MOUNT HOLLY TOWNSHIP PUBLIC SCHOOL DISTRICT
LIBRARY CURRICULUM
GRADE 3

I. LIBRARY ORIENTATION
Students will demonstrate effective use of libraries as places of learning.

OBJECTIVES:
Students will

- Exhibiting appropriate behavior.
- Explain their ideas and understandings in a discussion.
- Stay on topic.
- Engage effectively in a range of collective discussions.
- Utilizing circulation procedures efficiently and effectively.
- Utilizing librarian as teacher and resource person.
- Properly caring for materials.
- Using with increasing independence various resources to access literature and information.
- Using familiarity with arrangement of library materials to access materials efficiently and effectively.

COMMON CORE STANDARDS:
3.R.1.7; 3.W.3; 3.SL.1

AASL STANDARDS FOR THE 21ST CENTURY LEARNER:
1.1.1; 1.1.4, 1.1.8, 2.1.2, 3.1.6, 4.1.4, 4.1.7

VOCABULARY:
- Check-Out, Check-In
- Circulation Desk
- Browsing
- Respect
- Fairness
- Shelf-Marker
- Catalog
- Destiny
- eBooks

SUGGESTED RESOURCES:
- LMC Floor Plan
- Document Camera
- LCD Projector
- iPads

ESSENTIAL QUESTIONS:
- Why do people come to the library?
- How should a library sound? look? feel? (quiet, neat, safe)
- What will we find in a library?
- How are libraries the same? different?
- Why is it important to treat all materials carefully?
ASSESSMENT:
Ongoing formative assessment through observation and conferencing; summative assessment included in final Benchmark Assessment.

II. Awareness of and Interaction with Literature
Students will practice good reading behaviors, including metacognitive strategies, to pursue personal and aesthetic growth.

OBJECTIVES:
Students will be able to
- Listen to and discuss (or otherwise respond to) read-aloud selections.
- Select a variety of literature based on interest, need, and appropriateness.
- Understand that fiction and nonfiction may be used for recreational reading, class assignments, and research.
- Understand that all libraries provide a diverse collection of information presenting many viewpoints.
- Practice metacognitive strategies when reading, listening, and discussing.

COMMON CORE STANDARDS:

AASL STANDARDS FOR THE 21ST CENTURY LEARNER:
4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, 4.3.3, 4.4.1, 4.4.6

VOCABULARY:
- Author
- Illustrator
- Genre
- Point-of-View
- Visualizing
- Text-to-Text/Text-to-Self/Text-to-World Connections
- Schema
- Fiction
- Nonfiction
- Mystery
- Historical Fiction
- Realistic Fiction
- Fantasy
- Biography
- Poetry
- Just-Right Books

SUGGESTED RESOURCES:
Ashbrook library collection, author/illustrator/publisher websites, video streaming sites.

ESSENTIAL QUESTIONS:
- Why do we read?
- What connections can I make to myself, other books, or the world?
- Why is it good to select a “just-right” book?
- Why share my response to what I read?
- Can a book be both fiction and nonfiction?
BENCHMARK ASSESSMENT:
Each student will present a “You Should Read” book talk by the end of the third marking period.

III. INFORMATION LITERACY
Students will begin to use an information search process model (Big6™) as an aid to inquire, think critically, and gain knowledge.

OBJECTIVES:
Students will

- Brainstorm, formulate questions, and identify keywords in order to define the task at hand.
- Identify the most appropriate strategies and resources for meeting the relevant information needs.
- Use both print and online resources (including the Ashbrook catalog) to locate and access appropriate information.
- Take notes using the “trash or treasure” method.
- Include both fact and opinion to craft and support their position.
- Create citations.
- Share new knowledge through writing, speaking, and/or web-based technology tools.
- Reflect on own work and respond to others’.

COMMON CORE STANDARDS:

AASL STANDARDS FOR THE 21ST CENTURY LEARNER:
1.1.1, 1.1.3, 1.1.4, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.3.1, 1.4.2, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.3.1, 2.4.1, 2.4.2, 3.1.1, 3.1.2, 4.4.2

VOCABULARY:
- Dictionary
- Encyclopedia
- Catalog
- Database
- Destiny
- Index
- Fact
- Opinion
- Publisher
- Author
- Illustrator
- Copyright
- Citation
- Big6™
SUGGESTED RESOURCES:
Various library resources including non-fiction and reference materials (on-line and in print) possibly including Scholastic Children's Dictionary, Dictionary.com, atlases, Destiny (online catalog), nonfiction books, EBSCO Kids Search, factmonster.com

ESSENTIAL QUESTIONS:
· Why do research?
· Why might I try to explore a topic for myself instead of asking for the answer?
· Why is it important to plan my project? Review it?
· What is a citation, and why do I need it? What happens if I do not do it?
· Why is it important to include my opinion when I share what I have learned?

MODIFICATIONS/STRATEGIES:
IEP/504 modifications as needed.

ASSESSMENT:
In addition to observation and conferencing, Grade 3 Benchmark Assessment is to be completed by end of school year.
Says you should read

by

Because

Tell what you liked about the book!

(Draw a picture of your favorite part!)

Call #: __________________________

(Its on the spine label.)