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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. | | | | | | | | | | | |
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| **Collaboration Opportunity** | Collaborate with a reading teacher to teach how to use a thesaurus. | | | | | | | | | | | |
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| **TEKS** | **Lesson Topics** | | | **Lesson Descriptions** | **Teacher** | | | | | | | |
|  | 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. |  |  |  |  |  |  |  |  |
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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?** | | 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. | | | | | | | | | | | |
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| **TEKS** | **Lesson Topics** | | | **Lesson Descriptions** | **Teacher** | | | | | | | |
| ELAR 2 (B) | Vocabulary Development | | | Use Context (e.g. cause and effect or compare/contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words. |  |  |  |  |  |  |  |  |
| ELAR 2 (D) | Vocabulary Development | | | Identify and explain the meaning on foreign words and phrases commonly used in written English (RSVP, que sera sera). |  |  |  |  |  |  |  |  |
| 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 | | | Infer the implicit theme of a work of fiction, distinguishing theme from the topic. |  |  |  |  |  |  |  |  |
| ELAR 3 (B) | Analyze the function of stylistic elements (eg. magic helper, Rule of Three) in traditional and classical literature from various cultures. |  |  |  |  |  |  |  |  |
| ELAR 3 (C) | Compare/contrast the historical and cultural settings of two literary works. |  |  |  |  |  |  |  |  |
| ELAR 8 (A) | Sensory Details | | | Explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains. |  |  |  |  |  |  |  |  |
| ELAR 6 (A) | Fiction | | | Summarize the elements of plot development (e.g. rising action, turning point, climax, falling action, denouement) in various works of fiction. |  |  |  |  |  |  |  |  |
| ELAR 6 (B) | Recognize dialect and conversational voice and explain how authors use dialect to convey character; |  |  |  |  |  |  |  |  |
| ELAR 6 (C) | Describe different forms of point of view, including first and third person. |  |  |  |  |  |  |  |  |
| ELAR 7 (A) | Literary Nonfiction | | | Identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobriography. |  |  |  |  |  |  |  |  |
| ELAR 12 (A) | Informational Text | | | Identify the topic and locate the author’s stated purposes in writing the text. |  |  |  |  |  |  |  |  |
| ELAR 10 (A) | Expository Text | | | Summarize the main idea and supporting details in text demonstrating and understanding that a summary does not include opinions; |  |  |  |  |  |  |  |  |
| ELAR 10 (B) | Explain whether facts included in an argument are used for or against an issue. |  |  |  |  |  |  |  |  |
| ELAR 10 (C) | Explain how different organizational patterns (e.g. proposition and support, problem and solution,) develop the main idea and the author’s viewpoint. |  |  |  |  |  |  |  |  |
| ELAR 10 (D) | Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres. |  |  |  |  |  |  |  |  |
| ELAR 11 (A) | Author’s Purpose/ Persuasive Text | | | Compare/contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence. |  |  |  |  |  |  |  |  |
| ELAR 11 (B) | Identify the simply faulty reasoning used in persuasive texts. |  |  |  |  |  |  |  |  |
| ELAR 12 (A) | Procedural Text | | | Follow multi-tasked instructions to complete a task, solve a problem, or perform procedures. |  |  |  |  |  |  |  |  |
| ELAR 12 (B) | Procedural Text | | | Interpret factual, quantitative, or technical information presented in maps, charts, graphs, timelines, tables, and diagrams. |  |  |  |  |  |  |  |  |
| ELAR 26 (A) | Listening Skills | | | Listen to and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective. |  |  |  |  |  |  |  |  |
| ELAR 26 (C) | Listening Skills | | | Paraphrase the major ideas and supporting evidence in formal and informal presentations. |  |  |  |  |  |  |  |  |
| ELAR 27 (A) | Speaking Skills | | | Give an organized presentation with a specific point of view, employing eye contract, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively. |  |  |  |  |  |  |  |  |
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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 | | | | | | | | | | |
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| **Assessment Strategies** | | | Poetry journals; Think-Pair-Share circles, Reflective statements, observations, dramatizations | | | | | | | | | | | |
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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 World Book’s Dramatic Learning to study drama. | | | | | | | | | | | |
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| **TEKS** | **Lesson Topics** | | | | | **Lesson Descriptions** | **Teacher** | | | | | | | |
| ELAR 4 (A) | Types of Poetry | | | | | Explain how figurative language (e.g. personification, metaphors, similes, hyperbole) contribute to the meaning of a poem. |  |  |  |  |  |  |  |  |
| ELAR 5 (A) | Drama | | | | | Analyze the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line. |  |  |  |  |  |  |  |  |
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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 | | | | | | | | | | |
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| **TEKS** | **Lesson Topics** | | **Lesson Descriptions** | **Teacher** | | | | | | | |
| ELAR 22 (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 |  |  |  |  |  |  |  |  |
| ELAR 25 (A) | Brainstorm, consult with others, |  |  |  |  |  |  |  |  |
| ELAR 24 (A) | Identify the research question | | Decide upon a topic and formulate open-ended questions to address the major research topic |  |  |  |  |  |  |  |  |
| ELAR 22 (B)  ELAR 23 (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 23 (B) | Differentiate between primary and secondary sources; |  |  |  |  |  |  |  |  |
| ELAR 23 (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 23 (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 23 (E) | Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources. |  |  |  |  |  |  |  |  |
| ELAR 24 (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 24 (B) | Evaluate the relevance, validity, and reliability of sources for the research. |  |  |  |  |  |  |  |  |
| ELAR 25 (B) | Draw conclusions through a brief written explanation |  |  |  |  |  |  |  |  |
| ELAR 23 (D) | Create a Works Cited page from notes, including author, title, publisher, publication year, and page number for each source used. |  |  |  |  |  |  |  |  |
| ELAR 25 (A) | Compiles important information from multiple sources |  |  |  |  |  |  |  |  |  |
| ELAR 25 (B) | Develops a topic sentence, summarizes findings, and uses evidence to support conclusions. |  |  |  |  |  |  |  |  |
| ELAR 25 (C) | Presents the findings in a consistent format. |  |  |  |  |  |  |  |  |
| ELAR 25 (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 13 (A) | | Media Form | | | Explain messages conveyed in various forms of media; | |  |  |  |  |  |  |  |  |
| ELAR 13 (B) | | Design Techniques | | | Critique persuasive techniques (e.g. testimonials, band-wagon appeal) used in media messages. | |  |  |  |  |  |  |  |  |
| ELAR 13 (C) | | Written Conventions | | | Recognize how various techniques influence viewers’ emotions. | |  |  |  |  |  |  |  |  |
| ELAR 13 (D) | | Formality | | | Analyze various digital media venues for levels of formality and informality. | |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | |
| **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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