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| **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 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) | | | | | | | | | | |
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| **Collaboration Opportunity** | Collaborate with the reading teacher to teach the parts of a book (text features) | | | | | | | | | | |
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| **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. |  |  |  |  |  |  |  |  |
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| **Resources** | Rubrics, participation | http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf | | | | | | | | | |
|  | “I Learned” Statements | http://www.principals.org/Content.aspx?topic=Reflective\_Assessment | | | | | | | | | |
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| **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. | | | | | | | | | | | |
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| **Collaboration Opportunity** | Collaborate with a reading teacher to teach dictionary skills. | | | | | | | | | | | |
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| **TEKS** | **Lesson Topics** | | | **Lesson Descriptions** | **Teacher** | | | | | | | |
| 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 the 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 2 (E) | Locating information within a source | | | Use a dictionary or glossary to determine the meanings, syllabication, and pronunciations of unknown words. |  |  |  |  |  |  |  |  |
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| **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> | | | | | | | | | |
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| **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 | | | | | | | | | | | |
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| **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. | | | | | | | | | | | |
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| **TEKS** | **Lesson Topics** | | | **Lesson Descriptions** | **Teacher** | | | | | | | |
| ELAR 2 (D) | Vocabulary Development | | | Identify the meaning of common idioms |  |  |  |  |  |  |  |  |
| ELAR 3 (A) | Traditional and Cultural Literature | | | Summarize and explain the lesson or message of a work of fiction as its theme. |  |  |  |  |  |  |  |  |
| ELAR 3 (B) | Compare/Contrast | | | Compare and contrast the adventures or exploits of characters (e.g. the trickster) in traditional and classical literature. |  |  |  |  |  |  |  |  |
| ELAR 8 (A) | Sensory Details | | | Identify the author’s use of similes and figurative language in literary text. |  |  |  |  |  |  |  |  |
| ELAR 6 (A) | Story Elements | | | Sequence and summarize the plot’s main events and explain their influence on future events. |  |  |  |  |  |  |  |  |
| ELAR 6 (B) | Describe the interactions of characters including their relationships and the changes they undergo. |  |  |  |  |  |  |  |  |
| ELAR 6 (C) | Identify whether the narrator or speaker of a story is first or third person. |  |  |  |  |  |  |  |  |
| ELAR 7 (A) | Literary Nonfiction | | | Identify similarities and differences between the events and character’s experiences in a fictional work and the actual events and experiences described in an author’s biography or autobiography. |  |  |  |  |  |  |  |  |
| ELAR 12 (A) | Informational Text | | | Identify the topic and locate the author’s stated purposes in writing the text. |  |  |  |  |  |  |  |  |
| ELAR 11 (A) | Expository Text | | | Summarize the main idea and supporting details in text in ways that maintain meaning; |  |  |  |  |  |  |  |  |
| ELAR 11 (B) | Distinguish fact from opinion in a text and explain how to verify what is a fact. |  |  |  |  |  |  |  |  |
| ELAR 13 (C) | Describe the explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison. |  |  |  |  |  |  |  |  |
| ELAR 10 (A) | Explain the difference between a stated and an implied purpose for an expository text. |  |  |  |  |  |  |  |  |
| ELAR 12 (A) | Author’s Purpose | | | Explain how an author uses language to present information to influence what the reader thinks or does. |  |  |  |  |  |  |  |  |
| ELAR 13 (B) | Procedural Text | | | Explain factual information presented graphically (e.g. charts, diagrams, graphs, illustrations). |  |  |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |  |  |
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| **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 | | | | | | | | | |
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| **Unit 4 (1-3 lessons)** | | | | **Unit Topic: Poetry and Drama** | | | | | | | | | | |
|  | | | | **Big Idea:** Poetry and Drama have a different structure and elements from other forms of communication. | | | | | | | | | | |
|  | | | | **Question:** What distinguishes poetry and drama from other types of communication? | | | | | | | | | | |
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| **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. | | | | | | | | | | |
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| **Assessment Strategies** | | | Poetry journals; Think-Pair-Share circles, Reflective statements, observations | | | | | | | | | | | |
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| **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. | | | | | | | | | | | |
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| **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. |  |  |  |  |  |  |  |  |
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| **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 | | | | | | | | | |
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| **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 Texas History; Texas Native Americans | | | | | | | | | | |
| Science: Research Animal Adaptations | | | | | | | | | | |
|  | | | | | | | | | | | |
| **TEKS** | **Lesson Topics** | | **Lesson Descriptions** | **Teacher** | | | | | | | |
| ELAR 23 (A) | Open (Stimulate Curiosity) | | Generate research topics from personal interests or by brainstorming with others |  |  |  |  |  |  |  |  |
| ELAR 24 (B) | Immerse in the subject | | Use skimming and scanning techniques to identify data by looking at text features (e.g. bold print, italics) |  |  |  |  |  |  |  |  |
| ELAR 23 (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 24 (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 24 (C) | Take simple notes and sort evidence into provided categories or an organizer. |  |  |  |  |  |  |  |  |
| ELAR 26 (D) | Citing the source of the information (Title, author, Publisher, Publication Year and Page #) |  |  |  |  |  |  |  |  |
| ELAR 26 (E) | Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources. |  |  |  |  |  |  |  |  |
| 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 25 (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, publication year, and page number 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. |  |  |  |  |  |  |  |  |
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| **Resources** | Guided Inquiry Posters and Reproducible Materials CD | | Use some of the reproducible documents on the CD such as the Stop and Jot when working through each stage. There are several general documents and one for each specific stage of the inquiry process. | | | | | | | | |
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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.

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| **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?** | | | That there are positive and negative impacts of advertisements | | | | | | | | | | | |
| 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. | | | | | | | | | | | | |
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| **TEKS** | | | | **Lesson Topics** | **Lesson Descriptions** | | **Teacher** | | | | | | | |
| ELAR 14 (A) | | Media Form | | | Explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior. | |  |  |  |  |  |  |  |  |
| ELAR 14 (B) | | Design Techniques | | | Explain how various design techniques used in media influence the message (e.g. pacing, close-ups, sound effects). | |  |  |  |  |  |  |  |  |
| ELAR 14 (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. | |  |  |  |  |  |  |  |  |
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| **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. | | | | | | | | |
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