use the Shelf: Want to Read" feature on *Destiny Quest*. ▪ I can use the "Resource Lists" feature on Destiny Quest.
Information Literacy Language Objectives	Resources		Technology Literacy Objectives
▪ Students will recall how to read MARC records to determine the length and difficulty	iPads		▪ Students will logon to *Destiny Quest* app. ▪ Students will use the "Resource Lists" feature on Destiny Quest to browse available titles for different genres. ▪ Students will make a list of books of interest using the "Shelf: Want to Read" feature .

Activity Option: Students identify 2-3 favorite genres. Students search for 2 books for each genre appropriate for 3rd grade and save the titles in their "Shelf: Want to Read." LMS checks screen as exit ticket.
Assessment: Students will use the "Shelf: Want to Read" feature to save titles selected for favorite genres.

Library Media	3rd Grade		Session 12

Concepts:		Skills:	
Evaluating Sources Collaborating and Communicating with Technology Drawing Evidence from Text		Support opinion with detailed reasons. With guidance and support, use technology to interact and collaborate with others. Identify wide range of texts that tell a story to make a point, express personal opinion or provide enjoyable experience as examples of grade-level-appropriate literary texts.	

AASL Standards	NETS-S		CCSS
1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 1.3.4 Contribute to the exchange of ideas within the learning community.	3. Research and Information Fluency b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks		CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. CCSS.ELA-Literacy.W.3.1b Provide reasons that support the opinion.

Library Content Objectives	Library Vocabulary	Technology Vocabulary	Technology Content Objectives
▪ I can write my opinion with reasons and post it using the *Destiny Follett Star Rating/Add Review* feature.	▪ Opinion ▪ Detailed reasons ▪ Comments	▪ Star Rating ▪ Add Review	▪ I can logon to Destiny Quest using my NSD ID and password independently.

Information Literacy Language Objectives	Resources	Technology Literacy Objectives
▪ Students will write a book review that contains their opinion and supporting reasons and post it using the *Destiny Quest* app.	*Destiny Quest*	▪ Students will write a book review that contains their opinion and supporting reasons and post it using the *Destiny Quest* app.

Assessment: LMS will review, assess and approve the students' reviews prior to posting. Students' first name and last initial will be used.

Library Media	3rd Grade		Session 13*

Concepts:		Skills:	
Identifying Main Ideas		Identify main ideas and supporting details of text read aloud or presented orally or in other media formats. Read literary fiction presented in any format to gain meaning by questioning, responding and evaluating.	

AASL Standards	NETS-S	CCSS
1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	2. Communication and Collaboration a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats	CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. CCSS.ELA-Literacy.W.3.1b Provide reasons that support the opinion.

Library Content Objectives	Library Vocabulary	Technology Vocabulary	Technology Content Objectives
▪ I can identify main ideas and supporting details. ▪ I can respond to a question. ▪ I can defend my opinion on what I like about the story and what I do not like about the story.	▪ Main idea ▪ Supporting details ▪ Opinion	▪ Posting ▪ Class code	▪ I can share my ideas using Educreation app (or a similar method). ▪ I can enter a class code to share my Educreation video with my LMS.

Information Literacy Language Objectives	Resources	Technology Literacy Objectives
▪ Students will listen to a story and respond. ▪ Students will identify the main idea of the story and identify supporting details. ▪ Students will provide reasons for what they like or do not like about the story.	Seasonal Story iPads Educreations app	▪ Students will use the Educreations app to share their answers (or a similar method). ▪ Students will create at least one slide to present their opinion of the story and supply reasons.

Assessment: LMS will view the videos.

Library Media	3rd Grade		Session 14
Concepts:		**Skills:**	
Internet Safety/Netiquette Behaving as a Digital Citizen		Identify and practice ethical and safe online behavior. Identify potential consequences of unethical, unsafe and inappropriate behavior. Explain importance of safe, legal and responsible use of technology.	
AASL Standards	**NETS-S**		**CCSS**
1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.3 Follow ethical and legal guidelines in gathering and using information. 1.3.5 Use information technology responsibly.	Digital Citizenship a. Advocate and practice safe, legal, and responsible use of information and technology b. Exhibit a positive attitude toward using technology		CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Library Content Objectives	**Library Vocabulary**	**Technology Vocabulary**	**Technology Content Objectives**
N/A	N/A	- Digital footprint - Internet Safety - Netiquette - Unethical - Ethical - Safe - Unsafe	- I can practice safe habits when on the Internet. - I can explain potential consequences of unethical, unsafe and inappropriate behavior. - I can identify cyber smart behaviors.
Information Literacy Language Objectives	**Resources**		**Technology Literacy Objectives**
N/A	CyberSmart Quiz www.cybersmart.gov.au/Kids.aspx PC activity		- LMS leads a discussion on ethical and safe online behavior and the potential consequences of unethical, unsafe and inappropriate behavior. - Students will use the PC's to take a CyberSmart Quiz.
Assessment: LMS will record the scores for the CyberSmart Quiz.			

Library Media	3rd Grade		Session 15*
Concepts:		**Skills:**	
Demonstrating Technology Etiquette & Safety Behaving as a Digital Citizen		Apply proper etiquette when using technology (e.g., cyber safety). Explain importance of safe, legal and responsible use of technology. Identify and practice ethical and safe online behavior. Identify potential consequences of unethical, unsafe and inappropriate behavior.	
AASL Standards	**NETS-S**		**CCSS**
1.3.3 Follow ethical and legal guidelines in gathering and using information. 1.3.5 Use information technology responsibly.	Digital Citizenship a. Advocate and practice safe, legal, and responsible use of information and technology b. Exhibit a positive attitude toward using technology		N/A
Library Content Objectives	**Library Vocabulary**	**Technology Vocabulary**	**Technology Content Objectives**
▪ N/A	▪ N/A	▪ Gossip ▪ Impersonate ▪ Exclude ▪ Threaten	▪ I can identify cyber bullying behaviors. ▪ I can answer questions about cyber bullying.
Information Literacy Language Objectives	**Resources**		**Technology Literacy Objectives**
▪ N/A	Professor Garfield: Cyber Bullying app iPads		▪ Students will independently use the Professor Garfield Cyber Bullying app to learn about cyber bullying. ▪ Students will take the quiz on the app to demonstrate understand of the vocabulary and concepts.
Assessment: Students will self-assess as the app will provide feedback to student responses.			

Library Media	3rd Grade	Sessions 16 - 19*
Concepts:	**Skills:**	
Research Process: Effective Inquiry Research Process: Note-taking Strategies and Presenting Research Findings Producing and Publishing with Technology	Conduct short research projects. As part of a grade-level-appropriate research process: ▪ Recall information from past experiences. ▪ Gather information from sources, including both print and ▪ digital. ▪ Use information to answer questions. ▪ Write answer(s) to question(s) in note-taking format. ▪ Organize information by sorting it into provided categories. With guidance and support, use technology and keyboarding skills to produce and publish writing and to interact and collaborate with others.	
AASL Standards	**NETS-S**	**CCSS**
1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.8 Demonstrate use of technology tools to access information and pursue inquiry. 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. 4.1.8 Use creative and artistic formats to express personal learning.	Research and Information Fluency b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks 6. Technology Operations and Concepts d. Transfer current knowledge to learning of new technologies	CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-Literacy.W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. CCSS.ELA-Literacy.W.3.2b Develop the topic with facts, definitions, and details. CCSS.ELA-Literacy.W.3.2d Provide a concluding statement or section. CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Library Content Objectives	Library Vocabulary	Technology Vocabulary	Technology Content Objectives
▪ I can explain the Super 3 process. ▪ I can apply the Super 3 to solve a problem. ▪ I can gather information from two sources to answer provided questions. ▪ I can organize information into provided categories. ▪ With support and guidance, I can produce and share a presentation.	▪ KWL Chart ▪ Categories	▪ *Book Creator* app ▪ Transfer	▪ I can locate information on my topic using *World Book Online*, *Pebble Go-Database*. ▪ I can use *Book Creator* app to create a presentation. ▪ I can transfer knowledge of how to make a Educreations video to how to make a book with sound using the Book Creator app.
Information Literacy Language Objectives	**Resources**		**Technology Literacy Objectives**
▪ Class will develop the KW of a KWL chart. ▪ Students will take notes to complete the L portion of the KWL Chart. ▪ With support and guidance, students will organize information from 2 sources and create a presentation. ▪ Student will present their project to the class.	KWL Chart *Pebble Go-Database* World Book Online iPads *Book Creator* app		Students will use digital databases to locate information. Students will use *Book Creator* app to create a presentation.
Assessment: Students will have a 3 page book with a cover page created. The book will include information needed to answer the questions, at least one image imported from the *World Book Online* or Pebble Go-Earth and Space, and a recording.			

Library Media	3rd Grade		Sessions 20 & 21*

Concepts:		Skills:	
Producing and Publishing with Technology		With guidance and support, use technology and keyboarding skills to produce and publish writing and to interact and collaborate with others.	

AASL Standards	NETS-S	CCSS
3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.	2. Communication and Collaboration b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats 5. Digital Citizenship b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity	CCSS.ELA-Literacy.SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Library Content Objectives	Library Vocabulary	Technology Vocabulary	Technology Content Objectives
▪ I can present my *Book Creator* project. ▪ I can speak using complete sentences. ▪ I can report on a topic and present information while speaking at an understandable pace.	▪ N/A	▪ N/A	▪ I can connect my iPad to *Air Play* when presenting my project so that the class can view my project.

Information Literacy Language Objectives	Resources	Technology Literacy Objectives
▪ Students will present their *Book Creator* project using complete sentences. ▪ Students will report on their topic while speaking at an understandable pace.	SMART Board *Air Play* MacBook iPads	▪ Students will connect to *AirPlay* to present their projects.

Assessment: Students will present their final product to the class.

Library Media	3rd Grade		Session 22
Concepts:		**Skills:**	
Research Process: Note-taking Strategies and Presenting Research Findings		• Gather information from print sources. • Use information to answer questions.	
AASL Standards	**NETS-S**		**CCSS**
1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	3. Research and Information Fluency b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media		CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Library Content Objectives	**Library Vocabulary**	**Technology Vocabulary**	**Technology Content Objectives**
▪ I can use a print source to locate information. ▪ I can use information gathered to answer questions.	▪ Dictionary ▪ Thesaurus ▪ Entry ▪ Pronunciation	N/A	▪ N/A
Information Literacy Language Objectives	**Resources**		**Technology Literacy Objectives**
▪ Students will answer questions using information gathered from a print source. ▪ Students will use text features, such as; table of contents, index, and guide words. ▪ Students will know the components of a basic entry. ▪ Students will identify the overall organization of the source.	Print Dictionary Thesaurus or similar reference text Worksheets posted to the *Blendspace* 3rd Grade: February Folder.		▪ N/A
Assessment: Students will answer questions on a worksheet.			

Library Media	3rd Grade	Session 23*
Concepts:	**Skills:**	
Research Process: Note-taking Strategies	Gather information from digital sources. Use information to answer questions. Write answer(s) to question(s) in note-taking format. Organize information by sorting it into provided categories.	

AASL Standards	NETS-S	CCSS
1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.	Research and Information Fluency b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks	CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Library Content Objectives	Library Vocabulary	Technology Vocabulary	Technology Content Objectives
▪ I can use information gathered to answer questions.	▪ Syllabification ▪ Origin ▪ Definition ▪ Informal ▪ Slang	▪ Digital Dictionary	▪ I can use a digital dictionary to locate definitions.

Information Literacy Language Objectives	Resources	Technology Literacy Objectives
▪ Students will answer questions using information gathered from a digital dictionary.	Dictionary app Worksheets posted to Blendspace 3rd Grade February Folder. http://www.thefreedictionary.com/ http://www.wordsmyth.net/blog/children-dictionary/ http://www.wordsmyth.net/ Note: The Wordsmyth Dictionary has a Beginner, Intermediate and Advanced versions	▪ Students will answer questions on a worksheet using a digital dictionary.

Assessment: Students will answer questions on a worksheet.

Library Media	3rd Grade		Sessions 24 & 25*
Concepts:		**Skills:**	
Preparing Multimedia Presentations		Record poems aloud to demonstrate reading fluently and at an understandable pace. Record stories or poems in engaging manner. Add drawing or other visual display to recording to emphasize or enhance facts or details.	
AASL Standards	**NETS-S**		**CCSS**
1.2.3 Demonstrate creativity by using multiple resources and formats. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.	1. Creativity and Innovation a. Apply existing knowledge to generate new ideas, products, or processes b. Create original works as a means of personal or group expression		CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
Library Content Objectives	**Library Vocabulary**	**Technology Vocabulary**	**Technology Content Objectives**
▪ I can record my voice reading my poem using *Educreations* app. ▪ I can read at an understandable pace.	▪ Pace ▪ Fluently	▪ Copy and paste	▪ I can use *Poem Generator* to create a poem. ▪ I can copy and paste my poem from *Poem Generator* to *Educreations*. ▪ I can add pictures from the web to illustrate my poem.
Information Literacy Language Objectives	**Resources**		**Technology Literacy Objectives**
▪ Students will record their voice reading fluently. ▪ Students will record their voice at an understandable pace.	Poem Generator www.oakdome.com/k5/ Share recorded poems as time permits.		▪ Students will create a poem using the *Poem Generator* website. ▪ Students will import images into *Educreations* to enhance details. ▪ Students will copy and paste their poem into Educreations from Poem Generator. ▪ Students will read their poem while recording.
Assessment: LMS will review the *Educreations* videos.			

Library Media	3rd Grade	Session 26

Concepts:	Skills:
Research Process: Note-taking Strategies	Draw evidence from text to answer an information need using grade-level-appropriate note-taking skills.

AASL Standards	NETS-S	CCSS
1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	3. Research and Information Fluency b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.	CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Library Content Objectives	Library Vocabulary	Technology Vocabulary	Technology Content Objectives
▪ I can highlight key ideas. ▪ I can navigate using the Contents feature. ▪ I can Search for terms in a Follett eBook.	▪ Key ideas ▪ Follett Shelf ▪ Follett Enlight app	▪ Page Browse ▪ Bookmark ▪ Contents ▪ Search ▪ Highlight ▪ Add Note ▪ Read ▪ Synchronize	▪ I can locate, open and use the features of the *Follett Shelf* eBooks, i.e.: Contents, Search, Read, Add a Note, Book Note and Highlighter.

Information Literacy Language Objectives	Resources	Technology Literacy Objectives
▪ Students will identify key ideas.	Various titles - Follett Shelf eBook Use PC's to access all features. *Follett Enlight* app on iPad has limited features.	▪ Students will use digital note taking skills using the features of the *Follett Shelf*.

Assessment: LMS observation.

Library Media	3rd Grade		Session 27*
Concepts:		**Skills:**	
Research Process: Note-taking Strategies		Draw evidence from text to answer an information need using grade-level-appropriate note-taking skills.	
AASL Standards	**NETS-S**		**CCSS**
1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	3. Research and Information Fluency b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks		CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
Library Content Objectives	**Library Vocabulary**	**Technology Vocabulary**	**Technology Content Objectives**
▪ I can highlight key ideas. ▪ I can navigate using the Contents feature. ▪ I can search for terms in an eBook. ▪ I can compare and contrast key ideas presented in two texts on the same topic.		▪ Contents ▪ Search ▪ Highlighter	▪ I can locate, open and use the features of the eBooks, i.e.: Contents, Search, and Highlighter.
Information Literacy Language Objectives	**Resources**		**Technology Literacy Objectives**
Students will identify key ideas in two sources. Students will compare and contrast key ideas presented in two texts on the same topic.	Various *Follett Shelf* eBook *Book Flix* *EBSCO* eBooks on POWER Library Capstone eBooks or other eBooks		Students will transfer skills learned with the *Follett Shelf* to other eReader platforms.
Assessment: Students will turn-in their notes for feedback from the LMS.			

Library Media	3rd Grade		Session 28

Concepts:		Skills:	
Evaluating Sources		Discuss criteria for evaluating a website: credibility, relevance, bias, accuracy and currency.	

AASL Standards	NETS-S		CCSS
1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.	3. Research and Information Fluency b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks		CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Library Content Objectives	Library Vocabulary	Technology Vocabulary	Technology Content Objectives
▪ I can identify facts and details that support reasons when evaluating websites for credibility, relevance, bias, accuracy and currency.	▪ Credibility ▪ Relevance ▪ Bias ▪ Accuracy ▪ Currency	▪ URL ▪ Address extensions ▪ .gov ▪ .org ▪ .com ▪ .edu	▪ I can navigate preselected websites to evaluate for credibility, relevance, bias, accuracy and currency.

Information Literacy Language Objectives	Resources	Technology Literacy Objectives
▪ Students will evaluate preselected websites for credibility, relevance, bias, accuracy and currency.	Preselected websites	▪ Students will evaluate preselected websites for credibility, relevance, bias, accuracy and currency.

Assessment: Students will complete a worksheet. Class will discuss findings.

Library Media	3rd Grade		Sessions 29-30
Concepts:		**Skills:**	
Evaluating Diverse Media		Interpret information from a text feature.	
AASL Standards	**NETS-S**		**CCSS**
1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	3. Research and Information Fluency b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media		CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Library Content Objectives	**Library Vocabulary**	**Technology Vocabulary**	**Technology Content Objectives**
▪ I can practice using the correct terms for the text features. ▪ I can locate examples of text features. ▪ I can plan use text features in my own writing.	▪ Title ▪ Caption ▪ Heading ▪ Index ▪ Glossary ▪ Map ▪ Bullets ▪ Diagram ▪ Bold Print	▪ Fact Box ▪ Graph ▪ Illustration ▪ Italic print ▪ Photograph ▪ Sidebar ▪ Table ▪ Table of contents ▪ Timeline	▪ I can take a quiz using the *Socrative* app.
Information Literacy Language Objectives	**Resources**		**Technology Literacy Objectives**
▪ Students will practice using the correct term for text features. ▪ Students will complete a Text Feature Scavenger Hunt to practice identifying text features. ▪ Students will demonstrate their knowledge by answering questions on a quiz. ▪ Students will be encouraged to plan on ways to use text features in their own writing.	Any mix of magazines, informational texts, and eBooks Activity: Text Feature Scavenger Hunt (Posted on *Blendspace* – April) iPads *Socrative* app or *Quia* or similar SRS		▪ Students will take a short quiz using the *Socrative* app. ▪ The *Socrative* app quiz will be used as a formative assessment of students' knowledge of the vocabulary.
Assessment: Socrative app quiz			

Exit ticket: 1 text features that you will use in your own writing, 2 text features that you have used in your writing.			
Library Media	**3rd Grade**		**Session 31***
Concepts:		Skills:	
Selecting Literary Fiction		Read literary fiction presented in any format to gain meaning by questioning, reflecting, responding and evaluating.	
AASL Standards	NETS-S		CCSS
4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.	6. Technology Operations and Concepts a. Understand and use technology systems b. Select and use applications effectively and productively d. Transfer current knowledge to learning of new technologies		CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
Library Content Objectives	Library Vocabulary	Technology Vocabulary	Technology Content Objectives
- I can understand the importance of reading during the summer. - I can describe various summer reading programs and ways to get books over the summer. - I can set a goal for summer reading and make a plan to reach that goal.	N/A	N/A	I can transfer skills from searching Destiny Follett to searching the Bucks County Free Library catalog.
Information Literacy Language Objectives	Resources		Technology Literacy Objectives
- LMS will discuss the importance of summer reading. - Students will plan for their summer reading.	NSD Summer Reading Lists Bucks County Public Library Programs Local Summer Reading Programs, i.e. Barnes & Noble, PTO Reading Incentives, etc.		Students will use the Bucks County Free Library catalog to search for summer reading titles.
Assessment: Exit Ticket: What is your goal? How many books will you try to read this summer? When will you read?			

Library Media	3rd Grade		Session 32
Concepts:		**Skills:**	
Using Digital Media		Select and utilize an appropriate digital media to enhance a content-specific product. Use digital media legally and ethically, practicing Educational Fair Use. Recall information from past experiences.	

AASL Standards	NETS-S	CCSS
1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.	6. Technology Operations and Concepts d. Transfer current knowledge to learning of new technologies	CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Library Content Objectives	Library Vocabulary	Technology Vocabulary	Technology Content Objectives
- I can demonstrate my knowledge of basic Destiny searches by answering questions using the Socrative Student app. - I can recall information.			- I can use a student response system. - I can open the Socrative Student app and enter the room number. - I can respond to questions on the Socrative assessment.

Information Literacy Language Objectives	Resources	Technology Literacy Objectives
	Socrative Summative Assessment	Socrative app will be used as a summative assessment of students' knowledge of the basic Destiny searches.

Assessment: Year end - Socrative Summative Assessment

Library Media	3th Grade		Session 33 BOOK FAIR

Concepts:		Skills:	
Selecting Literary Fiction Selecting Informational Texts & Literary Non-Fiction		Independently select grade-level appropriate literary fiction in a variety of genres. Independently, locate and select literary non-fiction and informational texts on grade level.	

AASL Standards	NETS-S Standards	CCSS Standards
1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. 1.4.4 Seek appropriate help when it is needed. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading. 4.4.1 Identify own areas of interest.	3. Research and Information Fluency b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks 5. Digital Citizenship c. Demonstrate personal responsibility for lifelong learning	CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. CCSS.ELA-Literacy.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Library Content Objectives	Library Vocabulary	Technology Vocabulary	Technology Content Objectives
▪ I can listen to a book talk to discover new titles and authors of interest. ▪ I can communicate ideas of good books to read with my peers. ▪ I can read the reviews and synopsis on the back cover to gain information about a book.	▪ Reviews ▪ Synopsis ▪ Introduce New Titles ▪ Introduce New Authors/Illustrators	▪ Trailers	▪ I can view publisher produced book trailers and use the content to make choices.

Information Literacy Content	Resources	Technology Literacy Content
▪ Students will use the Book Fair as an opportunity to discover new titles and authors. ▪ Students will discover literature and informational text appropriate for 3rd grade. ▪ Students will listen to book talks and will be able to identify a book that sounds interesting and explain why.	Book Fair Scholastic Book Trailers	▪ Students will view book trailers to increase their knowledge of new literature, authors and series.
Assessment: LMS observation: Students will browse the books available from the Book Fair reading the back covers and/or jackets for reviews and summaries. Students will share their favorite finds. Exit ticket: Which book would you recommend to your best friend and why?		

Library Media	3th Grade		Session 33 BOOK FAIR

Concepts:		Skills:	
Selecting Literary Fiction Selecting Informational Texts & Literary Non-Fiction		Independently select grade-level appropriate literary fiction in a variety of genres. Independently, locate and select literary non-fiction and informational texts on grade level.	

AASL Standards	NETS-S Standards	CCSS Standards
1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. 1.4.4 Seek appropriate help when it is needed. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading. 4.4.1 Identify own areas of interest.	3. Research and Information Fluency b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks 5. Digital Citizenship c. Demonstrate personal responsibility for lifelong learning	CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. CCSS.ELA-Literacy.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Library Content Objectives	Library Vocabulary	Technology Vocabulary	Technology Content Objectives
▪ I can listen to a book talk to discover new titles and authors of interest. ▪ I can communicate ideas of good books to read with my peers. ▪ I can read the reviews and synopsis on the back cover to gain information about a book.	▪ Reviews ▪ Synopsis ▪ Introduce New Titles ▪ Introduce New Authors/Illustrators	▪ Trailers	▪ I can view publisher produced book trailers and use the content to make choices.

Information Literacy Content	Resources	Technology Literacy Content
- Students will use the Book Fair as an opportunity to discover new titles and authors. - Students will discover literature and informational text appropriate for 3rd grade. - Students will listen to book talks and will be able to identify a book that sounds interesting and explain why.	Book Fair Scholastic Book Trailers	Students will view book trailers to increase their knowledge of new literature, authors and series.
Assessment: LMS observation: Students will browse the books available from the Book Fair reading the back covers and/or jackets for reviews and summaries. Students will share their favorite finds. Exit ticket: Which book would you recommend to your best friend and why?		

Library Media	3th Grade	Every Other Session Sessions 3-31 Odd Sessions

Concepts:		Skills:
Locating and selecting Informational Texts, and Literary Fiction and Non-Fiction		Independently, locate and select literary non-fiction and informational texts on grade level. Independently, select grade-level –appropriate literary fiction in a variety of genres. Independently use library index to locate fiction, non-fiction and informational texts. Use literacy strategies to determine readability of source (e.g. five-finger rule for vocabulary and I-Pick)

AASL Standards	NETS-S Standards	CCSS Standards
1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.	3.Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks	CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. CCSS.ELA-Literacy.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Library Content Objectives	Library Vocabulary	Technology Vocabulary	Technology Content Objectives
- I can select books that meet my need for reading for enjoyment, for personal growth and for information. - I can use the library and the library media in a responsible manner. - I can return my books on time. - I can read different genres. - I can read and comprehend informational texts .	N/A	N/A	- I can use Destiny Follett to search for books. - I can use an iPad to search the library collection using Destiny Quest.

Information Literacy Content	Resources	Technology Literacy Content
Students will select books that meet their need for reading for enjoyment, for personal growth and for information.	Destiny Follett/Destiny Quest The school library print collection	- Students will use Destiny Follett as needed to locate library materials using either a PC or iPad. - Students will practice being good digital citizens during book selection.

Assessment: Assessment: Students will have a grade level appropriate book selected and checked out in a timely manner.

English Language Arts Standards » Standard 10: Range, Quality, & Complexity » Range of Text Types for K-5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Dramas**	**Poetry**	**Literary Nonfiction and Historical, Scientific, and Technical Texts**
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Exit Tickets • One Minute Response – Most important thing you learned today – Main unanswered question you leave class with today – Muddiest point (most confused about) • A&E Card (Assessment & Evaluation) – Show 3 different ways to complete this math problem. – Briefly explain gravity. Give an example of gravity in the classroom or on the playground. – Which event is most important in the story? Why? • 3-2-1 Card – 3 key ideas, 2 questions, 1 thing I want to read more about – 3 words I think are most important to this topic, 2 connections I made, 1 thing I do not like Kingore, 2007