

The Model Curriculum for PA School Library Programs: Grade Band 3-5

Stage 1 Desired Results:

Correlated PA Core Standards, Big Ideas & Essential Questions, Library Information Concepts, & Student Competencies

Stage 2 Assessment Evidence:

Performance Tasks & Rubrics

Stage 3 Learning Plan:

WHERE TOs, Sequenced Instructional Strategies & Student Learning Experiences, & Resources*

Suggested Grades and Order of Teaching Based on Developing Student Competencies:

- **Developing Research Questions about a Career, Grade 3**
- **Selecting Sources for Planning Healthy Menus, Grade 3**
- **Evaluating a Manuscript of a Science Fiction Story, Grades 3-4**
- **Preventing Cyberbullying through Demonstrating Positive Online Behavior, Grade 4**
- **Developing a Travel Brochure to Promote PA Tourism, Grade 4**
- **Creating a Multimedia Presentation of a Poem, Grades 4-5**
- **Creating a Digital Advertisement for a New Literary Fiction Book, Grade 5**
- **Planning a Field Trip to Washington, D.C., Grade 5**

Stage 3 Learning Plans for Performance Tasks

To begin implementing the Learning Plans, ask first:

- **WHERE Is the Student Going?**

Learning Goals: Correlated *PA Core Standards*, *The Model Curriculum for PA School Library Programs*, Stage 1 Desired Results: Big Ideas & Essential Questions, Library Information Concepts, and Student Competencies

- **WHAT Is Required of the Student?**

Stage 2 Assessment Evidence: Performance Task and Rubric

***Resources are current as of August 2014**

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Big Idea: Effective research requires the use of varied resources

**Library Information Concepts: Research Process: Effective Inquiry and Developing Research Topic and Question(s)
Grade Band 3-5**

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.4.3-5.V Conduct short research projects that build knowledge about a topic...

Understandings (*Students will understand that...*):

Effective research requires the use of varied resources to gain or expand knowledge. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Competencies (*Students will know/be able to*):

Conduct short research projects. As part of grade-level appropriate research process: choose aspects of topics to research. With guidance, develop questions to be answered about topic.

What understandings/competencies will be assessed through this task?

Students will develop research based upon questions about different aspects of a broad topic.

Stage 2: Assessment Evidence

Performance Task: Developing Research Questions about a Career

Suggested Grade: 3

Each year your school holds a career day to help students begin to learn about many different career possibilities. Members of the community who hold different types of jobs are invited to speak to the students. You'll serve as one of the interviewers for this year's career day, and your task is to identify someone in the community who has a successful career and conduct an interview with that person during a career day event for students. You'll develop a set of probing questions to ask the person you are interviewing so that your audience will gain an understanding of this career option and consider whether it is a possibility for them.

You'll develop a list of ten questions that focus on different aspects of what this person's job responsibilities are; what education, training, and skills are necessary to perform this job; what requirements must be met to be hired for this job; what the salary, benefits, and advancement possibilities are; and the satisfactions and drawbacks of the career. You should include a list of the sources from the library that you consulted to learn about this career and to develop your list of questions.

Performance Task Rubric: Developing Research Questions about a Career
English Language Arts Standard, Suggested Grade: 3

**Big Ideas: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information;
 Effective research requires the use of varied resources.**

Library Information Concepts: Effective Inquiry; Research Process: Developing Research Topic and Question(s)

Criteria for Success

Levels of Achievement	Describing the Career	Developing Interview Questions	Citing Sources
3 Proficient	Defines key aspects of career clearly and specifically.	Poses ten pertinent, concise questions that demonstrate specific knowledge of the career and call for more than a yes/no response.	Cites all sources used to gather information in correct bibliographic format.
2 Developing	Defines most aspects of career in general terms.	Poses questions about the career, most of which are relevant and demonstrate some general knowledge of the career and/or some questions call for only yes/no answers.	Cites some sources used to gather information in correct bibliographic form.
1 Needs Improving	Defines few aspects of career and only in the most general terms.	Poses questions that are unfocused on the career and/or demonstrate little understanding of career and/or call for only yes/no answers.	Cites few or no sources in correct bibliographic format.

Stage3 Learning Plan: WHERETO

Performance Task: Developing Research Questions about a Career

Suggested Grade: 3

Focus on the Students: To what extent is the learning plan effective and engaging for the student?

Why? The value to the student of learning the content/skills

“If you research your topic first, you can ask meaningful questions. If you ask meaningful questions, you’ll receive useful answers.”

Hook and Hold to Engage

“We’re going to play a guessing game in which I’ve secretly assigned each of you a career. Your classmates are going to determine what your assigned career is by asking you questions.”

OR

Using a KWL Chart, ask your students: “What do you want to be when you grow up? What do you know about this job? What do you need to know to decide whether this is the job you really want?”

Explore, Experience, Enable, Equip

Lead small-group brainstorming sessions to generate general questions that pertain to any career and ask groups to share questions with the class. Provide several websites for students to research the careers of their choice and develop additional questions specific to these careers. Demonstrate elements of citation based on format. .

Rethink, Revise, Rehearse, Refine

Pair students to test question quality (e.g., aiming for deep questions that require an explanation rather than shallow questions that require one- or two-word responses). Provide feedback as student practice preparing citations.

Evaluate Work and Progress

Guide students to self-evaluate using the rubric. Ask students to reflect in writing whether their thoughts have changed or developed by answering this question: “What questions would I ask now and why?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Provide opportunities for in-depth editing to create effective questions. Find connections among the careers chosen by the students to group students by related careers; provide the opportunity for students to interview each other. Augment the experience by encouraging students to interview community members with interesting occupations.

Organize and Sequence for Optimal Effectiveness

Cover: Brainstorming; developing topic questions

Uncover: Developing deeper questions

Stage3 Learning Plan–Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Developing Research Questions about a Career

Suggested Grade: 3

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skills:

- Developing appropriate topic question
- Creating effective inquiry to answer topic questions
- Creating grade-level-appropriate citations for websites

Instructional Strategies:

- Assess student knowledge/understanding of types and quality of questions
- Model how to cite website sources
- Encourage self- and peer-reflection

Student Learning Experiences:

- Brainstorm general questions about careers and evaluate their effectiveness
- Create deep-level, specific questions based on research
- Share interview questions with a partner for feedback
- Cite website sources
- Prepare a self-reflection

Sequencing:

- **Prior Knowledge Assessment:** Previous career study experiences
- **Timeframe:** Short-range

Potential Collaboration:

- Content teachers and guidance counselor; community workers

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Developing Research Questions about a Career

Suggested Grade: 3

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Kerlin, Melissa and Susan Schneider. <i>Grow Up, Get a Job, Career Exploration Workbook: Activities & Exercises</i>. Del Mar: Taliwag Studio, 2008. ▪ Rogers, Brian. <i>When I Grow Up...: A Look at 10 Future Careers for Kids</i>. CreateSpace, 2014. ▪ Yankovic, Al. <i>When I Grow Up</i>. New York: Harper Collins, 2011.
Websites	<ul style="list-style-type: none"> ▪ <i>Department of Labor for Kids</i>. http://www.bls.gov/k12/content/students/careers/career-exploration.htm ▪ <i>Kids.gov</i>. <http://kids.usa.gov/jobs/index.shtml > ▪ <i>Careerkids</i>. http://www.careerkids.com/careers/> ▪ <i>Career Aisle</i>. http://knowitall.scetv.org/careeraisle/students/elementary/
Teaching Equipment, Technology, & Supplies	<ul style="list-style-type: none"> ▪ <i>CareerWise</i>. <http://www.getcareerwise.com/products-page/> (variety of career-related products)

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

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

**Library Information Concept: Evaluating Sources
Grade Band 3-5**

Stage 1: Desired Results

Established Goals (English Language Arts & Business, Computer, & Information Technology Standards):

CC1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.

15.3.5.E Distinguish between age appropriate and inappropriate print and electronic resources used for introductory research.

15.4.3-5.L Discuss the characteristics of a credible website.

Understandings (Students will understand that...):

Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Competencies (Students will know/be able to):

Evaluate sources for credibility and currency. Identify facts and details that support reasons. Discuss criteria for evaluating a website: credibility, relevance, bias, accuracy and currency.

What understandings/competencies will be assessed through this task?

Students will critically evaluate sources based on established criteria.

Stage 2: Assessment Evidence

Performance Task: Selecting Sources for Planning Healthy Menus

Suggested Grade: 3

Your school is in the process of redesigning its school lunch menu choices to focus on healthy foods that are appealing to students. To accomplish this goal, the principal is seeking information for parents to use as they volunteer to prepare menus for a monthly food tasting for the students. Monthly food tastings will give students the opportunity to sample new healthy lunch foods and provide feedback to the cafeteria staff as they redesign menus. You have been asked by the principal to provide parents with an annotated list of sources in diverse media formats to help them plan the monthly food tasting. The food tastings should meet My Plate guidelines (<http://www.choosemyplate.gov/kids/>) and also provide students with the opportunity to sample delicious, healthy foods that could be incorporated into the school lunch menu.

Using available library sources in diverse media formats, you'll develop for the principal and parent committee an annotated bibliography of a variety of credible, current sources for parents to draw from to create their menus. Each source should have an author, title and copyright date if a book, a source (URL or title) if a website or magazine, a brief description of information contained in the source, and your reason for selecting the source. For the websites, you should also provide the name of the organization or institution that sponsors the site and when the site was last updated.

Performance Task Rubric: Selecting Sources for Planning Healthy Menus

English Language Arts & Business, Computer, & Information Technology Standards

Suggested Grade: 3

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information; Effective research requires the use of varied resources to gain or expand knowledge.

Library Information Concept: Evaluating Sources

Criteria for Success

Levels of Achievement	Selecting Sources & Evidence from Sources	Citing Sources
3 Proficient	<ul style="list-style-type: none"> ▪ Selects ten credible, current sources in appropriate media formats that provide specific information on the topic. ▪ Identifies specific facts and details to support the choice of each source. 	Provides complete and correct bibliographic information for each source.
2 Developing	<ul style="list-style-type: none"> ▪ Selects at least seven sources in several media formats related to the topic that are current and credible OR selects several sources that are not on topic or not current. ▪ Identifies limited and general facts and details to support choices of sources. 	Provides mostly complete and mostly correct bibliographic information for each source.
1 Needs Improving	<ul style="list-style-type: none"> ▪ Selects few sources and/or selects sources that lack credibility and/or currency and/or are off topic and/or selects sources in one format only. ▪ Identifies few facts and details to support choices of sources. 	Provides mostly incomplete and mostly incorrect bibliographic information for sources.

Stage 3 Learning Plan: WHERETO

Performance Task: Selecting Sources for Planning Healthy Menus

Suggested Grade: 3

Focus on the Students: To what extent is the learning plan effective and engaging for the student?

Why? The value to the student of learning the content/skills

“You can’t trust everything you read; you need to evaluate sources to find reliable information.”

Hook and Hold to Engage

“Is this food healthy or unhealthy?” Spark a discussion using multimedia images of healthy and unhealthy food choices and ask students to decide: “Is this food healthy or unhealthy?”

Explore, Experience, Enable, Equip

Review guidelines for healthy choices from the .gov website. Brainstorm a variety of sources to find recipes (e.g., cookbooks, websites, apps, magazines). Emphasize the importance of credibility and currency of sources. Model website evaluation; provide a checklist for independent work. Show how to build a citation for each source. Model writing a rationale for using a specific source.

Rethink, Revise, Rehearse, Refine

Demonstrate how students can use readability guidelines (e.g., “five-finger rule”) to ensure that the students can read and comprehend the content in chosen sources. Review and evaluate each site for currency and credibility using a checklist. Review rubric so that students can revise or refine their sources as needed.

Evaluate Work and Progress

Ask students to reflect by answering this question: “What have I learned about using credible and current sources in my research?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Invite cafeteria director and/or health teacher to explain cafeteria menu choices. Consider dietary restrictions and allergies. Include images of suggested dishes for parents to use in planning meals. Allow students to work individually, in pairs, or in small groups. Allow students to focus on specific cuisines.

Organize and Sequence for Optimal Effectiveness

Cover: Evaluating sources.

Uncover: Guidance for independent evaluation of sources as needed.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Selecting Sources for Planning Healthy Menus

Suggested Grade: 3

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skills:

- Selecting diverse sources to meet established criteria
- Providing rationales for choices of sources and citing sources according to guidelines

Instructional Strategies:

- Model how to evaluate a source and how to devise rationales and prepare proper citations for each source
- Guide practice as students prepare citations
- Encourage self- and peer-reflection

Student Learning Experiences:

- Identify elements of healthy meal choices
- Brainstorm sources to use to find healthy meal choices
- Locate and select sources based on readability, credibility, and currency
- Cite sources
- Create rationale for inclusion of each source
- Prepare a self-reflection

Sequencing:

- **Prior Knowledge Assessment:** Evaluation of sources
- **Timeframe:** Mid-range

Potential Collaboration:

- Content teacher, grade-level Health teacher, and/or guidance counselor

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Selecting Sources for Planning Healthy Menus

Suggested Grade: 3

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Graimes, Nicola. <i>Kids' Fun and Healthy Cookbook</i>. New York: DK Children, 2007. ▪ Miller, Edward. <i>The Monster Health Book: A Guide to Eating Healthy, Being Active, & Feeling Great for Monsters & Kids!</i> New York: Holiday House, 2008. ▪ Rockwell, Lizzy. <i>Good Enough to Eat: A Kid's Guide to Food and Nutrition</i>. New York: Harper Collins, 2009.
Websites	<ul style="list-style-type: none"> ▪ <i>ChooseMyPlate.gov</i>. <choosemyplate.gov> ▪ <i>Chop Chop</i>. <http://www.chopchopmag.org/> ▪ "Kids Games and Activities." <i>Dairy Council of California</i>. <http://www.healthyeating.org/Healthy-Kids/Kids-Games-Activities.aspx> ▪ "Source Evaluation: Can I Trust It?" <i>Flocabulary</i>. <https://www.flocabulary.com/source-evaluation/> (teaching video)
Teaching Equipment, Technology, & Supplies	<ul style="list-style-type: none"> ▪ Tips and Graphic Organizer via GoogleDocs. <https://docs.google.com/document/d/1Du3EUFRKQutgNbEdDD9KkMXUv2nT5058ranZ_Sj0YMo/edit?usp=sharing>

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

**Library Information Concept: Drawing Evidence from Text
Grade Band 3-5**

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.4.3-5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards...

Understandings (*Students will understand that...*):

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

Competencies (*Students will know/be able to*):

- Identify wide range of texts that tell a story to make a point, express personal opinion or provide enjoyable experience as examples of grade-level-appropriate literary texts.
- Identify reference sources and information texts that are appropriate to grade level.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Performance Task: Evaluating a Manuscript of a Science Fiction Story

Suggested Grades: 3-4

When a publisher receives a manuscript, an editor must decide whether it is a good candidate to be published based on several factors. As an editor at a New York publishing company, you receive a manuscript that can be considered in the Science Fiction genre. You'll have to read the manuscript [e.g., Weiser, David. *June 29, 1999*. New York: Clarion Books, 1992], and you'll make a recommendation to the Editor-in-Chief about whether to publish it based on whether the scientific principles in the manuscript are accurate or possible. You'll consult authoritative sources in the library for evidence that either confirms or refutes the science principles in the manuscript.

You should identify at least three passages that represent scientific principles in the manuscript and verify or refute each one using authoritative reference sources. You'll generate a report that will provide critical feedback to the Editor-in-Chief and to the author of the manuscript. You should cite correctly the sources you used to verify your facts.

[As an alternative, students may choose a historical fiction title from a list compiled by the librarian and the teacher to verify historical "facts" presented in the book.]

Performance Task Rubric: Evaluating a Manuscript of a Science Fiction Story

English Language Arts Standards, Suggested Grades: 3-4

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.
Library Information Concept: Effective Research: Drawing Evidence

Criteria for Success

Levels of Achievement	Providing Evidence to Support or Refute	Using & Citing Sources
3 Proficient	<ul style="list-style-type: none"> ▪ Identifies at least three relevant passages in the manuscript representing scientific principles or historical facts. ▪ Provides strong, specific evidence from authoritative reference sources that either refute or confirm the science principles or historical facts in these passages. 	<ul style="list-style-type: none"> ▪ Uses multiple appropriate and authoritative reference sources to provide evidence. ▪ Cites every source used in correct bibliographic format.
2 Developing	<ul style="list-style-type: none"> ▪ Identifies at least one relevant passage in the manuscript and/or identifies passages that are not relevant regarding scientific principles or historical facts. ▪ Provides general and/or weak evidence from reference sources that either refute or confirm the science principles or historical facts in these passages. 	<ul style="list-style-type: none"> ▪ Uses a few appropriate and authoritative reference sources to provide evidence. ▪ Cites most sources used in correct bibliographic format.
1 Needs Improving	<ul style="list-style-type: none"> ▪ Identifies no relevant passage and/or identifies passages that are not relevant regarding scientific principles or historical facts. ▪ Provides little or no evidence from research sources that either refute or confirm scientific principles or historical facts. 	<ul style="list-style-type: none"> ▪ Uses only one or no appropriate and authoritative reference source to provide evidence. ▪ Uses sources not relevant to the topic. ▪ Cites no source used in correct bibliographic format.

Stage3 Learning Plan–WHERE TO

Performance Task: Evaluating a Manuscript of a Science Fiction Story

Suggested Grades: 3-4

Focus on the Students: To what extent is the learning plan effective and engaging for students?

Why? The value to the student of learning the content/skills

“You have to check the facts to verify the truth.”

Hook and Hold to Engage

“You have the opportunity to start your own publishing company. Discuss and select a name for your company. As an editor, you will receive many manuscripts and need to decide what is worth your time to publish. Today you are considering a science fiction manuscript.”

Explore, Experience, Enable, Equip

Define and discuss the genre of science fiction and the role scientific principles play in the genre. Demonstrate using a reference source to refute or confirm scientific principles. Provide experiences for students to practice identifying these principles in texts (e.g., a read-aloud of a sci-fi picture book) and verifying facts using a graphic organizer.

Rethink, Revise, Rehearse, Refine

Provide a rubric for students to monitor their progress. Use an exit ticket to check for student understanding of concept.

Evaluate Work and Progress

Ask students to reflect by answering this question: “Did the scientific evidence I found change my view of publishing this work of fiction?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Differentiate for different reading levels by using a chapter book, a short story, or a novel. Adapt gradual release technique (i.e., “I Do-We Do-You Do.”) Provide a variety of text options. Allow students to read a book independently or choose a previously-read sci-fi book to complete the task. Choose a book that is available in digital format, possibly with unlimited access, to facilitate students working together. As an alternative, allow students to choose a historical fiction title from a list compiled by the librarian and the teacher to verify historical “facts” presented in the book. Invite a local author, editor, or book store owner to speak to the class.

Organize and Sequence for Optimal Effectiveness

Cover: Science fiction genre characteristics and principles of science

Uncover: Alternate text formats

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Evaluating a Manuscript of a Science Fiction Story

Suggested Grades: 3-4

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content:

- Identifying scientific principles in science fiction text
- Selecting sources to verify claims
- Citing sources correctly

Instructional Strategies:

- Use gradual-release technique (i.e., “I do, We do, You do”) to guide students
- Model reading a sci-fi picture book to the class and identifying its scientific principles
- Demonstrate the use of a graphic organizer to support or refute an argument
- Ask students to identify which scientific principles and practices are embodied in their texts
- Encourage self- and peer-reflection

Student Learning Experiences:

- Read a science fiction text
- Identify three scientific principles in the text selected
- Use a graphic organizer to facilitate research
- Use sources to analyze and verify scientific claims
- Synthesize knowledge to make recommendations for publication
- Cite reference sources
- Prepare a self-reflection

Sequencing:

- **Prior Knowledge Assessment:** Genres characteristics; use and citation of reference sources
- **Timeframe:** Short-range

Potential Collaboration:

- English Language Arts, Science

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Evaluating a Manuscript of a Science Fiction Story **Suggested Grades: 3-4**

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Anderson, M.T. <i>Whales on Stilts</i>. San Diego: Harcourt, Inc., 2005. ▪ Asimov, Janet and Isaac Asimov. <i>Norby the Mixed-Up Robot</i>. Mineola, NY: Dover Publications, 2002. ▪ Barlow, Steve and Steve Skidmore. <i>Outernet: Friend or Foe?</i> New York: Scholastic, 2002. ▪ Beaty, Andrea. <i>Attack of the Fluffy Bunnies</i>. New York: Abrams Books, 2010. ▪ Benton, Jim. <i>Franny K. Stein Series</i>. New York: Simon & Schuster, 2005. ▪ Boniface, William. <i>The Extraordinary Adventures of Ordinary Boy: The Hero Revealed</i>. New York: HarperCollins, 2008. ▪ Colfer, Eoin. <i>Artemis Fowl</i>. New York: Disney-Hyperion, 2009. ▪ Coville, Bruce. <i>My Teacher Is an Alien</i>. New York: Aladdin, 2005. ▪ De Saint-Axupery, Antoine. <i>The Little Prince</i>. New York: Mariner Books, 2000. (originally published: 1943) ▪ Fields, Bryan W. <i>Lunchbox and the Aliens</i>. New York: Square Fish, 2009. ▪ Fox, Helen. <i>Eager</i>. New York: Yearling, 2006. ▪ Gutman, Dan. <i>The Homework Machine</i>. New York: Simon & Schuster, 2007. ▪ Haddix, Margaret Peterson. <i>Among the Hidden</i>. New York: Simon & Schuster, 2000. ▪ _____. <i>Found</i>. New York: Simon & Schuster, 2009. ▪ L'Engle, Madeleine. <i>A Wrinkle in Time</i>. New York: Square Fish, 2007. (originally published: 1962) ▪ Van Allsburg, Chris. <i>Zathura: A Space Adventure</i>. Boston: Houghton Mifflin, 2002.
Websites	<ul style="list-style-type: none"> ▪ "Science Fiction." <i>Story Star</i>. <http://www.storystar.com/php/list.php?theme_id=35>
Teaching Equipment, Technology, & Supplies	<ul style="list-style-type: none"> ▪ Note-taking Guide via Google Docs: <https://docs.google.com/document/d/1YRAgU4HR3ZUcWJZ4Dnqo6F2F3awbvo5FKtBIkpwPPMA/edit?usp=sharing>

Big Idea: Responsible citizens use information ethically and productively in a global society.

**Library Information Concepts: Demonstrating Technology Etiquette & Safety; Behaving as a Digital Citizen
Grade Band 3-5**

Stage 1: Desired Results

Established Goals (Business, Computer, & Information Technology Standards):

15.3.3-5.M Apply proper etiquette when using technology.

15.3.3-5.T Explain the importance of digital citizenship.

15.4.3-5.B Identify and demonstrate understanding of ethical, safe, and social online behavior and potential consequences of unethical, unsafe, and inappropriate behavior.

Understandings (*Students will understand that...*):
Responsible citizens use information ethically and productively in a global society.

Competencies (*Students will know/be able to*):

- Apply proper etiquette when using technology (e.g., cyber safety).
- Explain importance of safe, legal and responsible use of technology
- Identify and practice ethical and safe online behavior.
- Identify potential consequences of unethical, unsafe and inappropriate behavior.

What understandings/competencies will be assessed through this task?

Apply proper etiquette when using technology.

Stage 2: Assessment Evidence

Performance Task: Preventing Cyberbullying through Demonstrating Positive Online Behaviors Suggested Grade: 4

With more students in your school having access to smart devices, more students have the opportunity to bully other students using these devices. You are a member of your school's Student Council, and the principal, the guidance counselor, and the district safety officer have asked the Student Council to help prepare and participate in a school-wide assembly on how to behave safely and ethically online. Your challenge will be to help students understand that social media communication tools and smart devices can be misused in ways that can harm both the student being bullied and the student using the social media and can have consequences for both students.

You should prepare a storyboard of your presentation to the assembly that explains the importance of digital citizenship, identifies the key components of safe, responsible, and ethical online behavior, and provides some examples of the dangers and consequences of unsafe, irresponsible, or unethical behavior in an online environment.

Performance Task Rubric: Preventing Cyberbullying through Teaching Positive Online Behaviors

Business, Computer, & Information Technology Standard, Suggested Grade: 4

**Big Idea: Responsible citizens use information ethically and productively in a global society.
Library Information Concept: Behaving as a Digital Citizen**

Criteria for Success

Levels of Achievement	Preparing a Storyboard for a Presentation on Internet Etiquette and Safety
3 Proficient	Develops a storyboard that effectively and specifically addresses key issues in using smart devices and social media communication tools ethically and responsibly.
2 Developing	Develops a storyboard that is not logical or coherent and/or addresses only in general some of the key issues of using smart devices and social media communication tools ethically and responsibly.
1 Needs Improving	Develops a storyboard that is disorganized and not logical and omits key issues of using smart devices and social media communication tools ethically and responsibly.

Stage 3 Learning Plan: WHERETO

Performance Task: Preventing Cyberbullying through Demonstrating Positive Online Behaviors **Suggested Grade:** 4

Focus on the Students: To what extent is the learning plan effective and engaging for the student?

Why? The value to the student of learning the content/skills

“Online safety is just as important as physical safety and cyberbullying has serious consequences for all involved. Think before you type!”

Hook and Hold to Engage

Role-play with students: Use statistics about children who have been cyberbullied; divide students according to these statistics to visualize the impact of these behaviors on students. Invite a guest speaker to talk about the effects of cyberbullying.

Explore, Experience, Enable, Equip

Explore key components of safe, responsible, and ethical online behavior using various sources. Create a Venn Diagram illustrating bullying and cyberbullying and explore statistics and the impacts of both types of bullying. Role-play both negative and positive online behaviors and discuss consequences of negative behaviors. Encourage students to develop guidelines for proper cyber etiquette that can prevent unethical online behavior. Model storyboard use.

Rethink, Revise, Rehearse, Refine

Ask students to monitor their progress using the rubric. Review storyboard drafts with the class by conducting a “gallery walk” of the drafts and encourage students to use feedback to revise or refine drafts as needed for their final presentations.

Evaluate Work and Progress

Ask students to self-evaluate using provided rubric by answering these questions:

- “What is one way I will be smarter online?”
- “Why is online safety important to me?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Allow students to work Individually, in pairs, or in small groups; demonstrate storyboards in digital or print format; invite a guest speaker to talk about cyberbullying.

Organize and Sequence for Optimal Effectiveness

Cover: Aspects of cyberbullying

Uncover: Offering guidance or instruction only as needed during independent work.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Preventing Cyberbullying through Demonstrating Positive Online Behaviors

Suggested Grade: 4

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skill:

- Identifying potential issues when using smart devices and social media
- Developing strategies for ethical, responsible use of smart devices and social media
- Demonstrating proper etiquette when using technology

Instructional Strategies:

- Facilitate role-play for students to demonstrate both negative and positive online behaviors
- Encourage collaboration
- Model storyboard use
- Encourage self- and peer-reflection

Student Learning Experiences:

- Role play negative and positive online behaviors to understand and bring cyberbullying statistics to life
- Identify strategies to promote positive online behaviors
- Work in small groups using differentiated roles (e.g., artist, notes, leader) to develop presentations
- Create a storyboard to present learning
- Participate in a “gallery walk” as a form of peer review
- Reflect on task progress and personal technology etiquette

Sequencing:

- **Prior Knowledge Assessment:** Storyboarding skills
- **Timeframe:** Short-term

Potential Collaboration:

- English Language Arts, Technology

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Preventing Cyberbullying through Demonstrating Positive Online Behavior **Suggested Grade: 4**

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Websites	<ul style="list-style-type: none"> ▪ “Cyberbullying.” <i>Stop Bullying.gov</i>. <http://www.stopbullying.gov/cyberbullying/> ▪ “11 Facts About Cyber Bullying.” <i>Do Something</i>. <https://www.dosomething.org/facts/11-facts-about-cyber-bullying> ▪ <i>FBI Kids</i>. <https://sos.fbi.gov/> ▪ “Get Cybersmart with Phineas and Ferb.” <i>Commonsense Media</i>. <https://www.common sense media.org/blog/get-cybersmart-with-phineas-and-ferb#tip_1> ▪ POWER Library: CyberSmarts ▪ “Protect Kids Online.” <i>Onguardonline</i>. <http://www.onguardonline.gov/topics/protect-kids-online>
Community/Human Resources	<ul style="list-style-type: none"> ▪ Local law enforcement; school technology teacher or district technology director
Teaching Equipment, Technology, & Supplies	<ul style="list-style-type: none"> ▪ “Awesome Digital Citizenship Poster for Young Learners.” <i>Educational Technology and Mobile Learning</i>. <http://www.educatorstechnology.com/2014/05/awesome-digital-citizenship-poster-for.html> ▪ “Great Internet Safety Posters Teachers Should Not Miss.” <i>Educational Technology and Mobile Learning</i>. <http://www.educatorstechnology.com/2012/12/great-internet-safety-posters-teachers.html> ▪ <i>Storyboard</i>. <https://docs.google.com/document/d/1Q23PZUyWehSwNI43PJqzffdc4tpSwkWuBpU0aqY9UBY/edit?usp=sharing>

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

**Library Information Concept: Research Process: Note-Taking Strategies
Grade Band 3-5**

Stage 1: Desired Results

Established Goals (English Language Arts & Business, Computer, & Information Technology Standards):

- CC.1.4.3-5.S** Draw evidence from literary or informational texts to support analysis, reflection, and research...
CC.1.4.3-5.W Recall information from experiences or gather, take notes on sources, and categorize...
15.3.3-5.I Demonstrate note-taking and questioning skills.

Understandings (*Students will understand that...*):
Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Competencies (*Students will know/be able to*):
Draw evidence from text to answer an information need using grade-level appropriate note-taking skills.

What understandings/competencies will be assessed through this task?

Gather information from various sources and summarize information to create a final project.

Stage 2: Assessment Evidence

Performance Task: Developing a Travel Brochure to Promote Pennsylvania Tourism

Suggested Grade: 4

Pennsylvania promotes tourism within the state (“Explore Your Backyard”) through its official tourism website (<http://www.visitpa.com>). As the Director of visitPA, you’ll be addressing a group of twenty travel agents from around the United States to encourage them to promote group tours to Pennsylvania. Your challenge will be to present three interesting site possibilities that you’ll describe in a travel brochure that the travel agents can use later with potential clients.

To develop your brochure, you should use multiple authoritative and very current sources in various media formats, including informational texts, to identify a wide variety of interesting things for adults to see and do at three possible Pennsylvania sites. As you consult your library sources deciding which sites to select, you’ll consider possible sites related to Pennsylvania history, sports, entertainment, industry, culture and/or nature. You should submit accurate notes and pictures from these sources to assure that your brochure is accurate, very current, and eye-appealing. Your brochure should focus on what makes each site an interesting place to visit, and you should include a list of the sources you used to promote your tours.

Performance Task: Developing a Travel Brochure to Promote Pennsylvania Tourism
English Language Arts & Business, Computer, & Information Technology Standards

Suggested Grade: 4

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.
Library Information Concept: Research Process: Note-Taking Strategies

Criteria for Success

Levels of Achievement	Creating a Brochure	Using Sources to Take Notes	Citing Sources & Information
<p align="center">3 Proficient</p>	<p>Creates an eye-appealing travel brochure that includes concise information about three carefully selected sites; with attractive, informative illustrations that are very current.</p>	<ul style="list-style-type: none"> ▪ Uses three or more authoritative and very current sources in multiple media formats. ▪ Makes concise and accurate notes paraphrasing or using direct quotes. 	<p>Cites all sources and information in correct bibliographic format provided.</p>
<p align="center">2 Developing</p>	<p>Creates a travel brochure that includes general information about two Pennsylvania sites; includes pictures and text that aren't as current and/or informative and/or attractive.</p>	<ul style="list-style-type: none"> ▪ Uses two or more authoritative sources. ▪ Uses two different formats. ▪ Makes general notes, sometimes without noting source. 	<p>Cites some sources in correct bibliographic format provided.</p>
<p align="center">1 Needs Improving</p>	<p>Creates a travel brochure that includes information about only one Pennsylvania site; text and pictures do not match and/or brochure is not engaging.</p>	<ul style="list-style-type: none"> ▪ Uses one or no authoritative sources. ▪ Uses only one format. ▪ Makes notes that are disorganized and/or copies directly from source without attribution. 	<p>Cites few or no sources in correct bibliographic format provided.</p>

Stage 3 Learning Plan: WHERETO

Performance Task: Developing a Travel Brochure to Promote Pennsylvania Tourism

Suggested Grade: 4

Focus on the Students: To what extent is the learning plan effective and engaging for the student?

Why? The value to the student of learning the content/skills

“Taking accurate notes helps you provide evidence to support your claims.”

Hook and Hold to Engage

Share with students your “dream” travel destination and all the wonderful and exciting things you’ve heard about it. Then, share with students the disappointing reality of the destination during your “visit” and use visuals, if possible. Ask students: “How could I have avoided being disappointed by finding evidence to support my choice?”

Explore, Experience, Enable, Equip

Ask students to brainstorm sources they could use to find out about a tourist spot in PA (e.g., websites, databases, magazines, first-hand experience) and develop questions tourists might ask. Discuss with students how to determine if the information in the source is authoritative, accurate, and current. Review with students how to paraphrase and summarize information from text. Demonstrate the use of a note-taking organizer and how to synthesize quality notes. Discuss elements of an attractive layout and design. Provide citation requirements and rubric for creating the brochure.

Rethink, Revise, Rehearse, Refine

Ask students to monitor progress by using rubric and to pair-share notes and sources to check for plagiarism and accuracy; conference with students to determine their progress and provide feedback.

Evaluate Work and Progress

Ask students to self-evaluate using rubric and reflect on their experience by answering this question: “What would I do differently next time?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Narrow, expand, or customize the selection of sources. Offer an option for the brochure to be in either print or digital format. Allow students to work individually, in pairs, or in small groups.

Organize and Sequence for Optimal Effectiveness

Cover: Guided instruction for note-taking; authoritative sources.

Uncover: Coaching and conferencing on brochure development as needed.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Developing a Travel Brochure to Promote Pennsylvania Tourism

Suggested Grade: 4

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content:

- Determining appropriate questions to ask about a specific topic
- Taking concise and accurate notes using paraphrasing and direct quotations
- Using authoritative sources
- Citing all sources correctly

Instructional Strategies:

- Model and/or review note-taking strategies
- Demonstrate accessing authoritative sources
- Model paraphrasing and using direct quotations
- Review citing sources
- Encourage self- and peer-reflection
-

Student Learning Experiences:

- Brainstorm topics for brochure
- Evaluate sources for currency and accuracy
- Use organizer for taking quality notes and recording source information
- Select and justify three top destinations for brochure
- Organize notes, synthesize information, and edit information into brochure format
- Cite sources
- Self- and peer-reflect on product and process

Sequencing:

- **Prior Knowledge Assessment:** Website evaluation (i.e., currency and credibility); use of databases; introductory lessons on plagiarism; note-taking strategies
- **Timeframe:** Mid-range

Potential Collaboration:

- Social Studies, Art

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Developing a Travel Brochure to Promote PA Tourism

Suggested Grade: 4

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Websites	<p>Travel Sites</p> <ul style="list-style-type: none"> ▪ <i>Explore PA History.</i> <http://explorepahistory.com/index.php> ▪ Hoax Site: <http://city-mankato.us/ > ▪ "PA Travel Guide." <i>Where & When.</i> <http://www.whereandwhen.com> ▪ PA Visitor's Network. <http://www.pavisnet.com> ▪ "Pennsylvania." <i>Roadside America.</i> <http://www.roadsideamerica.com/location/pa> ▪ "Road Trips and Facts." <i>Visitpa.com.</i> <http://www.visitpa.com/pa-road-trips > <p>Note-Taking and Citation Sources</p> <ul style="list-style-type: none"> ▪ "Fact Fragment Frenzy." <i>Read Write Think.</i> < http://www.readwritethink.org/classroom-resources/student-interactives/fact-fragment-frenzy-30013.html?tab=3#tabs> ▪ "9 Great Free Note Taking Tools for Teachers." <i>Educational Technology and Mobile Learning.</i> <http://www.educatorstechnology.com/2012/06/9-great-free-note-taking-tools-for.html> ▪ "7 Great Bibliography and Citation Tools for Students." <i>Educational Technology and Mobile Learning.</i> <http://www.educatorstechnology.com/2012/11/7-great-bibliography-and-citation.html>
Teaching Equipment, Technology, & Supplies	<ul style="list-style-type: none"> ▪ Note-taking Guide and Tips via Google Docs. <https://docs.google.com/document/d/16pVYj-GxJtG7FJRwBqK_Lv4UA2ksKu3ABCwKwqFp-aw/edit?usp=sharing>

Big Idea: Effective speakers prepare and communicate messages to address the audience and purpose.

Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Big Idea: Responsible citizens use information ethically and productively in a global society.

Library Information Concepts: Preparing Multimedia Presentations; Producing and Publishing with Technology; Using Digital Media Grade Band 3- 5

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.4.5.U With some guidance and support, use technology to produce writing as well as to interact and collaborate with others; demonstrate keyboarding skills to write 2 pages in one sitting...

CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Established Goals (Business Computer Information Technology Standards Standard):

15.4.3-5.K Use digital media to enhance a content-specific work product.

Understandings (Students will understand that...):

- Effective speakers prepare and communicate messages to address the audience and purpose.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Responsible citizens use information ethically and productively in a global society.

Competencies (Students will know/be able to):

- Add multimedia components and visual displays to presentations to enhance development of main ideas or themes. (Grade 5)
- With some guidance and support, use technology and keyboarding skills to produce and publish one-page written product and to interact and collaborate with others.
- Add audio recordings and visual displays to presentations to enhance development of main ideas or themes. (Grade 4)
- Select and utilize an appropriate digital media to enhance a content-specific product.
- Use digital media legally and ethically, practicing Educational Fair Use.

What understandings/competencies will be assessed through this task?

Employ technology ethically to create a short multimedia presentation.

Stage 2: Assessment Evidence

Performance Task: Creating a Multimedia Presentation of a Poem

Suggested Grades: 4-5

April is National Poetry Month and it provides an opportunity to promote the enjoyment of poetry through reading aloud. Your school decides to celebrate National Poetry Month by opening a cyber poetry café to share favorite poems. Your teacher asks each student in your class to choose a published poem to read or recite at the café for your audience of classmates. Your first task is to select a poem that has a special meaning for you to share at the cafe. Your challenge will be to find an engaging poem using library sources and record your reading of the poem with visual and audio enhancements while reading it aloud.

After you select a poem, you'll create a short digital presentation of your poem with appropriately related multimedia components of images, music, sound and/or animation. Then you'll write a paragraph of reflection about what the poem means to you. You'll need to decide which digital format to use to present the poem and select the sound and visual components to accompany your reading of the poem. You should follow copyright and ethical guidelines in your performance by citing the sources of the poem, its author, and any images, music, media, and animation you use to enhance it.

Performance Task Rubric: Creating a Multimedia Presentation of a Poem

English Language Arts Standard, Suggested Grades: 4-5

Big Idea: Effective speakers prepare and communicate messages to address the audience and purpose; Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques; Responsible citizens use information ethically and productively in a global society.

Library Information Concept: Preparing Multimedia Presentations; Producing and Publishing with Technology; Using Digital Media

Criteria for Success

Levels of Achievement	Illustrating the Poem	Explaining Your Reason for Selecting the Poem	Presenting the Poem
3 Proficient	<ul style="list-style-type: none"> ▪ Selects creative and complementary multimedia images and sounds to enhance the reading of the poem. ▪ Follows copyright & ethical guidelines in using images & sound. 	Expresses thoughtful and reflective reasons that have personal meaning for selecting poem.	Reads poem aloud with enthusiastic expression and appropriate pacing and demonstrates fluency in reading.
2 Developing	<ul style="list-style-type: none"> ▪ Selects sound and images that relate to poem but don't enhance the reading of the poem. ▪ Provides incomplete credit for images & sound used. 	Expresses general or vague reasons that have no personal meaning for selecting the poem.	Reads poem aloud with no errors in pronunciation but with little expression to convey meaning and choppy pacing.
1 Needs Improving	<ul style="list-style-type: none"> ▪ Selects sound and images unrelated to the poem and/or selects sound & images that detract from the reading. ▪ Provides no credit for any of the images & sound used. 	Omits reasons for choice and/or expresses reasons that are unrelated to the poem and/or expresses no reasons that convey personal meaning.	Reads poem aloud with no expression to convey meaning, is hesitant, or uses too rapid pacing, and/or mispronounces words.

Stage 3 Learning Plan: WHERETO

Performance Task: Creating a Multimedia Presentation of a Poem

Suggested Grades: 4-5

Focus on the Students: To what extent is the learning plan effective and engaging for the student?

Why? The value to the student of learning the content/skills

“Putting together a creative and well-rehearsed presentation makes people pay attention to what you have to say.”

Hook and Hold to Engage

“I’m going to read a poem and when I finish, tell me what you think. [Read poem poorly.] What are your reactions and how could I have captured and held your attention more effectively?”

Explore, Experience, Enable, Equip

Discuss how poems can be meaningful to individuals. Provide sources for students to explore a variety of poems and ask each student to select a poem of personal significance. Using multimedia, demonstrate effective and not-so-effective examples of presenting poetry using multimedia. Equip students with a storyboard organizer. Discuss what guidelines students can follow to select and use images, audio, and media ethically and cite these sources correctly. Share tutorials of online multimedia presentation tools and software.

Rethink, Revise, Rehearse, Refine

Encourage students to use the rubric to monitor their progress. Provide tutorials for presentation tools as needed. Facilitate students rehearsing their poem performances to an audience of their peers for feedback. Conference with students to check sequencing of presentation for coherence.

Evaluate Work and Progress

Ask students to self-evaluate using a provided rubric, submit a written reflection on the personal meaning of the poem selected, and submit an exit ticket identifying the strengths and weaknesses of their presentations after all students have presented their poems.

Focus on the Learning Plan

Tailor and Personalize for All Students

Use a variety of presentation tools and recording options; provide a pathfinder or website of suggested sources for multimedia; allow for student-selected or teacher-approved selection of poem. Offer students the option of working individually, in pairs, or in small groups.

Organize and Sequence for Optimal Effectiveness

Cover: Quality digital design elements

Uncover: Demonstrating and modeling techniques as needed.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Creating a Multimedia Presentation of a Poem

Suggested Grades: 4-5

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skill:

- Identifying elements of a quality digital presentation using available multimedia application
- Accessing and selecting multimedia images and audio ethically
- Combining multimedia to enhance chosen poem
- Saving presentation correctly

Instructional Strategies:

- Model a process of creating a performance
- Demonstrate or review how to locate poems in both print and digital formats
- Model legal and ethical uses of appropriate digital media
- Demonstrate how to cite digital media
- Encourage self- and peer-reflection

Student Learning Experiences:

- Choose a poem with personal meaning
- Decide what multimedia presentation tools to use to enhance poem
- Select and use audio and images ethically
- Cite sources appropriately
- Create a storyboard using logical sequencing
- Refine and rehearse presentation
- Reflect on personal meaning of poem selected
- Prepare a self-reflection on the presentation

Sequencing:

- **Prior Knowledge Assessment:** Keyboarding basics; creative presentations of poetry
- **Timeframe:** Mid-range

Potential Collaboration:

- English Language Arts, Technology, Art, Music

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Creating a Multimedia Presentation of a Poem

Suggested Grades: 4-5

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Apps	<ul style="list-style-type: none"> ▪ Presentation Tools (e.g., Glogster, Animoto, Prezi, VoiceThread, Blabberize, Videolicious, Shadow Puppets)
Teaching Equipment, Technology, & Supplies	<ul style="list-style-type: none"> ▪ “Legal Music for Videos.” <i>Creative Commons</i>. < http://creativecommons.org/legalmusicforvideos> ▪ <i>Pics4Learning</i>. < http://pics.tech4learning.com> ▪ Poetry Presentation Planner via Google Docs. <https://docs.google.com/document/d/1MIVydg6RI-JesR9pCXGCDDjDjx2AHkYTPRk5QoBMbql/edit?usp=sharing >

Suggested Resources for Background/Further Study for Teachers and Students

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Adoff, Arnold. <i>The Basket Counts</i>. New York: Simon & Schuster Books for Young Readers, 2000. ▪ _____. <i>Love Letters</i>. New York: Blue Sky Press, 1997. ▪ _____. <i>Sports Pages</i>. New York: Lippincott, 1986. ▪ Brooks, Gwendolyn. <i>Bronzeville Boys and Girls</i>. New York: HarperCollins, 2007. (original publication: 1956) ▪ Curlee, Lynn. <i>Capital</i>. New York: Atheneum Books for Young Readers, 2003. ▪ Fletcher, Ralph J. <i>Relatively Speaking: Poems about Family</i>. New York: Orchard Books, 1999. ▪ Grandits, John. <i>Blue Lipstick: Concrete Poems</i>. New York: Clarion Books, 2007. ▪ _____. <i>Technically, It's Not My Fault: Concrete Poems</i>. New York: Clarion Books, 2004. ▪ Grimes, Nikki. <i>What is Goodbye?</i> New York: Hyperion Books for Children, 2004. ▪ Hirsch, Robin, Benjamin J.J. Hirsch, and Alexander M.J. Hirsch. <i>F E G: Ridiculous [stupid] Poems for Intelligent Children</i>. Boston: Little, Brown, 2002. ▪ Janeczko, Paul B. <i>Seeing the Blue Between: Advice and Inspiration for Young Poets</i>. Cambridge: Candlewick Press, 2002. ▪ Kennedy, X J. <i>Brats</i>. New York: Athenaeum, 1986. ▪ Kipling, Rudyard. <i>If: A Father's Advice to His Son</i>. New York: Athenaeum Books for Young Readers, 2007. (original publication: 1910) ▪ Longfellow, Henry W. <i>The Midnight Ride of Paul Revere</i>. Brooklyn: Handprint Books, 2001. ▪ Melmed, Laura K. <i>Capital! : Washington D.C. from A to Z</i>. New York: HarperCollins, 2003. ▪ Morris, Jackie, and Carol A. Duffy. <i>The Barefoot Book of Classic Poems</i>. Cambridge: Barefoot Books, 2006. ▪ Morrison, Lillian. <i>Way to Go!: Sports Poems</i>. Honesdale: Wordsong/Boyd's Mills Press, 2001. ▪ Moss, Jeffrey. <i>The Butterfly Jar: Poems</i>. New York: Bantam Books, 1989. ▪ Shapiro, Karen J. <i>I Must Go Down to the Beach Again: And Other Poems</i>. Watertown: Charlesbridge, 2007. ▪ Sidman, Joyce. <i>This Is Just to Say: Poems of Apology and Forgiveness</i>. Boston: Houghton Mifflin, 2007. ▪ Smith, Charles R. <i>Hoop Kings: Poems</i>. Cambridge: Candlewick Press, 2004. ▪ _____. <i>Short takes: Fast-Break Basketball Poetry</i>. New York: Dutton Children's Books, 2001. ▪ Smith, Hope A. <i>The Way a Door Closes</i>. New York: Henry Holt, 2003. ▪ Thayer, Ernest L. <i>Casey at the Bat: A Ballad of the Republic Sung in the Year 1888</i>. San Francisco: Handprint Books, 2000. ▪ Woodson, Jacqueline. <i>Locomotion</i>. New York: Putnam's, 2003.

Big Idea: Effective readers use appropriate strategies to construct meaning.

**Library Information Concept: Selecting Literary Fiction
Grade Band 3-5**

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.3.3-5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Understandings (*Students will understand that...*):

Effective readers use appropriate strategies to construct meaning.

Competencies (*Students will know/be able to*):

Independently, select grade-level-appropriate literary fiction in a variety of genres. Apply strategies to create meaning from literary fiction.
Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding and evaluating.

What understandings/competencies will be assessed through this task?

Locate and select literature in various formats.

Stage 2: Assessment Evidence

Performance Task: Creating a Digital Advertisement for a New Literary Fiction Book

Suggested Grade: 5

Publishers of books want to identify potential readers who will be interested in reading the books they publish. As a marketing director for a New York publisher, your task is to identify a piece of literary fiction that is of the mystery genre and promote it to your audience of potential readers who will purchase it in a bookstore or online or check it out of a library. Choose a mystery title that is appropriate for your reading and grade level as the book you will promote.

As a part of your publicity to promote this book to potential readers, you'll design a digital advertisement (i.e., book trailer) using, for example, one of these audio and/or video production tools: VOKI (<http://www.voki.com>), Blaberize (<http://blabberize.com>), or Animoto (<http://www.animoto.com>). In addition to your digital advertisement, you should include a rationale for why you think this book is an outstanding representative of the genre and your specific reasons for why readers should purchase it.

[As an alternative, students may choose a genre from a list that the librarian and the teacher have compiled.]

Performance Task Rubric: Creating a Digital Advertisement for a New Literary Fiction Book

English Language Arts Standard, Suggested Grade: 5

Big Idea: Effective readers use appropriate strategies to construct meaning.

Library Information Concept: Selecting Literary Fiction

Criteria for Success

Levels of Achievement	Demonstrating Understanding of Genre	Designing a Digital Advertisement
3 Proficient	Applies specific knowledge of genre to select a literary fiction title on the appropriate grade and reading level and explains clearly why book best exemplifies genre.	Uses an appropriate digital tool effectively to design a creative digital advertisement that engages the audience and accurately represents the genre.
2 Developing	Applies some general knowledge of genre to select a book on grade and reading level and explains briefly why book exemplifies genre.	Uses an appropriate digital tool but not effectively to design an advertisement that informs the audience about the genre, but doesn't encourage the potential reader.
1 Needs Improving	Selects a book that is not a good representation of genre and/or doesn't choose a book on grade and reading level and/or provides a superficial and/or incorrect explanation of why book selected exemplifies genre.	Designs a sloppy advertisement with poor choices of graphics that doesn't engage the audience or represent the genre and/or doesn't make effective use of an appropriate digital tool to create the advertisement.

Stage 3 Learning Plan: WHERETO

Performance Task: Creating a Digital Advertisement for a New Literary Fiction Book

Suggested Grade: 5

Focus on the Students: To what extent is the learning plan effective and engaging for the student?

Why? The value to the student of learning the content/skills

“If you know what interests you about a book, you can select books on your own and recommend them to others.”

Hook and Hold to Engage

After showing an effective example of a digital book trailer, ask students: “What aspects of the trailer make you want to read the book or not want to read it. After making your book trailer, you’ll compete to see which student’s trailer gets the most “hits” or “likes” from your classmates.”

Explore, Experience, Enable, Equip

Ask students to examine sample trailers to determine their effectiveness (i.e., what works? what doesn’t work?) and to brainstorm elements of a quality trailer to use as guidelines (e.g., length, details, plot, genre characteristics). Model how to create a storyboard (e.g., elements to include, order, flow) and instruct students how to use specific web tools to create a trailer.

Rethink, Revise, Rehearse, Refine

Provide opportunities for students to share rationales for why each part of their storyboards is essential for their trailers and gather feedback from classmates to revise and/or refine their script to meet requirements. Encourage students to share their draft trailers with classmates to elicit suggestions for refinement.

Evaluate Work and Progress

During the viewing of the trailers, encourage students to vote on which trailer highlighted a book they want to read most. Ask students to provide a written explanation of how the book they chose for their trailer exemplifies the genre and what their specific reasons are for wanting to read it. Ask students to reflect by answering these questions:

- “What worked effectively in my trailer?”
- “What should I change the next time?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Provide an option to create a print advertisement. Provide mini-tutorials (i.e., flipped learning). Allow students to choose a genre of interest. Provide a tip sheet for genre characteristics. Allow students to work independently or in pairs. Show book trailers to other classes for voting.

Organize and Sequence for Optimal Effectiveness

Cover: Background info and criteria; using web tools

Uncover: Providing checkpoints while students work at their own pace to complete their trailers.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Creating a Digital Advertisement for a New Literary Fiction Book Suggested Grade: 5

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skill:

- Reviewing genre characteristics
- Developing storyboards using guidelines
- Discussing strategies for developing quality book trailers
- Using web tools to create advertisements

Instructional Strategies:

- Demonstrate an effective book trailer and discuss which elements make it successful
- Brainstorm trailer ideas with students
- Demonstrate a sample book trailer and evaluate it with the class
- Encourage self- and peer-reflection

Student Learning Experiences:

- Select book to create trailer
- Define elements of a successful book trailer to demonstrate a specific genre and draw interest to a specific text
- Complete a storyboard and a script
- Create a book trailer using web tools and edit or refine based on peer evaluation
- Participate in a class presentation of book trailers by voting on the most effective trailer
- Prepare a self-reflection

Sequencing:

- **Prior Knowledge Assessment:** Genre characteristics; web tools
- **Timeframe:** Long-range

Potential Collaboration:

- English Language Arts, Art, Social Studies

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Creating a Digital Advertisement for a New Literary Fiction Book Suggested Grade: 5

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Websites	<ul style="list-style-type: none">“Advertising Tricks: Discover the Secrets of Selling.” <i>PBS Kids Go!</i> <http://pbskids.org/dontbuyit/advertisingtricks/>“Create Your Own Ad.” <i>PBS Kids Go!</i> <http://pbskids.org/dontbuyit/advertisingtricks/createyourownad_flash.html>
Apps	<ul style="list-style-type: none"><i>Animoto</i>. <http://www.animoto.com><i>Blaberize</i>. <http://blabberize.com><i>VOKI</i>. <http://www.voki.com/>
Community/Human Resources	<ul style="list-style-type: none">Advertising writer; artist; illustrator

Big Idea: Effective readers use appropriate strategies to construct meaning.

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

Library Information Concepts: Evaluating Diverse Media; Selecting Informational Texts & Literary Nonfiction; Note-Taking Strategies & Presenting Research Findings Grade Band 3-5

Stage 1: Desired Result

Established Goals (English Language Arts & Business, Computer, & Information Technology Standards):

CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.

CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.

CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CC.1.2.3-5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.4.4-5.W Recall information from experiences of gather, take notes on sources, and categorize...

15.3.E Distinguish between age appropriate and inappropriate print and electronic resources used for introductory research.

15.3.I Demonstrate note-taking and questioning skills.

Understandings (Students will understand that...):

- Effective readers use appropriate strategies to construct meaning
- Effective research requires the use of varied resources to gain or expand knowledge.

Competencies (Students will know/be able to...):

- Interpret information from a text feature.
- Explain how information from various sources contributes to understanding text. (4)
- Locate information from various print and digital sources to answer question or solve problem. (5)
- Independently, locate and select literary nonfiction and informational texts on grade level.
- As part of grade-level-appropriate research process: Recall information from past experiences. Gather information from sources, including both print and digital to answer research questions, record and organize answer(s) to question(s) in note-taking format by sorting information into provided categories, paraphrase information found, so that it is not copied exactly from source, summarize information from notes into final project, identify bibliographic information. Create list of sources used.

What understandings/competencies will be assessed through this task?

- Students will use multiple sources in various formats to solve a problem or answer a question.
- Locate and select literary nonfiction and informational texts in various formats.
- Gather information from various sources and summarize information to create a final project.

Stage 2: Assessment Evidence

Performance Task: Planning a Field Trip to Washington, D.C.

Suggested Grade: 5

As a travel agent in your community, you have been asked by the officers of the Parent Teacher Association (PTA) at the elementary school to design a two-day field trip for students in the fifth grade to Washington, D.C. The PTA will provide funding for the field trip, and the officers request that you develop a travel plan that includes an itinerary and an explanation of the educational value of the trip. You'll plan your field trip so that the students visit at least four sites that best illustrate the key historical, cultural, and nature features of Washington, D.C., and explain why you have chosen each of these sites.

You'll use multiple current and authoritative sources in several different media formats to create and present the itinerary for the trip, which should reflect the research you conducted to select sites based on the historical, cultural and nature features of Washington. You should include a clear rationale for why visiting these four sites will help the students understand these key features. You should include an accurate and current map from one of your sources on which you have traced the route for the tour and marked the sites to be visited.

[As an option, students may develop a budget with complete and accurate figures for transportation, lodging, admission fees and food.]

[As an alternative, students may choose a field trip to a different location from a list that the librarian and the teacher have compiled.]

Performance Task Rubric: Planning a Field Trip to Washington, D.C.

English Language Arts Standards, Suggested Grade: 5

Big Idea: Effective readers use appropriate strategies to construct meaning; Effective research requires the use of varied resources to gain or expand knowledge

Library Information Concepts: Evaluating Diverse Media; Selecting Informational Texts & Literary Nonfiction; Note-Taking Strategies & Presenting Research Findings

Criteria for Success

Levels of Achievement	Selecting & Citing Authoritative Sources	Selecting Sources in Various Formats (Examples: book, database, website, magazine)	Plotting Itinerary Route on Map
3 Proficient	<ul style="list-style-type: none"> ▪ Selects multiple authoritative and current sources relevant to topic. ▪ Cites each source in correct bibliographic format. 	Selects most useful sources in at least three appropriate media formats for the topic.	Uses an appropriate current and accurate map, marks itinerary route & sites clearly and neatly and cites source of map correctly.
2 Developing	<ul style="list-style-type: none"> ▪ Selects several authoritative and current sources relevant to topic and/or selects one or more that are not relevant or current. ▪ Cites most sources in correct bibliographic format. 	Selects several sources in different media formats but not in the most appropriate formats for the topic.	Uses a current map, marks itinerary and sites in a sloppy way and/or cites the source of map incorrectly.
1 Needs Improving	<ul style="list-style-type: none"> ▪ Selects sources that are not current, relevant or authoritative. ▪ Cites no source in correct bibliographic format. 	Selects sources in only one format and/or selects sources that are in inappropriate formats for the topic.	Uses a map that isn't current and/or makes errors in marking route and/or sites on map and/or doesn't cite the source of the map.

Stage 3 Learning Plan: WHERETO

Performance Task: Planning a Field Trip to Washington, D.C.

Suggested Grade: 5

Focus on the Students: To what extent is the learning plan effective and engaging for the student?

Why? The value to the student of learning the content/skills

“You can’t create a plan that works without first gathering information and doing background research.”

Hook and Hold to Engage

“What would you do to get ready for your dream vacation? Where would you choose to go? What would you pack? What would you wear? Suppose our class goes on a field trip to Washington, D.C. What do you want to know about the city? How will you research information and plan your itinerary?”

Explore, Experience, Enable, Equip

Provide a variety of sources on Washington, D.C.; review required elements of task and provide a graphic organizer; instruct on map sources to plot itinerary; review required bibliographic format; review format sheet for citing sources.

Rethink, Revise, Rehearse, Refine

Review rubric and ask students to self-reflect by answering this question, “Am I meeting the requirements of the role of travel agent?” Ask students to role-play in small groups the PTA committee that will approve the trip. Ask each small group to preview the presentations and provide feedback on the choices of destinations made. Offer each small group the opportunity to reflect on the feedback received and modify its final presentations accordingly.

Evaluate Work and Progress

In a role-play situation, arrange for students to make presentations to a class of older students acting as the school PTA. Ask students to reflect by answering these questions: “What worked effectively in my presentation?” “What should I change the next time?”

Focus on the Learning Plan

Tailor and Personalize for All Students

Adjust required number of sites to research. Ask students to develop a budget with complete and accurate figures for transportation, lodging, admission fees, and food. Allow students to plan field trips to different locations from a list that the librarian and the teacher have compiled. Arrange for students to make presentations to the school’s PTA.

Organize and Sequence for Optimal Effectiveness

Cover: Citations; maps; travel sources

Uncover: Guiding as needed while students conduct independent research on websites.

Stage 3 Learning Plan: Sequenced Instructional Strategies and Student Learning Experiences

Performance Task: Planning a Field Trip to Washington, D.C.

Suggested Grade: 5

Sequenced teaching and student learning experiences that engage students to develop and demonstrate their understandings and competencies

Content/Skill:

- Evaluating sources in various media formats to determine which will be most effective for a specific task
- Selecting sources in different media formats
- Locating and marking the location of sites on a map
- Taking organized notes to record information found through research
- Citing sources of research

Instructional Strategies:

- Model how to evaluate a source
- Model note-taking and paraphrasing skills and guide students with feedback using their examples
- Guide review on use of map sources and routing and have students practice mapping routes.
- Demonstrate and coach how to plot a route on a map
- Encourage self- and peer-reflection

Student Learning Experiences:

- Research locations using multiple sources
- Use a graphic organizer
- Use map sources, including a route-mapping tool
- Self-reflect on progress and inclusion of required elements
- Role-play presentation of final itinerary with rationale for peer evaluation
- Prepare a self-reflection

Sequencing:

- **Prior Knowledge Assessment:** Using map sources; note-taking; source selection; paraphrasing; summarizing; citing sources
- **Timeframe:** Long-range

Potential Collaboration:

- Social Studies, English Language Arts

Stage 3 Learning Plan: Resources to Support the Learning Plan

Performance Task: Planning a Field Trip to Washington, D.C.

Suggested Grade: 5

Suggested Resources for Librarian and Teacher to Use in Instruction

Format	Resource
Books (fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> ▪ Hoena, Blake. <i>Washington, D.C.: The U.S. Capital</i>. Minneapolis: Bellwether Media, 2014. ▪ Horn, Geoffrey M. <i>Washington, D.C.</i> Milwaukee: Gareth Stevens Pub., 2006. ▪ Kent, Deborah. <i>Washington, D.C.: America the Beautiful</i>. New York: Childrens Press, 2010. ▪ Nagelhout, Ryan. <i>20 Fun Facts About the White House</i>. Gareth Stevens Publishing, 2014. ▪ O'Neal, Claire. <i>Washington, D.C.</i> Hockessin, Mitchell Lane Publishers, 2010.
Websites	<ul style="list-style-type: none"> ▪ "At the Smithsonian." <i>Smithsonian.com</i>. <http://www.smithsonianmag.com/smithsonian-institution/> ▪ "Attractions." <i>Washington DC</i>. <http://washington.org/attractions> ▪ "Kid-Friendly Museums & Hands-On Attractions." <i>Washington DC</i>. <http://washington.org/article/kid-friendly-museums-hands-attractions> ▪ "100 Free (& Almost Free) Things to Do in Washington DC." <i>Washington DC</i>. <http://washington.org/100-free-and-almost-free-things-do-dc> ▪ "Planning a Student Field Trip?" Washington DC School Tours. <http://washingtondcschooltours.com> ▪ "See the Best of Washington, DC." <i>Historic Tours of America</i>. <http://www.historictours.com/washington/> ▪ "Visiting the Library." <i>Library of Congress</i>. <http://www.loc.gov/visit/> ▪ "Washington DC." Travel for Kids. <http://www.travelforkids.com/FuntoDo/Washington_DC/washingtondc.htm>
Apps	<ul style="list-style-type: none"> ▪ Smithsonian's National Zoo