|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 1 (1-3 lessons)** | **Unit Topic: Library Procedures** | | | | | | | | | |
|  | **Big Idea:** Libraries have specific procedures and rules. | | | | | | | | | |
|  | **Question:** Why is it important to have rules and procedures? | | | | | | | | | |
|  | | | | | | | | | | |
| **What we want students to know?** | Review book care | | | | | | | | | |
| Library procedures | | | | | | | | | |
| How to Use Kid’s Catalog or OPAC | | | | | | | | | |
| How to be safe using the computer (CIPA compliance) | | | | | | | | | |
| Checkout procedures/self-check | | | | | | | | | |
|  | | | | | | | | | | |
| **Assessment Strategies** | Observations, participation rubrics, performance assessment (demonstration of understanding), “I Learned” Statements (reflective assessment) | | | | | | | | | |
|  | | | | | | | | | | |
| **Collaboration Opportunity** | Collaborate with the reading teacher to teach the parts of a book (text features) | | | | | | | | | |
|  | | | | | | | | | | |
| **TEKS** | **Lesson Topics** | **Lesson Descriptions** | **Teacher** | | | | | | | |
|  | How to care for a book | Basic book care |  |  |  |  |  |  |  |  |
|  | How to follow library procedures | Library procedures |  |  |  |  |  |  |  |  |
|  | How to follow library procedures | Checkout procedures/self-check |  |  |  |  |  |  |  |  |
|  | Using Computers | Follow agreed-upon rules when using computers |  |  |  |  |  |  |  |  |
| CIPA | CIPA Compliance | Safety Online video |  |  |  |  |  |  |  |  |
| ELAR 31 (A) | Teamwork skills (ongoing) | Follow agreed-upon rules for discussion including taking turns, raising hands, and speaking one at a time. |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | |
| **Resources** | Rubrics, participation | http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf | | | | | | | | |
|  | “I Learned” Statements | http://www.principals.org/Content.aspx?topic=Reflective\_Assessment | | | | | | | | |
|  | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 2 (1-3 lessons)** | | **Unit Topic: Library Organization** | | | | | | | | | | |
|  | | **Big Idea:** Libraries are organized in specific ways. | | | | | | | | | | |
|  | | **Question:** How does the organization change | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **What we want students to know?** | | Information is organized | | | | | | | | | | |
| The organization changes depending upon the format. | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Assessment Strategies** | Observations, participation rubrics, performance assessment (demonstration of understanding), "I Learned" Statements (reflective assessment), Scavenger Hunts (follow a map to a particular location in the library), Exit Ticket, Create a simple class map of the library, create an author PIE (Persuade, Inform, Entertain) chart with pictures or different colored dots after listening/reading a selection. | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Collaboration Opportunity** | Collaborate with the reading teacher to teach students to alphabetize to the 3rd letter. | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **TEKS** | **Lesson Topics** | | | **Lesson Descriptions** | **Teacher** | | | | | | | |
| ELAR 4 (E) | How to locate a source of information | | | Use alphabetical order to the third letter to locate books within the FIC Section of the library |  |  |  |  |  |  |  |  |
| ELAR 4 (E) | How to locate a source of information | | | Using the Dewey Decimal System |  |  |  |  |  |  |  |  |
|  | How to locate a source of information | | | Location fiction and nonfiction books independently |  |  |  |  |  |  |  |  |
|  | How to locate a source of information | | | Using OPAC |  |  |  |  |  |  |  |  |
|  | How to locate a source of information | | | Using databases |  |  |  |  |  |  |  |  |
|  | How to locate a source of information | | | Web searching skills |  |  |  |  |  |  |  |  |
|  | How to locate a source of information | | | Evaluating print and electronic sources |  |  |  |  |  |  |  |  |
| ELAR 20 (A) | Locating Information Within a Source | | | Gather evidence from provided text sources |  |  |  |  |  |  |  |  |
| ELAR 12 (A) | Author’s Purpose | | | Identify the topic and locate the author’s stated purposes in writing the text. |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | |
| **Resources** | Author PIE Chart (Pinterest) | | <http://www.pinterest.com/dsrtroses/author-s-purpose/> | | | | | | | | | |
|  | Text Features on Pinterest | | <http://www.pinterest.com/search/pins/?q=text%20features> | | | | | | | | | |
|  | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 3 (ongoing)** | | **Unit Topic: Reading for a Purpose** | | | | | | | | | | |
|  | | **Big Idea:** We read for information at pleasure. | | | | | | | | | | |
|  | | **Question:** What purpose do we have for reading? | | | | | | | | | | |
|  | | **Question:** What is the story trying to tell us? | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **What we want students to know?** | | Morals or Themes in Fables, Folktales, Fairy Tales, Legends | | | | | | | | | | |
| How to predict what happens next | | | | | | | | | | |
|  | | Story Elements | | | | | | | | | | |
|  | | Traditional and Cultural Literature | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Assessment Strategies** | Oral discussions, mind maps, observations, performance tasks (correctly following directions, etc.); think-pair-share; picture journals for reflection, self-assessment checklist | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Collaboration Opportunity** | Partner with a Social Studies teacher to explain the way folktales and legends reflect the customs and traditions of communities. | | | | | | | | | | | |
| **Collaboration Opportunity** | Partner with a reading teacher to teach inferences, predicting, elements of a story, listening skills, following oral directions in a sequence. | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **TEKS** | **Lesson Topics** | | | **Lesson Descriptions** | **Teacher** | | | | | | | |
| ELAR 4 (D) | Vocabulary Development | | | Identify and apply playful uses of language (e.g. tongue twisters, palindromes, riddles). |  |  |  |  |  |  |  |  |
| ELAR 5 (A) | Traditional and Cultural Literature | | | Paraphrase the themes and supporting details of fables, legends, myths, and stories. |  |  |  |  |  |  |  |  |
| ELAR 4 (A) | Predicting | | | Predict and make inferences (cover, title, illustrations) |  |  |  |  |  |  |  |  |
| ELAR 10 (D) | Use titles and illustrations to make predictions about text. |  |  |  |  |  |  |  |  |
| ELAR 10 (A) | Sensory Details | | | Use language that creates a graphic, visual experience that appeals to the senses. |  |  |  |  |  |  |  |  |
| ELAR 5 (B) | Story Elements | | | Compare/contrast settings in myths and traditional folktales. |  |  |  |  |  |  |  |  |
| ELAR 8 (A) | Sequence and summarize the plot’s main events and explain their influence on future events. |  |  |  |  |  |  |  |  |
| ELAR 8 (B) | Describe the interactions of characters including their relationships and the changes they undergo. |  |  |  |  |  |  |  |  |
| ELAR 8 (C) | Identify whether the narrator or speaker of a story is first or third person. |  |  |  |  |  |  |  |  |
| ELAR 9 (A) | Literary Nonfiction | | | Explain the difference in point of view between a biography and an autobiography. |  |  |  |  |  |  |  |  |
| ELAR 12 (A) | Informational Text | | | Identify the topic and locate the author’s stated purposes in writing the text. |  |  |  |  |  |  |  |  |
| ELAR 13 (A) | Expository Text | | | Identify the details or facts that support the main idea. |  |  |  |  |  |  |  |  |
| ELAR 13 (B) | Draw conclusions from the facts presented in text and support those assertions with textual evidence. |  |  |  |  |  |  |  |  |
| ELAR 13 (C) | Identify explicit cause and effect relationships among ideas in texts. |  |  |  |  |  |  |  |  |
| ELAR 13 (D) | Use text features (e.g. bold print, captions, keywords, italics) to locate information and make and verify predictions about contents of text. |  |  |  |  |  |  |  |  |
| ELAR 14 (A) | Author’s Purpose | | | Identify what the author is trying to persuade the reader to think or do. |  |  |  |  |  |  |  |  |
| ELAR 12 (A) | Identify the topic and locate the author’s state purposes in writing the text. |  |  |  |  |  |  |  |  |
| ELAR 11 (A) |  | | | Recognized that some words have literal and non-literal meanings (e.g. take steps) |  |  |  |  |  |  |  |  |
| ELAR 4 (B) |  | | | Ask and respond to questions about text read |  |  |  |  |  |  |  |  |
| ELAR 27 (A) | Listening Skills | | | Listen attentively by facing speakers and asking questions to clarify information. |  |  |  |  |  |  |  |  |
| ELAR 22 (A) | Speaking Skills | | | Share information and ideas by speaking audibly and clearly using the conventions of language. |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | |
| **Resources** | International Reading Association | | <http://www.readwritethink.org/search/?grade=8&q=literary+nonfiction&sort_order=relevance>  Resources on Literary Nonfiction from IRA’s Read Write Think Website. | | | | | | | | | |
|  | Thinking Maps or Mind Maps | | <http://www.thinkingmaps.com>  A language of 8 visual patterns each based on a fundamental thought process designed to benefit students, teachers, and principals. | | | | | | | | | |
|  | Thinking Maps or Mind Maps | | <http://mashable.com/2013/09/25/mind-mapping-tools/> List of 24 of the most popular mind mapping tools. Use to create a story map of the story elements. | | | | | | | | | |
|  | You Tube | | <http://www.youtube.com/watch?v=nMh6LTaxk7Y> Show the use of the Think-Pair-Share protocol and other strategies to predict outcomes, character thinking, etc. | | | | | | | | | |
|  | Pinterest | | http://www.pinterest.com/search/pins/?q=Sensory%20Languaged%20grade | | | | | | | | | |
|  | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 4 (1-3 lessons)** | | | **Unit Topic: Poetry and Drama** | | | | | | | | | | |
|  | | | **Big Idea:** Poetry has a different structure and elements from other forms of communication. | | | | | | | | | | |
|  | | | **Question:** What distinguishes poetry from other types of communication? | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **What we want students to know?** | | | Understand various forms of poetry and how they create imagery. | | | | | | | | | | |
| Explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed. | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Assessment Strategies** | Poetry journals; Think-Pair-Share circles, Reflective statements, observations | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Collaboration Opportunity** | Partner with a teacher to create poetry notebooks, journals, etc. or create a class poem. | | | | | | | | | | | | |
| **Collaboration Opportunity** | Partner with a reading teacher to teach inferences, predicting, listening skills, through poetry or drama | | | | | | | | | | | | |
| Partner with a teacher to use the Reader’s Theater scripts available through the Texas Bluebonnet Award website to study drama. | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **TEKS** | **Lesson Topics** | | | | **Lesson Descriptions** | **Teacher** | | | | | | | |
| ELAR 6 (A) | Types of Poetry | | | | Describe the characteristics of various forms of poetry and how they create imagery (e.g. narrative poetry, lyrical poetry, humorous poetry, free verse.) |  |  |  |  |  |  |  |  |
| ELAR 7 (A) | Drama | | | | Explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed. |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | |
| **Resources** | | Poetry Friday Anthology | | <http://poetryfridayanthology.blogspot.com/> Sylvia Vardell’s website | | | | | | | | | |
|  | | Poetry Blog | | <http://poetryforchildren.blogspot.com/> Sylvia Vardell’s Poetry Blog | | | | | | | | | |
|  | | International Reading Association | | <http://www.readwritethink.org/search/?grade=8&sort_order=alpha&q=drama&old_q=&srchwhere=full-site&srchgo.x=10&srchgo.y=10> Drama Lessons from Read Write Think | | | | | | | | | |
|  | | International Reading Association | | <http://www.readwritethink.org/search/?grade=8&sort_order=relevance&q=poetry&old_q=drama&srchwhere=full-site&srchgo.x=8&srchgo.y=4> Poetry Lessons from Read Write Think | | | | | | | | | |
|  | | Pinterest | | <http://www.pinterest.com/search/pins/?q=drama%20second%20grade> Drama Activities | | | | | | | | | |
|  | | World Book Dramatic Learning | | <http://worldbookonline.com/dramaticlearning/playsbycat?type=grade> Plays by Grade Level | | | | | | | | | |
|  | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 5 (6 lessons)** | | **Unit Topic: Research** | | | | | | | | | | |
|  | | **Big Idea:** Research begins with a good question. | | | | | | | | | | |
|  | | **Question:** What is a good research question? | | | | | | | | | | |
|  | | **Question:** How do researchers revise, modify, and evaluate their questions during the research process? | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **What we want students to know?** | | Researchers ask questions and search for answers. | | | | | | | | | | |
| How do successful learners gather information? | | | | | | | | | | |
| How do you determine which sources are appropriate for your topic? | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Assessment Strategies** | Oral discussions, thinking maps, observations, performance tasks, (oral presentation, speaking) | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Collaboration Opportunity** | Social Studies: Research physical environments (biomes) and how people or animals in different communities adapt or modify their physical environment in which they live. | | | | | | | | | | | |
| Science: Research planets in the solar system. | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **TEKS** | **Lesson Topics** | | | **Lesson Descriptions** | **Teacher** | | | | | | | |
| ELAR 25 (A) | Open (Stimulate Curiosity) | | | Generate research topics from personal interests or by brainstorming with others |  |  |  |  |  |  |  |  |
| ELAR 26 (B) | Immerse in the subject | | | Build background knowledge on the topic by using skimming and scanning techniques to identify data |  |  |  |  |  |  |  |  |
| ELAR 26 (B) | Look at text features (e.g. bold print, captions, keywords, italics) |  |  |  |  |  |  |  |  |
| ELAR 24 (A) | Explore multiple ideas | | | Connect with content to find interesting ideas to explore further |  |  |  |  |  |  |  |  |
| Raise lots of additional questions |  |  |  |  |  |  |  |  |
| ELAR 24 (A) | Identify the research question | | | Formulate open-ended questions about the major research topic |  |  |  |  |  |  |  |  |
| ELAR 26 (A) I, II, III | Gather Information | | | Follow the research plan to collect information from multiple sources of information, both oral and written including student-initiated surveys, on-site inspections and interviews; data from experts, reference texts, and online searches; visual sources of information (e.g. maps, timelines, graphs) where appropriate. |  |  |  |  |  |  |  |  |
| ELAR 26 (C) | Take simple notes and sort evidence into provided categories or an organizer. |  |  |  |  |  |  |  |  |
| ELAR 26 (C), (E) | Citing the source of the information (Title, author, Publisher and Page #) |  |  |  |  |  |  |  |  |
| ELAR 26 (D) | Revise | | | Revise the topic as a result of answers to the initial research questions. |  |  |  |  |  |  |  |  |
| ELAR 26 (E) | Differentiate between paraphrasing and plagiarism and identify the importance of citing valid sources. |  |  |  |  |  |  |  |  |
| ELAR 27 (A) | Improve the focus of research as a result of consulting experts sources (e.g. reference librarians and local experts on the topic). |  |  |  |  |  |  |  |  |
| ELAR 28 (A) | Draw conclusions through a brief written explanation |  |  |  |  |  |  |  |  |
| ELAR 28 (A) | Create a Works Cited page from notes, including author, title, publisher, and publication year for each source used. |  |  |  |  |  |  |  |  |
| ELAR 27 (A) | Create | | | Use pictures in conjunction with writing when documenting research |  |  |  |  |  |  |  |  |
|  | Share with the community | | | Create a visual display or dramatization to convey the results of the research |  |  |  |  |  |  |  |  |
|  | Evaluate the learning | | | Performance Tasks such as a graphic organizer or a Thinking Map or a Works Cited Page. |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | |
| **Resources** |  | |  | | | | | | | | | |
|  |  | |  | | | | | | | | | |
|  |  | |  | | | | | | | | | |
|  | | | | | | | | | | | | |

Guided Inquiry Design is based on Kuhlthau's et.al’s research and used with permission.

Kuhlthau, Carol Collier, Leslie K. Maniotes, and Ann K. Caspari. *Guided inquiry design: a framework for inquiry in your school*. Santa Barbara, California: Libraries Unlimited, 2012. Print.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 6 (1-3 lessons)** | | | **Unit Topic: Media Literacy** | | | | | | | | | | | |
|  | | | **Big Idea:** Images, graphs, and sounds convey meaning. | | | | | | | | | | | |
|  | | | **Question:** What can we learn from media? | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **What we want students to know?** | | | Communication changes when moving from one genre to another. | | | | | | | | | | | |
| Various design techniques such as sound, movement, and color influence the message. | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Assessment Strategies** | | Think-Pair-Share, Exit Tickets, Thumb-o-meter, | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Collaboration Opportunity** | | Partner with a reading teacher to co-teach lessons on media literacy using a common subject such as advertisements online, in children’s periodicals, and on television. | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **TEKS** | | | | **Lesson Topics** | **Lesson Descriptions** | | **Teacher** | | | | | | | |
| ELAR 16 (A) | | Media Form | | | Understand how communication changes when moving from one genre of media to another. | |  |  |  |  |  |  |  |  |
| ELAR 16 (B) | | Design Techniques | | | Explain how various design techniques used in media influence the message (e.g. shape, color, sound). | |  |  |  |  |  |  |  |  |
| ELAR 16 (C) | | Written Conventions | | | Compare various written conventions used for digital media (e.g. language in an informal email vs. language in a web-based news article. | |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | |
| **Resources** | Center for Media Literacy | | | | | <http://www.medialit.org/strategies-introducing-media-literacy> Organization that promotes media literacy | | | | | | | | |
|  | MediaSmarts: Canada’s Center for Digital and Media Literacy | | | | | <http://mediasmarts.ca/teacher-resources/find-lesson> Examples of Third Grade lessons from MediaSmarts, Canada’s Center for Digital and Media Literacy. | | | | | | | | |
|  | | | | | | | | | | | | | | |

 “This project is made possible by a grant from the Institute of Museum and Library Services to the Texas State Library and Archives Commission under the provisions of the Library Services and Technology Act. (2014)”