

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 3

Subject: Library (Chila)

Adoption Date: April 1, 2014

Revision Date: December 1, 2018

	MP1	MP2	MP3	MP4
Scope and Sequence	<p>1. Why is it important for me to understand the need for a library?</p> <p>2. How does choosing a “just right” book enable me to understand a story? (9 weeks)</p> <p>3. Why is it important for me to be able to identify the parts of a book? (2 weeks)</p> <p>4. Why is it important for me to understand how stories are alike and different?</p>	<p>1. Why is it important for me to understand the structure of a story? (9 weeks)</p> <p>2. How do I read nonfiction text differently from fictional text (2 weeks)?</p> <p>3. How does making inferences help me understand fiction and narrative nonfiction? (9 weeks)</p> <p>3. Why is it important for me to examine illustrations in a picture book? (3 weeks)?</p> <p>4. Why is it important for me to understand how books in the 398.2 section</p>	<p>1. Why is it important to understand the need for organization in the library (Destiny)?</p> <p>2. Why is it important for me to evaluate resources in order to become an independent user of information ? (5 weeks)</p>	<p>1. Why is it important for me to understand the purpose of and effectively use the many resources in the reference section of the library? (9 weeks)</p> <p>2. How do I evaluate and choose which resource meets my needs? (4 weeks)</p>

		of the library reflect culture? (3 weeks)		
Instructional Materials	<p>LMC orientation</p> <p><u>Check It Out</u> by Gail Gibbons</p> <p>Selected fiction literature</p> <p>Selected nonfiction literature/passages</p> <p><u>Complete Library Skills</u> (Grade 3)</p> <p><u>The Bookbag</u></p> <p><u>The Mailbox</u></p>	<p><u>Complete Library Skills</u> (Grade 3)</p> <p>Selected fiction/nonfiction literature</p> <p><i>Scholastic Magazine</i> (Fiction/Nonfiction articles and activities)</p> <p>Caldecott Award winning literature</p> <p>Stories from various cultures/traditions</p>	<p>Library DVD</p> <p>Internet scavenger hunt: "Why do we Dewey?"</p> <p>http://library.thinkquest.org</p> <p><u>Complete Library Skills</u> (Grade 3)</p> <p>Follett Circulation System (<i>Destiny</i>)</p> <p>www.sldirectory.com</p> <p>Resources for School Librarians</p>	<p><u>World Almanac Atlas</u></p> <p><u>The New Grolier Student Encyclopedia</u></p> <p><u>Complete Library Skills</u> (Grade 3)</p> <p>Online resources: Grolier for Kids</p> <p>Online resources predetermined sites in collaboration with classroom assignments</p> <p>www.sldirectory.com</p> <p>Teacher created reference research project</p>
Activities	<p>Students will orally respond to literature focusing on the importance of the library</p> <p>Using the "Five Finger Rule" students will select books appropriate to their reading/ comprehension level</p> <p>Demonstrate knowledge of table of contents, title page, call number, index</p>	<p>Writing Prompt Card #87 (Putting It All Together). Use graphic organizer to identify the main characters, setting, genre, theme, plot and category in a selected picture book.</p> <p>Demonstrate knowledge of nonfiction reading strategies (paired reading activities/KWL graphic organizer.</p> <p>Using a wordless book,</p>	<p>Examine structure of DDS through internet scavenger hunt</p> <p>Access and utilize library classification system , print or electronic, to locate information</p>	<p>Demonstrate knowledge of various references tools using graphic organizers</p> <p>Students will choose appropriate reference resources to complete research worksheet</p>

	(Skills worksheet, games, activities) Summarize major points from fiction/nonfiction text: Partner Reading Activities	create a story by adding dialogue. Using graphic organizers: compare/contrast fairy tales selections from various cultures		
Standards	Activity One: SL3.3 Activity Two: RL3.10 Activity Three: RL3.5 Activity Four: W.3.3A; W3.3B	Activity One: RL3.1 Activity Two: RI3.4;RI3.5 Activity Three: W3.4; W3.5 Activity Four: RL3.9; W3.1	Activity One: W3.8; TECH.8.1.5.A.CS1 Activity Two: W3.8	Activity One: W3.6 Activity Two: W3.7
Accommodations and Modifications	English Language Learners: <ul style="list-style-type: none"> Assign peer buddy, same language or English Speaking Reduce the amount of work At Risk of School Failure: <ul style="list-style-type: none"> Have a designated reader Assign a peer buddy Gifted and Talented: <ul style="list-style-type: none"> Mentor other students Ask higher level questions 	English Language Learners: <ul style="list-style-type: none"> Assign peer buddy, same language or English Speaking Reduce the amount of work At Risk of School Failure: <ul style="list-style-type: none"> Have a designated reader Assign a peer buddy Gifted and Talented: <ul style="list-style-type: none"> Mentor other students Ask higher level questions 	English Language Learners: <ul style="list-style-type: none"> Assign peer buddy, same language or English Speaking Reduce the amount of work At Risk of School Failure: <ul style="list-style-type: none"> Have a designated reader Assign a peer buddy Gifted and Talented: <ul style="list-style-type: none"> Mentor other students Ask higher level questions Students with 504 Plans:	English Language Learners: <ul style="list-style-type: none"> Assign peer buddy, same language or English Speaking Reduce the amount of work At Risk of School Failure: <ul style="list-style-type: none"> Have a designated reader Assign a peer buddy Gifted and Talented: <ul style="list-style-type: none"> Mentor other students Ask higher level questions

	<p>Students with 504 Plans:</p> <ul style="list-style-type: none"> • Seat in close proximity to teacher • Allow extra time for completion 	<p>Students with 504 Plans:</p> <ul style="list-style-type: none"> • Seat in close proximity to teacher • Allow extra time for completion 	<ul style="list-style-type: none"> • Seat in close proximity to teacher • Allow extra time for completion 	<p>Students with 504 Plans:</p> <ul style="list-style-type: none"> • Seat in close proximity to teacher • Allow extra time for completion
Interdisciplinary Connections	Students will use nonfiction and fiction materials related to other disciplines taught in multiple subject areas	Students will use nonfiction and fiction materials related to other disciplines taught in multiple subject areas	Students will use nonfiction and fiction materials related to other disciplines taught in multiple subject areas	Students will use nonfiction and fiction materials related to other disciplines taught in multiple subject areas
Assessments	<p>Formative assessment</p> <ul style="list-style-type: none"> • Book Selection • Interactive read aloud activities • Compare/contrast venn diagram • Q&A • Teacher Observation <p>Summative assessment</p> <ul style="list-style-type: none"> • Graphic Organizers • Task Cards 	<p>Formative assessment</p> <ul style="list-style-type: none"> • Interactive read aloud activities • Story Maps • Skills Activities (story recall, sequencing) • Guided Discussions • Q&A • Teacher Observation <p>Summative assessments</p> <ul style="list-style-type: none"> • Graphic Organizers 	<p>Formative assessments</p> <p>Skills Worksheets</p> <ul style="list-style-type: none"> • Destiny Skills • Performance assessments • Q&A • Teacher Observation <p>Summative assessments</p> <ul style="list-style-type: none"> • Graphic Organizers 	<p>Formative assessments</p> <ul style="list-style-type: none"> • Skills Worksheets • Teacher generated research activities • Q&A • Teacher Observation <p>Summative assessments</p> <ul style="list-style-type: none"> • Graphic Organizer • Task Cards
21st Century Themes and Skills	CRP8 CRP4	CRP8 CRP4	CRP8 CRP4	CRP8 CRP4