Pocono Mountain School District
Library Media Curriculum, Grades 3-5

Concept:	Effective readers use appropriate strategies to construct meaning.

Essential Questions:

How do strategic readers create meaning from informational and literary text?

What is this text really about?

How do readers know what to believe?

How does what readers read influence how they should read it?

How does a reader's purpose influence how text should be read?

PA Core Standard	Grade Level	Topic	Knowledge/Skill	Assessment
ELA 1.2.D	3-4-5	Determining Author's Point of View	Identify information about author to explain point of view.	Observation Discussions Performance Tasks
ELA 1.2.E	3	Identifying Text Features	Use text features and search tools to locate and interpret information in print and digital sources.	Observation Teacher Designed Assessments
ELA 1.2.G	5	Evaluating Diverse Media	Locate information from various print and digital sources to answer a question or solve a problem.	Observation Performance Tasks
ELA 1.2.G	4		Explain how information from various sources contributes to understanding text.	Discussions
ELA 1.2.G	3		Interpret information from a text feature.	Teacher Designed Assessments
ELA 1.2.H	5	Evaluating Arguments	Explain how author uses reason and evidence to support particular points.	Discussions
ELA 1.2.H	4		Identify evidence that author uses to support a particular point.	Performance Tasks
ELA 1.2.H	3		Identify text that supports author's points.	Teacher Designed Assessments

ELA 1.2.L	**3-4-5**	Selecting Informational Texts and Literary Nonfiction	Independently locate and select literary nonfiction and information texts on grade level.	Observation
ELA 1.2.L	**4-5**		Independently use various print and digital reference sources.	Performance Tasks
ELA 1.2.L	**3**		Independently use library index to locate nonfiction and informational texts.	
ELA 1.3.K	**3-4-5**	Selecting Literary Fiction	Independently select grade-level appropriate literary fiction in a variety of genres.	Observation
ELA 1.3.K	**3-4-5**		Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating.	Performance Tasks
ELA 1.3.K	**4-5**		Apply strategies to create meaning from literary fiction.	
ELA 1.3.K	**3**		Develop strategies to create meaning from literary fiction.	
Enrichment:	Create a digital advertisement for a new literary fiction book.			
Remediation:	Work with a partner to locate and use print and digital library resources.			
Resources:	Additional resources are available at www.psla.org, aasl.org and www.sldirectory.com.			

Concept:	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.				
Essential Questions:					
	How do readers know what to believe in what they read, hear, and view?				
	How does interaction with text provoke thinking and response?				
PA Core Standard	**Grade Level**	**Topic**	**Knowledge/Skill**		**Assessment**
BCIT 15.4.L	3-4-5	Evaluating Sources	Discuss criteria for evaluating a website: credibility, relevance, bias, accuracy, and currency.		Discussions
ELA 1.4.I BCIT 15.4.E	5		Evaluate sources for credibility and currency.		Teacher Designed Assessments
ELA 1.4.I BCIT 15.4.E	4-5		Identify facts and details that support reasons.		
ELA 1.4.I	3		Support opinion with detailed reasons.		
ELA 1.4.V	3-4-5	Research Process: Developing Research Topic and Question(s)	As part of a grade-level appropriate research process, choose aspects of topic to research.		Graphic Organizers
ELA 1.4.V	3-4-5		As part of a grade-level appropriate research process, develop questions, with guidance, to be answered about topic.		Group Discussions
ELA 1.4.S ELA 1.4.W BCIT 15.3.I	3-4-5	Research Process: Note-taking strategies	Draw evidence from text to answer an informational need using grade-level appropriate note-taking skills.		Graphic Organizers
Enrichment:	Select sources and plan healthy menus.				
Remediation:	Complete all tasks with peer assistance.				
Resources:	Additional resources are available at www.psla.org, aasl.org and www.sldirectory.com.				

Concept:	Active listeners construct meaning from what they hear by questioning, reflecting, responding, and evaluating.				
Essential Questions:					
	What do good listeners do?				
	How do active listeners make meaning?				
	How do active listeners know what to believe in what they hear?				
PA Core Standard	**Grade Level**	**Topic**	**Knowledge/Skill**		**Assessment**
ELA 1.5.B	5	Identifying Main Ideas	Capture main points from text read aloud or presented orally or in other formats.		Performance Tasks Teacher Designed Assessments
ELA 1.5.B	5		State information in concise form and in own words.		
ELA 1.5.B	4		Restate part of text read aloud or presented orally or in other media formats.		
ELA 1.5.B	4		Use own words when restating.		
ELA 1.5.B	3		Identify main ideas and supporting details of text read aloud or presented orally or in other media formats.		
Enrichment:	After researching a topic independently, students discuss their findings as a group, restating information they have discovered.				
Remediation:	Identify the main idea and one supporting detail within a given resource.				
Resources:	Additional resources are available at www.psla.org, aasl.org and www.sldirectory.com.				

Concept:		**Effective speakers prepare and communicate messages to address the audience and purpose.**		
Essential Questions:				
	How do task, purpose, and audience influence how speakers craft and deliver a message?			
	How do speakers employ language and utilize resources to effectively communicate a message?			
PA Core Standard	**Grade Level**	**Topic**	**Knowledge/Skill**	**Assessment**
ELA 1.5.F	5	Preparing Multimedia Presentations	With guidance and support, add multimedia components and visual displays to digital presentations to enhance development of main ideas or themes.	Performance Tasks
ELA 1.5.F	4		Add audio recordings and visual displays to presentations to enhance development of main ideas or themes.	Teacher Designed Assessments
ELA 1.5.F	3		Record stories or poems aloud to demonstrate reading fluently and at an understandable pace.	
ELA 1.5.F	3		Record stories or poems in engaging manner.	
ELA 1.5.F	3		Add drawing or other visual display to recording to emphasize or enhance facts or details.	
Enrichment:	Create a multimedia presentation of a poem.			
Remediation:	Practice oral fluency by reading to others and by using an audio recording device.			
Resources:	Additional resources are available at www.psla.org, aasl.org and www.sldirectory.com.			

Concept:	Effective research requires the use of varied resources to gain or expand knowledge.

Essential Questions:

What does a reader look for and how can s/he find it?

How does a reader know a source can be trusted?

How does one organize and synthesize information from various sources?

How does one best present findings?

PA Core Standard	Grade Level	Topic	Knowledge/Skill	Assessment
ELA 1.4.S	3-4-5	Drawing Evidence from Text	Identify wide range of texts that tell a story to make a point, express personal opinion, or provide enjoyable experience as example of grade-level appropriate literary texts.	Teacher Designed Assessments
ELA 1.4.S	3-4-5		Identify reference sources and informational texts that are appropriate to grade level.	
ELA 1.4.V	3-4-5	Research Process: Effective Inquiry	Conduct short research projects.	Assessments of Projects
ELA 1.4.W	3-4-5	Research Process: Evaluating Sources	Use literacy strategies to determine readability of source (e.g., five-finger rule for vocabulary). Draw conclusions about information in sources.	Checklists Observation
ELA 1.4.W BCIT 15.3.E BCIT 15.3.I	4-5	Note-taking Strategies and Presenting Research Findings	As part of a grade-level appropriate research process: recall information from past experiences	Graphic Organizers Outlines
ELA 1.4.W BCIT 15.3.E BCIT 15.3.I	4-5		Gather information from sources, including both print and digital, to answer research questions.	
ELA 1.4.W BCIT 15.3.E BCIT 15.3.I	4-5		Record and organize answer(s) to question(s) in note-taking format by sorting information into provided categories.	
ELA 1.4.W BCIT 15.3.E BCIT 15.3.I	4-5		Paraphrase information found, so that it is not copied exactly from source.	

ELA 1.4.W **BCIT 15.3.E** **BCIT 15.3.I**	**4-5**	Note-taking Strategies and Presenting Research Findings (cont'd)	Summarize information from notes into final project.	Outlines
ELA 1.4.W **BCIT 15.3.E** **BCIT 15.3.I**	**4-5**		Identify bibliographic information.	Performance Tasks
ELA 1.4.W, **BCIT 15.3.E** **BCIT 15.3.I**	**4-5**		Create list of sources.	Teacher Designed Assessments
ELA 1.4.W **BCIT 15.3.E** **BCIT 15.3.I**	**3**		Recall information from past experiences.	Graphic Organizers
ELA 1.4.W **BCIT 15.3.E** **BCIT 15.3.I**	**3**		Gather information from sources, including both print and digital.	
ELA 1.4.W **BCIT 15.3.E** **BCIT 15.3.I**	**3**		Use information to answer questions.	
ELA 1.4.W **BCIT 15.3.E** **BCIT 15.3.I**	**3**		Write answer(s) to question(s) in note-taking format.	
ELA 1.4.W **BCIT 15.3.E** **BCIT 15.3.I**	**3**		Organize information by sorting it into provided categories.	
Enrichment:	Develop a brochure to promote historical PA tourism locations.			
Remediation:	Provide additional time and assistance as needed for completion of tasks.			
Resources:	Additional resources are available at www.psla.org, aasl.org and www.sldirectory.com.			

Concept:	Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.				
Essential Questions:					
	What makes clear and effective writing?				
	Why do writers write? What is the purpose?				
	Who is the audience? What will work best for the audience?				

PA Core Standard	Grade Level	Topic	Knowledge/Skill	Assessment
ELA 1.4.U	5	Producing and Publishing with Technology	With some guidance and support, use technology and keyboarding skills to produce and publish a two-page written product and to interact and collaborate with others.	Teacher Designed Assessments
ELA 1.4.U	4		With some guidance and support, use technology and keyboarding skills to produce and publish a one-page written product and to interact and collaborate with others.	
ELA 1.4.U	3		With some guidance and support, use technology and keyboarding skills to produce and publish writing and to interact and collaborate with others.	

Enrichment:	After researching historical PA tourism locations, organize notes into paragraphs in a word processing program.
Remediation:	Provide additional time and assistance as needed.
Resources:	Additional resources are available at www.psla.org, aasl.org and www.sldirectory.com.

Concept:	Responsible citizens use information ethically and productively in a global society.				
Essential Questions:					
	How do responsible citizens use information ethically?				
	How do responsible citizens use information productively in a global society?				
PA Core Standard	**Grade Level**	**Topic**	**Knowledge/Skill**		**Assessment**
BCIT 15.3.M	**3-4-5**	Demonstrating Technology Etiquette and Safety	Apply proper etiquette when using technology (e.g. cyber safety)		Observation
BCIT 15.3.T	**3-4-5**		Explain importance of safe, legal and responsible use of technology.		Discussions
BCIT 15.3 B	**3-4-5**	Behaving as a Digital Citizen	Identify and practice ethical and safe online behavior.		Observation
BCIT 15.3 B	**3-4-5**		Identify potential consequences of unethical, unsafe and inappropriate behavior.		Teacher Designed Assessments
BCIT 15.4.K	**3-4-5**	Using Digital Media	Select and utilize an appropriate digital media to enhance a content-specific product.		Teacher Designed Assessments
BCIT 15.4.K	**3-4-5**		Use digital media legally and ethically, practicing Educational Fair Use.		Observation
Enrichment:	Students demonstrate appropriate behavior as they collaborate online with ePals.				
Remediation:	Provide positive reinforcement as desired behaviors are observed.				
Resources:	Additional resources are available at www.psla.org, aasl.org and www.sldirectory.com.				