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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. |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | |
| **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. | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Collaboration Opportunity** | Collaborate with a reading teacher to teach how to use a thesaurus. | | | | | | | | | | | |
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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, glossary, or thesaurus to determine the meanings, syllabication, and pronunciations of unknown words. |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | |
| **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?** | | Historical effect of an event on literature | | | | | | | | | | |
| Organizational features such as main idea/detail, compare/contrast, cause/effect, | | | | | | | | | | |
|  | | Roles and functions of characters | | | | | | | | | | |
|  | | Themes or Moral Lessons from various cultures | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **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 Reading teacher to teach idioms ELAR 2 (D) | | | | | | | | | | | |
| **Collaboration Opportunity** | Partner with a reading teacher to teach summarization and paraphrasing what was read maintaining meaning and logical order (e.g. generate a reading log or journal, participate in a book talk ELAR 9 A). This is a good opportunity to have students create a book trailer. | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **TEKS** | **Lesson Topics** | | | **Lesson Descriptions** | **Teacher** | | | | | | | |
| ELAR 2 (D) | Vocabulary Development | | | Identify and explain the meaning on common idioms, adages, and other sayings; |  |  |  |  |  |  |  |  |
| ELAR 2 (E) | Vocabulary Development | | | Use a dictionary, glossary, or thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciation, alternate word choices, and parts of speech of words. |  |  |  |  |  |  |  |  |
| ELAR 3 (A) | Theme and Genre | | | Compare/contrast the themes or moral lessons of several works of fiction from various cultures |  |  |  |  |  |  |  |  |
| ELAR 3 (B) | Describe the phenomena explained in origin myths from various cultures |  |  |  |  |  |  |  |  |
| ELAR 3 (C) | Explain the effect of a historical event or movement on the theme of a work of literature |  |  |  |  |  |  |  |  |
| ELAR 6 (A) | Sensory Details | | | Evaluate the impact of sensory details, imagery, and figurative language in literary text. |  |  |  |  |  |  |  |  |
| ELAR 6 (A) | Fiction | | | Describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events. |  |  |  |  |  |  |  |  |
| ELAR 6 (B) | Explain the roles and functions of characters in various plots, including their relationships and conflicts. |  |  |  |  |  |  |  |  |
| ELAR 6 (C) | Explain different forms of third-person points of view. |  |  |  |  |  |  |  |  |
| ELAR 7 (A) | Literary Nonfiction | | | Identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person’s life. |  |  |  |  |  |  |  |  |
| 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 and logical order; |  |  |  |  |  |  |  |  |
| ELAR 11 (B) | Determine the facts in text and verify them through established methods. |  |  |  |  |  |  |  |  |
| ELAR 11 (C) | Analyze how the organizational pattern of a text (e.g. cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas; |  |  |  |  |  |  |  |  |
| ELAR 11 (D) | Use multiple text features and graphics to gain an overview of the contents of text and to locate information. |  |  |  |  |  |  |  |  |
| ELAR 11 (E) | Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres. |  |  |  |  |  |  |  |  |
| ELAR 10 (A) | Author’s Purpose/ Persuasive Text | | | Draw conclusions from the information presented by an author and evaluate how well the author’s purpose was achieved. |  |  |  |  |  |  |  |  |
| ELAR 12 (A) | Identify the author’s viewpoint or position and explain the basic relationships among ideas (e.g. parallelism, comparison, causality) in the argument. |  |  |  |  |  |  |  |  |
| ELAR 12 (B) | Recognize exaggerated, contradictory, or misleading statements in text. |  |  |  |  |  |  |  |  |
| ELAR 13 (B) | Procedural Text | | | Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. |  |  |  |  |  |  |  |  |
| 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? | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **What we want students to know?** | | | | Understand how sound effects reinforce meaning in poetry. | | | | | | | | | | |
| How to compare the original text to its dramatic interpretation | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Assessment Strategies** | | | Poetry journals; Think-Pair-Share circles, Reflective statements, observations, dramatizations | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **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 World Book’s Dramatic Learning to study drama. | | | | | | | | | | | |
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| **TEKS** | **Lesson Topics** | | | | | **Lesson Descriptions** | **Teacher** | | | | | | | |
| ELAR 4 (A) | Types of Poetry | | | | | Analyze how poets use sound effects (e.g. alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems. |  |  |  |  |  |  |  |  |
| ELAR 5 (A) | Drama | | | | | Analyze the similarities and differences between an original text and its dramatic adaptation. |  |  |  |  |  |  |  |  |
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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 |  |  |  |  |  |  |  |  |
| AASL 3.1.5 | Open | | Connect learning to community issues |  |  |  |  |  |  |  |  |
| ELAR 24 (B)  AASL 2.1.2 | Immerse in the subject | | Use skimming and scanning techniques to identify data by looking at text features (e.g. bold print, italics)  Organize information so it is useful |  |  |  |  |  |  |  |  |
| AASL 3.3.2 | Immerse | | Respect the differing interests and experiences of others, and seek a variety of viewpoints. |  |  |  |  |  |  |  |  |
| AASL 1.1.9 | Explore | | Collaborate with others to broaden and deepen understanding (inquiry circles). |  |  |  |  |  |  |  |  |
| AASL 1.2.4 | Explore | | Maintain a critical stance by questioning the validity and accuracy of all information. |  |  |  |  |  |  |  |  |
| AASL 1.2.6 | Explore | | Display emotional resilience by persisting in information searching despite challenges |  |  |  |  |  |  |  |  |
| ELAR 23 (A)  AASL 2.1.5 | Explore multiple ideas | | Connect with content to find interesting ideas to explore further  Collaborate with others to exchange ideas, develop new understandings make decisions and solve problems. (Inquiry Circles). |  |  |  |  |  |  |  |  |
| Raise lots of additional questions |  |  |  |  |  |  |  |  |
| AASL 2.1.2 | Explore | | Organize information so that it is useful. |  |  |  |  |  |  |  |  |
| AASL 2.2.1 | Explore | | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. |  |  |  |  |  |  |  |  |
| AASL 2.4.3 | Explore | | Recognize new knowledge and understanding |  |  |  |  |  |  |  |  |
| AASL 3.3.1 | Explore | | Solicit and respect diverse perspectives while searching for information, collaborating with others and participating as a member of the community (Inquiry Community, Inquiry Circles). |  |  |  |  |  |  |  |  |
| AASL 4.2.3 | Explore | | Maintain openness to new ideas by considering divergent opinions, changing opinions, or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences. |  |  |  |  |  |  |  |  |
| AASL 4.3.2 | Explore | | Recognize that resources are created for a variety of purposes. |  |  |  |  |  |  |  |  |
| AASL 4.4.1 | Explore | | Identify own areas of interest. |  |  |  |  |  |  |  |  |
| AASL 4.4.2 | Explore | | Recognize the limits of own personal knowledge |  |  |  |  |  |  |  |  |
| AASL 4.4.4. | Explore | | Interpret new information based on cultural and social context. |  |  |  |  |  |  |  |  |
| ELAR 24 (A) | Identify the research question | | Decide upon a topic and formulate open-ended questions to address the major research topic |  |  |  |  |  |  |  |  |
| AASL 1.1.3 | Identify | | Develop and refine a range of questions to frame the search for new understanding |  |  |  |  |  |  |  |  |
| AASL 1.2.5 | Identify | | Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. |  |  |  |  |  |  |  |  |
| AASL 2.1.2 | Identify | | Organize information so it is useful |  |  |  |  |  |  |  |  |
| AASL 2.1.5 | Identify | | Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. (Inquiry Circles) |  |  |  |  |  |  |  |  |
| AASL 2.4.1 | Identify | | Determine how to act on information (accept, reject, modify) |  |  |  |  |  |  |  |  |
| AASL 4.2.3 | Identify | | Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences. |  |  |  |  |  |  |  |  |
| AASL 4.4.1 | Identify | | Identify own areas of interest |  |  |  |  |  |  |  |  |
| AASL 4.4.3 | Identify | | Recognize how to focus efforts in personal learning |  |  |  |  |  |  |  |  |
| ELAR 24 (A) | Gather Information | | Generate a research plan to collect data from a range of print and electronic resources (e.g. reference texts, periodicals, web pages, online sources) and data from experts |  |  |  |  |  |  |  |  |
| ELAR 24 (B) | Differentiate between primary and secondary sources; |  |  |  |  |  |  |  |  |
| ELAR 24 (C) | Record data utilizing available technology (e.g. word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g. charts, diagrams, timelines) into written notes. |  |  |  |  |  |  |  |  |
| ELAR 24 (D) | Identify the source of the information (Title, author, Publisher, City of Publication, Publication Year and Page #) and record bibliographic information concerning those sources according to a standard format. |  |  |  |  |  |  |  |  |
| ELAR 24 (E) | Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources. |  |  |  |  |  |  |  |  |
| ELAR 25 (A) | Revise | | Refine the major research question, if necessary, guided by the answers to a secondary set of questions. |  |  |  |  |  |  |  |  |
| ELAR 24 (E) | Differentiate between paraphrasing and plagiarism and identify the importance of citing valid sources. |  |  |  |  |  |  |  |  |
| ELAR 25 (B) | Evaluate the relevance, validity, and reliability of sources for the research. |  |  |  |  |  |  |  |  |
| 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 26 (A) | Compiles important information from multiple sources |  |  |  |  |  |  |  |  |  |
| ELAR 26 (B) | Develops a topic sentence, summarizes findings, and uses evidence to support conclusions. |  |  |  |  |  |  |  |  |
| ELAR 26 (C) | Presents the findings in a consistent format. |  |  |  |  |  |  |  |  |
| ELAR 26 (D) | Uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g. bibliography, works cited). |  |  |  |  |  |  |  |  |
|  | Share with the community | | Shares their learning with the community through an appropriate product(written, electronic, or visual) |  |  |  |  |  |  |  |  |
|  | Evaluate the learning | | Evaluate the learning in both the coverage of the topic and the ability to use the research process |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | |
| **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?** | | | How messages are conveyed differently depending upon the form | | | | | | | | | | | |
| Various design techniques change depending upon the format. | | | | | | | | | | | |
| Point of View | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Assessment Strategies** | | Think-Pair-Share, Exit Tickets, Thumb-o-meter, Observations, Conversations | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **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 14 (A) | | Media Form | | | Explain how messages conveyed in various forms of media are presented differently (e.g. documentaries, online information, televised news) | |  |  |  |  |  |  |  |  |
| ELAR 14 (B) | | Design Techniques | | | Consider the difference in techniques used in media (e.g. commercials documentaries, news) | |  |  |  |  |  |  |  |  |
| ELAR 14 (C) | | Written Conventions | | | Identify the point of view of media presentations | |  |  |  |  |  |  |  |  |
| ELAR 14 (D) | | Formality | | | Analyze various digital media venues for levels of formality and informality. | |  |  |  |  |  |  |  |  |
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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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