

Southern York County School District Instructional Plan

Name:	Dates: September
Course/Subject: Third Grade Library	Unit Plan: 1
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	
<ul style="list-style-type: none"> ▪ Language Arts: 1.6 (A, B, D, E) 	
Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. What a library is and how it works 2. How to check out a book 	Essential Question(s): <ul style="list-style-type: none"> ▪ What is a library? ▪ How do we use a library?
Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> ▪ 4.1.1: Read, view, and listen for pleasure and personal growth. ▪ 4.1.5: Connect ideas to own interest and previous knowledge and experience. ▪ 4.2.4: Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. 	Students will be able to: <ul style="list-style-type: none"> ▪ Successfully check out a book. ▪ Use the electronic cataloging system to search by subject, author, title. ▪ Use visual OPAC. ▪ Locate within the school library media center, collection catalog, picture books, informational and fiction books, audiovisual materials, periodicals, and general reference. ▪ Apply knowledge of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, etiquette and "netiquette."
Name:	Dates: October
Course/Subject: Third Grade Library	Unit Plan: 2
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	
<ul style="list-style-type: none"> ▪ Language Arts: 1.6 (A, B, D, E) ▪ R3.A.2: Understand nonfiction appropriate to grade level. 	
Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. What a library is and how it works 2. How to check out a book 3. How to use the Dewey Decimal System to locate library materials 	Essential Question(s): <ul style="list-style-type: none"> ▪ What is a library? ▪ How do we use a library? ▪ How is a library organized?
Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> ▪ 4.1.1: Read, view, and listen for pleasure and personal growth. ▪ 4.1.5: Connect ideas to own interest and previous knowledge and experience. ▪ 4.2.4: Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. 	Students will be able to: <ul style="list-style-type: none"> ▪ Locate fiction and nonfiction books independently. ▪ Read informational works. ▪ Locate books by author's last name and informational books by the Dewey Decimal classification number and other spine information. ▪ Identify and describe the characteristics

	of various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales, myths, historical fiction.
Name:	Dates: November
Course/Subject: Third Grade Library	Unit Plan: 3
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	
<ul style="list-style-type: none"> ▪ Language Arts: 1.6 (A, B, D, E) ▪ R3.A.2: Understand nonfiction appropriate to grade level. 	
Understanding(s): <i>Students will understand . . .</i>	Essential Question(s):
<ol style="list-style-type: none"> 1. What a library is and how it works 2. How to use the Dewey Decimal System to locate library materials 3. Evaluative criteria for quality literature 	<ul style="list-style-type: none"> ▪ What is a library? ▪ How do we use a library? ▪ How is a library organized?
Learning Objectives: <i>Students will know . . .</i>	Students will be able to:
<ul style="list-style-type: none"> ▪ 4.1.1: Read, view, and listen for pleasure and personal growth. ▪ 4.1.5: Connect ideas to own interest and previous knowledge and experience. ▪ 4.2.4: Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. 	<ul style="list-style-type: none"> ▪ Locate fiction and nonfiction books independently. ▪ Read informational works. ▪ Locate books by author's last name and informational books by the Dewey Decimal classification number and other spine information. ▪ Identify and describe the characteristics of various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales, myths, historical fiction. ▪ Listen to and read quality literature. (Incorporate PA Reader's Choice titles.)
Name:	Dates: December
Course/Subject: Third Grade Library	Unit Plan: 4
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	
<ul style="list-style-type: none"> ▪ Language Arts: 1.6 (A, B, D, E) ▪ R3.A.1.6: Identify genre of text (narrative and poetic) 	
Understanding(s): <i>Students will understand . . .</i>	Essential Question(s):
<ol style="list-style-type: none"> 1. What a library is and how it works 2. Evaluative criteria for quality literature 3. How to locate materials in the library 	<ul style="list-style-type: none"> ▪ What is a library? ▪ How is a library organized?
Learning Objectives:	

<p>Students will know . . .</p> <ul style="list-style-type: none"> ▪ 4.1.1: Read, view, and listen for pleasure and personal growth. ▪ 4.1.5: Connect ideas to own interest and previous knowledge and experience. ▪ 4.2.4: Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify and describe the characteristics of various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales, myths, historical fiction. ▪ Develop empathy and perspective through interaction with a story's characters, setting, or plot. ▪ Listen to, read, and define quality literature, e.g., award books, classics, "notable" or "best" books, works of distinguished authors and illustrators. ▪ Recognize how reading can inform, delight, and enrich.
<p>Name:</p>	<p>Dates: January</p>
<p>Course/Subject: Third Grade Library</p>	<p>Unit Plan: 5</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed:</p> <ul style="list-style-type: none"> ▪ Language Arts: 1.6 (A, B, D, E) ▪ R3.A.1.6: Identify genre of text (narrative and poetic) 	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. What a library is and how it works 2. Evaluative criteria for quality literature 3. How to locate materials in the library 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What is a library? ▪ How is a library organized?
<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ▪ 4.1.1: Read, view, and listen for pleasure and personal growth. ▪ 4.1.5: Connect ideas to own interest and previous knowledge and experience. ▪ 4.2.4: Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Locate fiction books independently. ▪ Identify and describe the characteristics of various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales, myths, historical fiction. ▪ Listen to, read, and define quality literature, e.g., award books, classics, "notable" or "best" books, works of distinguished authors and illustrators. ▪ Recognize how reading can inform, delight, and enrich. ▪ Develop empathy and perspective through interaction with a story's characters, setting, or plot. ▪ Access information within print resources, e.g., illustrations, the title page, book jacket text, charts, graphs, table of contents, index, information boxes and side bars, captions, headings and subheadings, copyright date, volume number, guide words, glossary, bibliography.

	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of operational procedures for accessing information electronic resources.
Name:	Dates: February
Course/Subject: Third Grade Library	Unit Plan: 6
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	
<ul style="list-style-type: none"> ▪ Language Arts: 1.6 (A, B, D, E) ▪ Language Arts: 1.8: (A, B, C) ▪ R3.A.2.6: Identify genre of text (informational, biographical) 	
Understanding(s): <i>Students will understand . . .</i>	Essential Question(s):
<ul style="list-style-type: none"> ▪ What a library is and how it works ▪ Evaluative criteria for quality literature ▪ How to locate materials in the library 	<ul style="list-style-type: none"> ▪ What is a library? ▪ How is a library organized?
Learning Objectives: <i>Students will know . . .</i>	Students will be able to:
<ul style="list-style-type: none"> ▪ 4.1.1: Read, view, and listen for pleasure and personal growth. ▪ 4.1.5: Connect ideas to own interest and previous knowledge and experience. ▪ 4.2.4: Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. ▪ 1.1.6: Read, view, and listen for information presented in any format (textual, visual, media, digital) in order to make inferences and gather meaning ▪ 2.1.2: Organize knowledge so that it is useful ▪ 2.1.4: Use technology and other information tools to analyze and organize information ▪ 2.1.6: Use the writing process, media and visual literacy, and technology skills to create products that express new understandings ▪ 1.3.3: Follow ethical and legal guidelines in gathering and using information. 	<ul style="list-style-type: none"> ▪ Identify and describe the characteristics of various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales, myths, historical fiction. ▪ Recognize how reading can inform, delight, and enrich. ▪ Access information within print resources, e.g., illustrations, the title page, book jacket text, charts, graphs, table of contents, index, information boxes and side bars, captions, headings and subheadings, copyright date, volume number, guide words, glossary, bibliography. ▪ Demonstrate knowledge of operational procedures for accessing information electronic resources. ▪ Recognize that an information need exists. ▪ Define the information problem. ▪ Formulate an inquiry-based question about a research topic. ▪ Create a presentation to share. ▪ Identify and describe general references. ▪ Record information sources in a simplified bibliographic citation format.
Name:	Dates: March
Course/Subject: Third Grade Library	Unit Plan: 7

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

- Language Arts: 1.6 (A, B, D, E)
- Language Arts: 1.8: (A, B, C)
- R3.A.2.6: Identify genre of text (informational, biographical)

Understanding(s):

Students will understand . . .

- What a library is and how it works
- Evaluative criteria for quality literature
- How to locate materials in the library

Essential Question(s):

- What is a library?
- How is a library organized?

Learning Objectives:

Students will know . . .

- 4.1.1: Read, view, and listen for pleasure and personal growth.
- 4.1.5: Connect ideas to own interest and previous knowledge and experience.
- 4.2.4: Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
- 1.1.6: Read, view, and listen for information presented in any format (textual, visual, media, digital) in order to make inferences and gather meaning
- 2.1.2: Organize knowledge so that it is useful
- 2.1.4: Use technology and other information tools to analyze and organize information
- 2.1.6: Use the writing process, media and visual literacy, and technology skills to create products that express new understandings
- 1.3.3: Follow ethical and legal guidelines in gathering and using information.

Students will be able to:

- Identify and describe the characteristics of various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales, myths, historical fiction.
- Recognize how reading can inform, delight, and enrich.
- Access information within print resources, e.g., illustrations, the title page, book jacket text, charts, graphs, table of contents, index, information boxes and side bars, captions, headings and subheadings, copyright date, volume number, guide words, glossary, bibliography.
- Demonstrate knowledge of operational procedures for accessing information electronic resources.
- Recognize that an information need exists.
- Define the information problem.
- Formulate an inquiry-based question about a research topic.
- Create a presentation to share.
- Identify and describe general references.
- Record information sources in a simplified bibliographic citation format.

Name:

Dates: April

Course/Subject: Third Grade Library

Unit Plan: 8

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

- Language Arts: 1.6 (A, B, D, E)
- Language Arts: 1.3.3 (A, B, D, F)
- R3.B.1.1: Understand components within and between texts.

Understanding(s):

Essential Question(s):

<p>Students will understand . . .</p> <ol style="list-style-type: none"> 1. What a library is and how it works 2. Identify and describe the characteristics of various types of literature (folk tales, realistic fiction, poetry, fables) 	<ul style="list-style-type: none"> ▪ What is a library? ▪ What is a literary genre? ▪ How does a genre determine the way we read a story?
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ 4.1.1: Read, view, and listen for pleasure and personal growth. ▪ 4.1.5: Connect ideas to own interest and previous knowledge and experience. ▪ 4.2.4: Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify and describe the characteristics of various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales, myths, historical fiction. ▪ Recognize how reading can inform, delight, and enrich. ▪ Access information within print resources, e.g., illustrations, the title page, book jacket text, charts, graphs, table of contents, index, information boxes and side bars, captions, headings and subheadings, copyright date, volume number, guide words, glossary, bibliography. ▪ Demonstrate knowledge of operational procedures for accessing information electronic resources.
<p>Name:</p>	<p>Dates: May</p>
<p>Course/Subject: Third Grade Library</p>	<p>Unit Plan: 9</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed: Language Arts: 1.6 (A, B, D, E) Language Arts: 1.3.3 (A, B, D, F) R3.B.1.1: Understand components within and between texts.</p>	
<p>Understanding(s): Students will understand . . .</p> <ul style="list-style-type: none"> ▪ What a library is and how it works ▪ Identify and describe the characteristics of various types of literature (folk tales, realistic fiction, poetry, fables) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What is a library? ▪ What is a literary genre? ▪ How does a genre determine the way we read a story?
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ 4.1.1: Read, view, and listen for pleasure and personal growth. ▪ 4.1.5: Connect ideas to own interest and previous knowledge and experience. ▪ 4.2.4: Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize how reading can inform, delight, and enrich. ▪ Value the contribution of reading to becoming self-directed, lifelong learners.