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Third Grade Library Power!

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THIRD GRADE LIBRARY

POWER!

A Project

Presented to

The Graduate Faculty

Central Washington University

In Partial Fulfillment

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Master of Education

Master Teacher

by

Kristen Joan Scott

August 2006

EDUCATIONAL TECHNOLOGY CENTER
CENTRAL WASHINGTON UNIVERSITY

ABSTRACT

THIRD GRADE LIBRARY POWER!

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The process of curriculum design for a third grade information literacy skills unit was studied. Studies supporting the connection between a quality school library program and increased student achievement were examined for positive characteristics to be implemented into a third grade library program. State standards in reading, technology, and information skills were analyzed for integration into the design. The result is a third grade information literacy skills curriculum design for implementation into a library program. Implications for future third grade library curriculum improvements are discussed.

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CHAPTER I

INTRODUCTION

Background of the Project

Twenty-first century public school libraries in the United States aren't what they used to be. There was a time when the words "school library" brought to mind a sterile, hushed, large room, with tallish ceilings, stacks of books and rows of bookshelves (Neuman, 2002). A dresser-shaped cabinet or two sat in the corner, filled with tiny drawers housing thousands of index cards. Ah, the dreaded card catalogue. A little old lady librarian in comfortable orthotic shoes, sat behind the counter near the front door of this book-holding vault of the past. Evoking fear in the minds of her students, she often issued the not so welcome commands of "Shush!" and "Look it up!" while glaring at her visitors over the tops of her horn-rimmed glasses (Barton, 2006). Thank goodness times have changed.

In the first decade of the twenty-first century, public school libraries in the U.S. are striving to be active, engaging, open places. Librarians no longer "shush" students, but encourage, support and involve them in active learning. They empower students to be effective users of ideas, information and technology. They include "virtual as well as physical space" (Neuman, 2002, ¶ 2). The focus of the library has shifted from being an information storehouse to being the center access point for information literacy, sought out by students, parents, and staff (Barton, 2006). The card catalogue has been replaced

by the OPAC (Online Public Access Catalogue). Encyclopedias and other reference materials, once designated as “library use only,” are now available as online databases. In many areas these reference materials may be used not only by students who walk through the doors of the library, but also by anyone with access to the internet (Scholastic, 2006). Why did libraries and librarians make this shift?

Much of the reason for the change in the public school library program and the atmosphere within the library points to research that was instigated in the early 1990’s by Keith Curry Lance, PhD, current Director of Library Research Service of the Colorado State Library and the University of Denver. In 1993, Keith Curry Lance and others began an unprecedented body of studies that have been modified, replicated and funded in 16 states at the time of this writing in 2006. Lance’s first report, written with Lynda Wellborn and Christine Hamilton-Pennell was titled, “The Impact of School Library Media Centers on Academic Achievement” (Lance, Wellborn, & Hamilton-Pennell, 1993). In it, the authors set out to measure the value of the school library program. Did school library programs make a difference in student learning, and if so, how much? Subsequent, recent reports point to the characteristics of a strong or quality, library media program (Todd, Kuhlthau, & OELMA, 2004).

Overwhelmingly, these studies show an undeniable, measurable connection between a quality school library program and increased student academic performance (Scholastic, 2006). State-wide studies of school libraries conducted in Delaware and Ohio identified that students in those states believed that their school libraries and the

services the libraries provided helped students to become better learners (Todd, Kuhlthau, & OELMA, 2004).

Another reason for the shift in the representation of public school teacher librarians and their programs points to the revised 1998 publication titled *Information Power: Building Partnerships for Learning* (AASL & AECT, 1998). *Information Power* articulated the mission statement for public school librarians around the United States. “The mission of the library media program is to ensure that the students and staff are effective users of ideas and information” (AASL & AECT, 1998, p. 6). Now, not only were libraries access points for information, but they were recognized as a place of instructional leadership, charged with empowering students and staff as “effective users of ideas and information” (AASL & AECT, 1998, p. 6).

The structure of the “No Child Left Behind Act of 2001” (NCLB) dictates that all teachers, including teacher librarians, show evidence of continuous improvement in student learning. With this educational focus and accountability, teacher librarians must take a critical look at their library curriculum and programs. According to Keith Curry Lance and others, teacher librarians must now move from studying the positive impact of a quality school library program on increased student learning into a study of the obvious questions: Exactly what does the quality school library program look like? How can teacher librarians positively influence student learning? What skills and understandings must students possess to be effective users of ideas and information?

If students are to succeed in the Information Age, teacher librarians must work in collaboration with teachers and administrators. They must help students move from

information retrieving to deep understanding and knowledge-based outcomes defined by curriculum standards (Todd, 2003). It is, therefore, imperative that the teacher librarian play a critical role in curriculum collaboration within his or her building. It is essential that the teacher librarian closely and critically examine his or her own library program and curriculum with the goal of continuous improvement and high academic success for his or her students. The days of the meek, quiet librarian sitting behind a desk and “shushing” are gone (Barton, 2006).

Statement of the Problem

Student achievement in reading and writing was falling short of state standards at Grady Elementary School in East Hills School District. Staff members began meeting to determine what changes could be made to positively affect student achievement. While there was district adopted curriculum in reading, writing, math and science, there was no consistent library curriculum within the East Hills School District and specifically at Grady Elementary School. Because there were no identified goals or learning targets, library lessons at Grady were only sporadically linked to critical standards. The critical standards were linked to activities and not to enduring understandings. When the lessons did contain standards, the teaching was more intentional. However, even with articulated standards, the lessons were directed at the standards and not at enduring, lasting understanding for the students. Lessons didn't contain identified skills and knowledge that students needed to become effective users of information. While some lessons alluded to informal, embedded assessment, there was very little accountability for students beyond the question, “Do they get it?”

In short, the Grady Elementary School library had no plan in place to ensure consistent, measurable, student learning of information skills. Grade level teachers and the principal lacked an understanding of the teacher librarian's direct role in student support of state standards because the role and standards for information skills in the library had never been articulated or connected with the grade level standards that the teachers were using. Sadly, the most significant effect of the lack of a quality third grade library curriculum was visible in the students themselves. They were unable to find and process information in their own library, from picture books to non-fiction sources. Third grade students at Grady were not receiving the full potential of guided support in reading and information skills that an effective, collaborative library curriculum plan would allow.

Purpose of the Project

The purpose of this project was to develop a third grade library curriculum plan for students at Grady Elementary School that would enhance, support, and deepen student learning of information skills. Within this context, the purpose was to answer the following questions: What are the learning outcomes in information skills for the Grady Elementary School third grade library program? In what measurable way does the teacher librarian enable students at Grady to go beyond the amassing of facts to the investigation of those facts and to develop deep knowledge? (Kenney, 2006). How does the library program at Grady insure all third grade students are increasing their information skills and understandings? What are the critical, enduring understandings

related to information skills for third graders? Lastly, what does library learning for third graders at Grady Elementary School look like?

Significance of the Project

This project is significant in that it will increase the potential for third grade student success in reading and information skills at Grady Elementary School. The students and staff at Grady will know the performance standards for information skills in the library. Students will be able to hit these learning targets because teaching will be more intentional and student accountability is embedded throughout the curriculum. Because this project examines and applies the research on increased student achievement, best practices, and effective school library programs, the goal of strengthening the library program at Grady will be achieved. It is a major step in school-wide collaboration between the library staff and the classroom teachers and district-wide collaboration between the elementary teacher-librarians. Teachers and administrators will no longer view students' library time as just their "teacher preparation" time. Now library time will be viewed as an essential extension of the classroom curriculum and a significant part of the academic life of third grade students.

Limitations of the Project

This curriculum project was designed for third grade students at Grady Elementary School in the East Hills School District. It may be generalized to include other schools within East Hills. It was designed specifically with the feasible limits of Grady Elementary School's resources and potential resources in mind. It assumes some

prior knowledge and skills from students. However, every attempt has been made to note these suppositions within the curriculum.

Time is a factor in each of the lessons. Class periods allow for 50 minutes of teaching time, including book checkout. Students are seen on a rotating four day schedule. Modifications have been made and noted for special populations including English Language Learners (ELL), academically challenged students and gifted learners.

Definition of Terms

The following words and phrases are defined to give both the reader and the author a common vocabulary and collective understanding of the concepts explained within this paper.

Big Idea: Core concepts, principles, theories, and processes (Wiggins & McTighe, 2006).

Continual Curriculum Improvement: The analytical, ongoing cycle of curriculum assessment by the teacher used to determine best instructional practices for increased student learning.

Elementary and Secondary Act of 1965 (ESEA): Legislation passed by congress in 1965. It targeted federal funding to be used specifically for reading and arithmetic programs that would help provide “equality of educational opportunity for students from low-income families” (Spring, 2004, p. 180).

Enduring Understandings: “The specific inferences, based on big ideas, that have lasting value beyond the classroom” (Wiggins & McTighe, 2006 p. 342).

English Language Learner (ELL): A student who is not proficient in English because it is not his or her native language. Synonymous with second language learner.

Essential Academic Learning Requirements (EALR's): The state of Washington's articulated expectations for students learning.

Fixed-schedule: Classes held at a specific time and for a specific duration each day. At Grady, each classroom, first through fourth grade, is seen on a four day rotating schedule, for 50 minutes each period. Kindergarten is seen once a week for 25 minutes.

Grade Level Expectations (GLE's): Washington State's learning requirements by grade level.

Intended Outcomes: Desired end results in student learning. Sometimes referred to as learning outcomes.

Learning Improvement Plan: A plan designed to increase student learning or deepen student understandings.

Library: public school library

Library Media Specialist: person running a school library program, certified in either teaching or library administration or both.

Multiple Intelligences: Seven intelligence types identified by Howard Gardner, including: linguistic, logical-mathematical, musical, interpersonal, intrapersonal,

National Educational Technology Standards for Students: Six broad categories addressing standards for creating technology literate students.

No Child Left Behind (NCLB): Short title for Public Law 107-110 designed to "close the achievement gap with accountability, flexibility, and choice, so that no child is left

behind” (107th Congress, 2002, p. 1). It is also known as the “No Child Left Behind Act of 2001.”

Open Court: The adopted reading curriculum for East Hills School District.

Para-Professional: A trained support person who aides certified teachers in trying to meet the diverse populations and needs of students.

Performance Standards: Expected level of student performance of an academic skill.

Professional Learning Community (PLC): “An environment that fosters mutual cooperation, emotional support, and personal growth as (educators) work together to achieve what they cannot accomplish alone.” (DuFour & Eaker, 1998, p. xii)

Quality School Library Program: A school library that is staffed by a teacher librarian and support help, has a large, quality collection, has available educational technology, is adequately or better funded, and where the teacher librarian works as an instructional partner with the classroom teacher (Scholastic, 2006).

Teacher Librarian: A professional person certified or endorsed in both teaching and library media science.

Project Overview

Chapter One establishes the need for a third grade library curriculum plan at Grady Elementary School. It includes background information on the recent resurgence of effective library programs and a statement of the problem. Because the library curriculum at Grady Elementary was inconsistent, students were not able to locate and use information in their own library. Chapter One further determines the purpose,

significance, and limitations of the project. A definition of terms and the project overview are included for additional background information.

Chapter two involves the literature review which discusses the correlation between a quality library program and greater student achievement. Research on the characteristics of a strong library program and effective teaching strategies is analyzed. Research on information skills standards for third grade is correlated and combined between the Washington State GLE's, *Information Power's* "Information Literacy Standards" (AASL & AECT, 1998, p. 9), and Washington State's Technology Foundation Standards for Students. Lastly, the unit plan template, *Understanding by Design* by Grant Wiggins and Gary McTighe (2006), is debated.

Chapter three contains the background of the project, the project procedure, the project development, and the project implementation. The development process utilizes the framework found in *Understanding by Design* (Wiggins & McTighe, 2006) to help students create enduring understandings. It identifies and embeds key national and state standards in information skills, technology, and reading for third grade.

Chapter Four outlines the third grade library curriculum plan in information skills for Grady Elementary School. Units contain critical standards, big ideas, enduring questions, and curriculum connections. Instructional strategies and resources contained within each unit are intentionally diversified. Pre-assessments are set up to guide instruction, resources, and strategies. Formative assessments are embedded within each unit to help the teacher librarian support students in becoming independent thinkers and evaluators of information. Summative assessments at the end of each unit are provided to

give both the teacher librarian and the student feedback as to the level of understanding achieved by each student individually. Collectively, assessment scores may also be used by the teacher librarian to plan for further curriculum improvement.

Chapter Five summarizes the project. It includes the author's reflection on what was learned during the process of the project to help with future library curriculum improvement. Further recommendations, a look at the possible implications of the project, and a plan for improvement are cited to aid in the implementation of the project at Grady Elementary School.

CHAPTER II

REVIEW OF LITERATURE

Background

The primary goal of the school library is to empower students to be effective users of information (AASL & AECT, 1998). Based on the 1998 Information Literacy Standards, teacher librarians help create citizens who are independent, evaluative, and critical thinkers. They encourage students to act “responsibly in regard to information, particularly with respect to the difficult issues...in an age of global interconnectivity” (AASL & AECT, 1998, p. 3). Additionally, school libraries promote higher reading achievement through access to books and free reading (Krashen, 1995).

The emergence of NCLB in 2002 caused classroom instruction to focus mainly on the areas of reading and math, at the time the two subject areas for which public schools were held accountable (Georges, 2004). The structure of NCLB mandated that classroom instruction be centered on both state and national standards. Reading and mathematics textbook companies were quick to respond, evidenced by the articulated standards that are now included within each written unit of these textbooks. Other academic curricular areas, like science and language arts, have since followed. Because there is no such library curriculum textbook, at least not in the East Hills School District, teacher librarians have had to rely on their own individual research and limited collaboration in linking and articulating standards to the elementary library curriculum.

This literature review creates the foundation for a third grade curriculum plan in library information skills for Grady Elementary School. The first part of this literature review focuses on positive correlations between an effective library program and increased student achievement (Lance, Rodney, and Hamilton-Pennell, 2001). No Child Left Behind and its impact on the public school library is addressed, particularly with regards to the move toward standards based teaching and learning.

Next, this review introduces the reader to the characteristics of a strong library program. The concept of a Professional Learning Community (PLC) is presented as the model for collaboration at Grady Elementary (Dufour and Eaker, 1998). Following the discussion of the PLC, it analyzes and correlates similar third grade level state and national standards. It outlines a paradigm shift in lesson planning utilizing the Understanding by Design format, advocated by the national Association for Supervision and Curriculum Development (Wiggins and McTighe, 2005). Lastly, it briefly discusses effective teaching strategies for both the grade level student and special populations, including gifted, below grade level and English Language Learners (ELL).

A Brief Overview of the History of the Public School Library

Public school libraries were first developed in the second half of the nineteenth century. They began when public libraries would place small, rotating collections in schools as a service to teachers. Bookmobiles, or wagons, delivered materials to students and teachers in small rural areas (School Libraries – History, 2006).

During the early to middle part of the nineteenth century, the public school library continued to grow in popularity and support. However, acceptance was slow. In 1937, in an article on library services, Louis R. Wilson (1937) writes:

Provision for school libraries has not been made mandatory in many instances in the way that school service generally has been...the state provides a considerable part of the funds for the school, whereas the library is largely dependent upon local resources; the state has provided extensively for the training of teachers, whereas it has only a minimum of responsibility for the training of librarians.

(p. 527)

By 1953-54, 74 percent of public schools in Washington State had designated school libraries, compared with the national average at the time of 36 percent (Michie & Holton, 2005). However, many administrators still viewed the school library as a supplement to education and not a vital part of it. "Some school administrators and librarians did not see libraries as having a primary instructional role, but rather as having a supportive role for principals and teachers" (Michie & Holton, 2005, p. 3).

It wasn't until the passing of the Elementary and Secondary Education Act of 1965 (ESEA) that the school library began to be viewed as an essential component in education. This bill was designed to equalize learning for all students in the nation's War on Poverty (Spring, 2004). In a speech after signing the bill in Johnson City, Texas, President Lyndon B. Johnson remarked, "By passing this bill, we bridge the gap between helplessness and hope for more than 5 million educationally deprived children. We put

into the hands of our youth more than 30 million new books, and into many of our schools their first libraries” (Johnson, 1965, ¶ 13).

With the passing of this act, the federal government publicly recognized the critical need for school libraries and linked them to higher student achievement. Congress recognized that there was a correlation between poor school libraries and poor student achievement scores. They recognized the need for standards in library programs and that meeting these standards would help all students reach higher levels of achievement. In requiring set standards, the government was trying to make sure all public education students received equal library services, regardless of the socio-economic status of their district.

Public school libraries could apply for and receive federal funding to assist with the purchase of library materials under Title II of the ESEA program. To receive the funding, states had to submit a plan for library administration. This plan was to include standards for school library resources including “textbooks and other printed and published instructional materials for the use of children and teachers in public and private elementary and secondary schools” (Michie & Holton, 2005, p. 4). The plan did not, however, address the need for standards in teaching library curriculum.

The Impact of *No Child Left Behind* on the Public School Library

On January 8th, 2002, President George W. Bush along with the 107th Congress passed Public Law 107-110, short titled *No Child Left Behind* (107th Congress, 2002, p. 1). *No Child Left Behind* (NCLB) was the reformation and re-authorization of ESEA, designed once again, “To close the achievement gap with accountability, flexibility, and

choice, so that no child is left behind” (107th Congress, 2002, p. 1). According to President George W. Bush’s executive summary of his Education Reform Plan of 2001, which was to become NCLB, “This education blue print will: Increase Accountability for Student Performance . . . Focus on What Works . . . Reduce Bureaucracy and Increase Flexibility . . . and Empower Parents” (Bush, 2001, p. 2).

On the positive side for public school libraries, this bill provided for more funding for eligible schools for materials, books and technology to improve reading scores. The NCLB overview of Subpart 4, Section 1251, *Improving Literacy Through School Libraries* states, “The purpose of this subpart is to improve literacy skills and academic achievement of students by providing students with increased access to up-to-date school library materials, a well-equipped, technologically advanced school library media center, and well-trained, professionally certified school library media specialists” (107th Congress, 2002, Section 1251, a). Through these words, President Bush and the 107th Congress recognized the school library as a necessary partner in improved student learning. In a U.S. Department of Education newsletter for NCLB, libraries continue to be recognized as “critical to meeting schools’ instructional goals: they promote literacy by encouraging reading” (The Achiever, 2004, p. 3).

While the president and large bodies of research support the positive correlations between quality school library programs staffed with full time certified teacher librarians and increased student achievement, there are those that still think there is little or no connection. On June 23, 2006, The Seattle Times newspaper published an article titled, *Federal Way School District May Sacrifice Librarians to Save Budget* (Montgomery,

2006). According to the article, Federal Way school district principals recommended cutting 27 teacher librarian positions because “libraries were the area that would least affect student achievement” (Montgomery, 2006, ¶ 6). Principals were unwilling to sacrifice reading and math facilitators and viewed those positions more critical to student learning than school librarians.

One negative of NCLB’s *Improving Literacy Through School Libraries* is that the program money is only open to “a local educational agency in which 20 percent of the students served by the local educational agency are from families with incomes below the poverty line” (107th Congress, 2001, p. 144). Schools with poverty levels below 20 percent are ineligible for the grant money. With a poverty rate of 13.8 percent, East Hills School District is one of these (U.S. Department of Education, 2006).

As a result of NCLB, there has been an overwhelming shift to standards-based teaching and learning. Students are held increasingly more accountable for their demonstrated knowledge of control over Washington state standards, evidenced by a passing score on the WASL. It is imperative that teachers and teacher librarians at Grady use these Washington state standards as their roadmap for instruction.

Standards-Based Teaching and Learning

National standards for public school libraries were first documented and adopted by the NEA as early as 1918 (Michie & Holton, 2005). These standards were limited to secondary schools and titled *Standard Library Organization and Equipment for Secondary Schools of Different Sizes*. This report was the ground-breaker for future documents outlining recommended standards for school library operation. It “established

many of the basic ideas about the school library, the role of the school librarian, and professional training of the school librarian” (Michie & Holton, p. 11).

Two other revised sets of library standards, produced by the American Library Association (ALA), followed in 1925 and 1945 (Michie & Holton, 2005). Then, in 1960, ALA joined forces with the American Association of School Librarians (AASL) to produce *Standards for School Library Programs*. This document connected the school library with teaching and learning by recognizing the school librarian’s joint role with the classroom teacher in teaching library skills (AASL & AECT, 1998).

Subsequent library standards documents were published between the years of 1961 and 1988, when the first publication of *Information Power: Guidelines for School Library Media Programs* became available (AASL & AECT, 1998). This standards-based text mainly addressed recommendations for personnel and facilities within the school library program (Michie & Holton, 2005). Published by ALA and produced by both the AASL and the Association for Educational Communications and Technology (AECT), this document was the precursor to the 1998 publication of *Information Power: Building Partnerships for Learning* (AASL & AECT, 1998).

The 1998 *Information Power* put information literacy standards in the spotlight. It stressed the need for emphasis to move from school library program administration to the effective teaching of information skills (AASL & AECT, 1998). Program administration will always remain a key dimension in a quality school library program. However, studies by Keith Curry Lance and others repeatedly support the information literacy standards found in *Information Power* (Kenney, 2006, p. 45). “The goal is to

assist all students in becoming active and creative locators, evaluators, and users of information to solve problems and to satisfy their own curiosity” (AASL & AECT, 1998, p. 2).

The information literacy standards that are found in the 1998 *Information Power* are still being used at the time of this writing, in July of 2006. The standards are based on the mission statement, “to ensure that students and staff are effective users of ideas and information” (AASL & AECT, 1998, p. 6). The three main strands for information literacy standards include information literacy, independent learning and social responsibility. The information standards and details of each will follow in the correlation and combination of standards section in this literature review.

Characteristics of a Strong Library Program

“A good school library with a qualified school librarian is a major factor in developing quality education” (International Association of School Librarianship, 2003, Government and Public Support section, ¶ 1). The U.S Department of Education has identified several factors that are positively connected with improved student test scores. Many of these factors, or characteristics, should not be isolated, but must work together to “influence student achievement” (Michie & Chaney, 2005, p. 9). Some of these characteristics were only effective when joined with other school programs (Michie & Chaney, 2005). Relative to teaching and learning, what, then, are the characteristics of a good school library? What teaching and learning factors are in place in an exceptional library program?

In 1965 Paul Buck, Pulitzer Prize winner and then director of the Harvard University Library, spoke about the characteristics of strong library programs. According to Mr. Buck, “the library is the heart of education. . . .The library is essential to maintenance of free access to ideas, and to the functioning of the untrammelled mind” (Tauber, 1965, p. 169). He goes on to state that it is imperative that effective librarians develop a program, “for responding to the needs of users and their demands” and that they pay “continued attention to technological approaches that reduce time spent on routine” (Tauber, 1965, p. 169). This illustrates that technology and library climate have been key to a strong program for the past several decades.

Fundamental to any discussion of effective library program characteristics include the areas of instruction, services, publicity, accessibility and use, and budget (Haycock, 2003). These characteristics were articulated in *Information Power: Building Partnerships for Learning*. *Information Power* articulated nine information literacy standards that were, “designed to guide and support library media specialist’ efforts in three major areas: Learning and teaching, Information access, and Program administration” (AASL & AECT, 1998, pg. ix). Limits in both time and space will hold this review to looking at only the learning and teaching areas of these standards.

The most comprehensive body of studies on the effectiveness of public school libraries to date is summarized in the Research Foundation Paper called *School Libraries Work!* Published by Scholastic, it incorporates evidence from experimental studies from 16 states “that cite the measurable impact school libraries and library media specialists have on student achievement” (Scholastic, 2006, p. 1). This study cites numerous

teaching and learning characteristics of strong school libraries. Some of these characteristics are: (a) offers a variety of materials including reference, fiction, and non-fiction, (b) advocates learning to read and reading to learn, (c) teaches information and technological literacy skills, and (d) creates knowledge through independent use (Scholastic, 2006).

The U.S. Department of Education used several of the above mentioned studies, spear-headed by Keith Curry Lance, in summarizing the characteristics of library programs that have a “positive association with student test scores” (Michie & Chaney, 2005, p. 9). These included: (a) full-time, certified teacher librarian, (b) collaboration between the classroom teacher and the teacher librarian, (c) technology linked between the library and the classrooms, (d) high circulation of materials, and (e) “instruction to students and teachers” (Michie & Chaney, 2005 p. 9).

According to Ross Todd, the Director of Research for the Center for International Scholarship in School Libraries (CISSL), “Instructional intervention is the key role of the teacher-librarian...Instruction intervention is about moving beyond chance encounters with information to a more formal systematic and explicit approach through embedding learning scaffolds into the teaching and learning process” (Todd, 2003, pp. 3-4). In strong school library programs, instruction of information literacy skills is direct, intentional, and embedded throughout the curriculum. For Grady Elementary students, it is the key to improving information literacy and to their becoming effective users of information.

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Professional Learning Communities – Collaboration is Key

“One of the characteristics of effective libraries is the degree to which the library staff collaborates with teachers on the curriculum” (Michie & Chaney, 2005, p. 36). At the time of this research, Grady Elementary School was embarking on their development of a professional learning community (PLC), in which the teachers were working together to, “...create an environment that fosters mutual cooperation, emotional support, and personal growth as they work together achieve what they cannot accomplish alone” (DuFour and Eaker, 1998, p. xii). The focus of the PLC was and continues to be ongoing, increased student learning. The key to the heart of this community is collaboration (DuFour and Eaker, 1998).

In agreement with *Information Power* and the numerous studies summarized in *School Libraries Work!*, collaboration between the teacher librarian and the classroom teacher is fundamental to student success. This collaboration must focus on instructional intervention in the areas of information and technological literacy, as well as reading engagement, (Scholastic, 2006). “The role of the teacher librarian has been clarified to focus on collaboration and the integration of information literacy with classroom instruction” (Haycock, 2003, Criteria for success section, ¶ 3).

A professional learning community embraces collaboration with the focus on learning. Professionals within the school setting are action oriented with a commitment to continuous student academic improvement, evidenced by measurable, attainable results. According to Richard DuFour, “Collaboration is a systematic process in which we work together, interdependently, to analyze and impact professional practice in order

to improve our individual and collective results” (DuFour, 2006). The school library and the teacher librarian have the potential to be the heart of a successful PLC. “As the essential link who connects students, teachers, and others with the information resources they need, the library media specialist plays a unique and pivotal role in the learning community” (AASL & AECT, 1998, p. 4).

Many public and school meetings were held in the Grady Elementary School Library and it had developed a reputation for being nurturing and supportive based on the visible environment. With increased collaboration on the curriculum needs of Grady’s students between the teachers and the teacher librarian, it was also becoming a place of instructional leadership. “School library media centers can contribute to improved student achievement by providing instructional materials aligned to the curriculum, (and) by collaborating with teachers, administrators and parents” (The Achiever, 2004, p. 3).

In his paper presented at the White House Conference on School Libraries on June 4, 2002, Keith Curry Lance described the relationship between collaboration and information literacy. Lance (2002) wrote the following:

Collaboration activities in which school librarians should participate, according to our research, include:

- identifying useful materials and information for teachers,
- planning instruction cooperatively with teachers,
- providing in-service training to teachers, and
- teaching students both with classroom teachers and independently.

It is these types of collaboration between librarians and teachers that are linked directly with higher reading scores (p. 2).

During the writing of this project, the primary limiters to collaboration between the classroom teachers and the teacher librarian at Grady Elementary School were time and experience with collaboration. Both sets of professionals were just beginning to realize the potential impact of joint collaboration between the two programs and were working toward the goal of a regularly scheduled meeting time in which to begin truly cooperative and integrated lessons and projects. That was a big step. However, due to time limitations, the collaboration piece for this project focuses mainly on teaching the information literacy skills that were identified by the classroom teachers and the state as grade-level appropriate and that support Grady classroom instruction and curriculum.

While collaboration and instructional leadership are both key to a PLC (Dufour and Eaker, 1998), both happen only when the teacher librarian initiates and maintains a collegial and collaborative relationship with the classroom teacher.

Ross Todd (2003) writes:

This role revolves around working closely with classroom teachers to design authentic learning experiences and assessments that integrate a range of information and communication abilities needed to meet curriculum objectives, and to provide learning opportunities that encourage students to become discriminating users of information and skilled creators of new knowledge. (p. 4)

A Look at Third Grade Information Literacy Standards

Curriculum in Grady Elementary School's library needed to support the state standards and use the GLE's to guide instruction. In this project, these standards, for which teacher librarians as well as classroom teachers in Washington State are held accountable, were analyzed then correlated based on their similarities. The ultimate goal of this investigation of standards was the integration of them into the third grade information literacy skills curriculum for Grady Elementary School.

One of the past problems in defining effective school library programs was the lack of direct, concrete, isolated documentation of learning outcomes. Librarians needed to move beyond the research and the thinking about what a quality library looks like to the action of creating one (Kenney, 2006).

In an interview with Ross Todd, Brian Kenney (2006) wrote the following:

You can provide all of the information resources, but if students don't have the intellectual scaffolds to connect with, interact with, and utilize these resources, then it's as if they don't exist. It's about taking action and looking at my instructional intervention. How can I develop in kids the intellectual scaffolds for engaging with information and really building my understanding and new knowledge of those curriculum standards? (p. 46).

Michael Eisenberg, dean emeritus and professor at the University of Washington in 2004, concurs and connects teaching information literacy to performance on the now mandated standardized tests. He challenges librarians to do what the rest of education began doing as soon as the WASL came out and that is to begin, "analyzing state

standards and test items to determine direct connections to information skills instruction” (Eisenberg, 2004, p. 24). Once this has been done, librarians need to target specific skills, standards, and test items, and then evaluate “the impact of these interventions on student performance on test items” (Eisenberg, 2004, p. 24).

While Eisenberg has a big stake in the teaching of information skills, with his own research instructional program on the market at the time of this writing, what he says about instructional intervention is backed by several other researchers, including Todd and Lance (Kenney, 2006). For Grady Elementary students to be effective users of information, the library curriculum needed to target the state standards in information literacy. For Grady, this project will be step one and two of the process for the third grade information skills curriculum outlined by Eisenberg. The impact won’t be known until further studies are done.

Grady Elementary School’s information skills library curriculum needed to address at least three state and national standards: Washington State Standards and Grade Level Equivalents (GLE’s), Technology Foundation Standards for Students (NETS), and the Information Literacy Standards for Student Learning. Integrating and articulating the standards and student expectations would give both the teacher librarian and the student a clear picture of the expected learning outcome (Wiggins and McTighe, 2005). The ultimate goal of this investigation of standards was the integration of them into the third grade information literacy skills curriculum for Grady Elementary School.

Information Power outlines nine information literacy standards (AASL & AECT, 1998). Because this project is limited to information literacy skills for third grade

students, this part of the literature review will focus mainly on the standards that are related to accessing, locating, evaluating and organizing information. These align with third grade reading GLE's for organizing summary information (2.1.7), knowledge of and locating both print and electronic resources (2.2.2), understanding systems for organization (2.3.2), selection and use of resources (3.1.1), and understanding useful documents (3.2.2) (OSPI, 2004).

In its most basic form, Information Literacy Standard 1 states, "The student who is information literate accesses information efficiently and effectively" (AASL & AECT, 1998, p. 8). To access information, students must be able to identify possible sources and "develop and use successful strategies for locating information" (AASL & AECT, 1998, p. 11). Being able to access appropriate information is the first step to being an effective user of it.

Standards 2 and 3 in *Information Power* establish the importance of critical thinking and developing accuracy in using information effectively. Standard 2 asserts, "The student who is information literate evaluates information critically and competently" (AASL & AECT, 1998, p. 8), and Standard 3 proclaims, "The student who is information literate uses information accurately and creatively" (AASL & AECT, 1998, p.8). For mastery of these standards, students must be able to evaluate, organize, transfer and integrate the new information (AASL & AECT, 1998).

Newly approved in educational standards for the state are the Technology Foundation Standards for Students. These standards were adopted in Washington State on March 27, 2002 (OSPI, n.d.). While these include technology indicators for eighth

grade only, goals of working toward meeting these standards should begin much earlier. “In our recent studies, we have found that in schools where computer networks provide remote access to library resources, particularly the Web and licensed databases, test scores tend to be higher” (Lance, 2002, Technology section, ¶ 2). Greater access to computers and library resources, “...enable school librarians to reach out more proactively to the school community. Such networks also enable students and teachers to use library media resources from wherever they are...” (Lance, 2002, Technology section, ¶ 1). Using the technology standards as a target and information skills instruction as the process will help Grady third graders become independent seekers and finders of information.

Two of the standards, *Technology problem-solving and decision-making tools* and *Technology research tools* (OSPI, n.d.) correlate with the third grade GLE's in reading that focus on accessing, locating and organizing information (OSPI, 2004). These also match up with the *Information Literacy Standards 1 and 2* found in *Information Power* (AASL & AECT, 1998). In the third grade library program at Grady Elementary School, using these standards means teaching students to use both the Online Public Access Catalogue (OPAC) and the newly acquired online encyclopedia database as a research, problem-solving, and/or decision-making tool to access, locate, evaluate and organize information.

Understanding by Design

“If school libraries do not contribute to learning outcome, and if teacher-librarians cannot articulate what these outcomes are, then school libraries are on shaky grounds”

(Todd, 2003, p. 5). Ross Todd, in his fight to revitalize school libraries states, “Every school librarian should be able to articulate very clearly and precisely and coherently what are the learning outcomes of their school library program” (Kenney, 2006, p. 47). In the design template *Understanding by Design* (UbD), users are taught to begin with the desired learning outcome, or standard and work backward from there in creating lesson plans and units. UbD “is a way of thinking more purposefully and carefully about the nature of *any* design that has understanding as the goal” (Wiggins & McTighe, 2005, p. 7).

Because the Grady Elementary library program had no consistent unit format or unit design template in place before this project, there was little connection between assignments and little documentation of standards beyond what was scribbled down in the teacher librarian’s plan book. Students weren’t transferring what they were learning in the library to their regular classroom work, or more importantly, to real world applications. There was no *big idea* or “connection of discrete facts and skills” (Wiggins and McTighe, 2005, p. 5) to help students learn and apply new knowledge to other situations. Most of the learning in the library was isolated.

The designers of UbD and Ross Todd share the same message about linking teaching and learning to student academic achievement. Todd states (Kenney, 2006):

Our instructional interventions need to put a richer emphasis on those knowledge-based outcomes. How do we pedagogically intervene in the information experience of a child, to enable them to go beyond the amassing of facts to the interrogation of those facts and to develop deep knowledge? (p. 47).

“To understand is to be able to wisely and effectively *use* -transfer- what we know, in context; to apply knowledge and skill effectively, in realistic tasks and settings” (Wiggins & McTighe, 2005, p. 7). Both of these statements reflect the mission statement of *Information Power* and specifically Grady Elementary School’s library program, “to ensure that students and staff are effective users of ideas and information” (AASL & AECT, 1998, p. 6).

The use of the UbD unit design template is critical to the organization of unit plans in information skills at Grady for several reasons. First, it documents the standards and desired learning outcomes associated with each unit (Kenney 2006). Second, it focuses the instruction on articulated *enduring understanding* or *big ideas*, expressed as essential questions at the beginning of each unit. These big ideas will help students transfer learning from the classroom to the real world (Wiggins and McTighe, 2005). When posed at the beginning of the unit, these essential questions, linked to the enduring understandings, should “clearly signal these priorities so that all learners will be able to answer these questions: What is most important here? How do the pieces connect? What should I pay most attention to?” (Wiggins and McTighe, 2005, p. 66).

Third, *Understanding by Design* “prompts the designer to consider a variety of assessment methods” (Wiggins and McTighe, 2005, p. 23). This variety helps to support all learners, regardless of their special needs or learning styles (Hopkins, 2005). It also provides further evidence that students are developing deeper understanding of the desired standards by articulating what that evidence should look like. Documenting student evidence of achievement answers two of Ross Todd’s challenging questions. “At

the end, did they learn anything? And what does that learning actually look like?” (Kenney, 2006, p. 47).

Carol Ann Tomlinson (2003), Professor of Educational Leadership, Foundations, and Policy Studies at the Curry School of Education, University of Virginia, writes this about assessment:

Become an assessment junkie. Everything that a student says and does is a potential source of assessment data. Assessment should be an ongoing process, conducted in flexible but distinct stages, and it should maximize opportunities for each student to open the widest possible window on his or her learning (p. 11).

With *Understanding by Design*, assessment is both formal and summative, at the end of each unit, and informal and embedded within regular unit activities (Wiggins & McTighe, 2005). Grady students will benefit from this type of assessment philosophy because it will allow them multiple opportunities to show what they've learned in a variety of different ways.

The last stage of UbD is the *Learning Plan*. This stage answers the question “What learning experiences and instruction will enable students to achieve the desired results?” (Wiggins and McTighe, 2005, p. 22). At this stage, the lesson designer lists the learning activities that will occur to help guide students to deeper knowledge. The learning plan becomes the means to the end goal of higher student achievement and enduring, transferable understanding (Wiggins and McTighe, 2005).

Effective Teaching Strategies

It was once believed that teaching strategies accounted “for only about ten percent variance in student achievement” (Marzano, Pickering, & Pollock, 2001, p. 1). This belief has been refuted. It is now been proven that individual teachers, using proven, effective teaching strategies can have a major impact on increased student achievement (Marzano, Pickering, & Pollock, 2001). The teacher librarian at Grady Elementary School instructs over 450 students each week. The implications for impact that these teaching strategies may have when used in combination with the characteristics of an effective school library program to increase student achievement, are the reasons for this project.

Many books have been written dedicated to effective teaching strategies. Due once again to time and space limitations, this review will briefly examine only a few of many possible effective teaching strategies. These strategies include cooperative learning, summarizing and note taking and activating prior knowledge (Marzano, Pickering, & Pollock, 2001). Embedded within this review of strategies will be observations of how each of these strategies can accommodate special populations and the multiple intelligences within the classroom.

At Grady Elementary School, special populations include second language learners who are mostly native Spanish speakers, special needs students, and highly capable students. “Library media specialists who subscribe to the theory of multiple intelligences provide a student-centered environment. A student-centered program accommodates students’ different learning styles” (Brewer, 2005, Integrating Multiple

Intelligences into the School Library Media Program section, ¶ 1). Howard Gardner's Multiple Intelligences used in this library curriculum include linguistic, logical/mathematical, spatial, bodily/kinesthetic, musical, interpersonal, and intrapersonal (Brewer, 2005).

Cooperative grouping is a strategy that has been used successfully for many years. One definition of cooperative learning is "a teaching arrangement in which small, heterogeneous groups of students work together to achieve a common goal" (Dotson, 2001, p. 1). "Organizing students in cooperative learning groups has a powerful effect on learning, regardless of whether groups compete with one another" (Marzano, Pickering, & Pollock, 2001, p. 87). In using cooperative groups, "we come to understand, appreciate, and celebrate our individual differences. . . .By recognizing there are many ways to be smart, in the multiple intelligences classroom we come to realize each person is gifted in unique ways" (Kagan, 1998, p. 2). This is especially critical for the special needs students at Grady.

In order for cooperative groups to be successful, they should be small and well structured, with a set of well-defined perimeters or rules for students to follow. The groups should be used consistently, so that cooperation becomes habitual (Marzano, Pickering, & Pollock, 2001). Additionally, grouping should be flexible, giving students more and varied chances for interaction (Tomlinson, 2003). Social skills needed for group functioning should be taught, not assumed. This helps students develop needed interpersonal skills. Cooperative groups also aid learners in verbal/linguistic intelligence when used in connection with response groups and peer editing (Kagan, 1998). English

language learners (ELL) at Grady will benefit from the peer modeling and peer support that this strategy provides.

The strategies of summarizing and note taking have been found to be successful because they require students to get the big ideas and then restate them in their own words. In discussing summarization, the authors of *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* write, “To effectively delete, substitute, and keep information, students must analyze the information at a fairly deep level” (Marzano, Pickering, & Pollock, 2001, p. 31). With both summarizing and note taking, students must be taught and shown the needed skills. “Simply directing students what to do, however, is not the same as showing them how to do it” (Marzano, Pickering, & Pollock, 2001 p. 32). For most third graders at Grady, initial experiences with note taking will occur in the library. The information skills curriculum needed to include both teaching and modeling of the expected outcome for this strategy.

Building on prior knowledge is a key strategy teachers use to help students make connections between old learning and new, deeper understandings. It involves eliciting from students information about what they already know about a topic through cuing or questioning students. Marzano, Pickering, and Pollock call these strategies “Cues and Questions” (Marzano, Pickering, & Pollock, 2001, p. 117). This happens all the time in the library on a variety of levels. Before reading a story, the teacher librarian will question students about what they may already know about the subject based on the cover or title. When students are researching a subject, the librarian may ask what kinds of information they already know about the subject in order to help them connect with the

appropriate sources. Cooperative group activities may include students sharing with each other prior learning and experiences with a given subject (Brewer, 2005). Through activation of prior knowledge, the student becomes more engaged with the new learning. Past experience connects them to future learning (Marzano, Pickering, & Pollock, 2001).

Summary of the Literature

With the passing of NCLB, states are now required to show evidence of increased student achievement. This is also true of the library program at Grady if it is to be viewed as a quality, valuable, instructional program that creates “effective users of ideas and information” (AASL & AECT, 1998, p. 6). Information literacy curriculum must be both standards-based and collaborative between the classroom teacher and the teacher librarian. Assessment must be embedded throughout each unit to provide multiple opportunities for evidence of student understanding. Essential questions at the beginning of each unit help engage students in deeper thinking, creating student desire to connect with the bigger picture of enduring, transferable understandings and information literacy.

CHAPTER III

PROJECT PROCEDURES

Introduction

The mission of the Grady Library, like many other libraries across the nation, is “to ensure that students and staff are effective users of ideas and information” (AASL & AECT, 1998, p. 6). At the time of this project, there was no consistent information literacy skills curriculum in place at Grady Elementary School that would ensure that this mission statement was being addressed. The library curriculum was loosely linked to state standards, but there was little or no transfer between the lessons taught in the library and what was being learned in the regular classroom. Assessment in the library was sporadic, scores were kept isolated in the library, and little was shared with the classroom teachers. The small amount of collaboration that took place between the classroom teachers and the librarian was focused on curriculum *activities* and not on improved student learning. The teacher librarian needed to create a collaborative curriculum for third grade information skills that would increase the students’ information literacy.

Project Procedure

To develop the third grade information skills curriculum design, it was necessary to analyze several sets of standards. These included the third grade Washington State standards for student learning and the recommended text form and features documents, and the information literacy standards found in *Information Power* (AASL & AECT, 1998). Also examined for inclusion into the project were the Washington State

Technology Foundation Standards for Students, 8th Grade Indicators. The standards were inspected for appropriateness to an information literacy skills curriculum to be taught in the library.

Collaboration between the third grade teachers and the teacher librarian followed the identification of grade level standards, to determine which information skills and resources needed to be supported or taught in the library. Next, the design template, following the *Understanding by Design* (Wiggins & McTighe, 2005) format, was utilized for curriculum design.

Finally, each skills unit, divided by grade level text forms, was organized to fit the design format. This included creating *big ideas*, *enduring questions*, and both summative and formative assessment possibilities. The last step involved finding or creating a list of suggested activities to go with each unit that would help increase and/or deepen student understandings of the *big ideas* (Wiggins and McTighe, 2005).

Project Development

The first step in the curriculum design process was to develop a *big idea* (Wiggins and McTighe, 2005) as the umbrella covering the whole information literacy unit. The big question was, “What do students need to know to understand how to use or apply information?” The answer was, “Students need to know how information is organized to be able to find what they are looking for.” There was the *big idea*. *All information is organized*. The connections that the students could make on their own with this *enduring understanding* were limitless. Systems of organization, like alphabetical order, weren’t

just found in dictionaries and encyclopedias but could also be found in the video store in the movie or game section and in the phone book where students might order pizza.

Another enduring understanding that rose to the surface was that *systems of organization are developed to make access to information easier*. This was true in a storehouse of information like the library, as well as the students' closets or dressers at home. Critical to this understanding was that *students needed to know several systems of organization for quicker, more effective, access to information*. The *big ideas* were found.

Next, the teacher librarian needed to connect with the classroom teachers and the text forms and features for third grade to find out just what information literacy skills needed to be taught and which library resources needed to be targeted. After looking at the text forms and features (OSPI, n.d.), it was decided which units would be *uncovered* in the library, with students discovering the systems of organization, as opposed to the teacher *covering* the information in class (Wiggins and McTighe, 2005).

Once the information literacy units and skills were decided upon, the teacher librarian needed to figure out how the students could show evidence that they were learning how to effectively use grade level appropriate information. Teacher observation of the effective use of information by students was a key assessment. However, a variety of embedded, formative assessments needed to be included along the way to check for student understanding of the new learning. Critically, the assessments would be an aid for the teacher librarian in strategic planning of instruction. It would

give the teacher librarian feedback as to the ongoing proficiency levels of the students so that the librarian could adjust the instruction to better meet student needs.

The next step in the process was to list instructional resources and strategies. This involved looking at the various resources already in place, and collaborating with other teacher librarians in the district to develop activities that would facilitate student learning.

The final step in the process will be ongoing, after implementation. It involves looking at the results of the student assessments and modifying the unit designs to increase student learning based on the results of the assessments.

Project Implementation

This project is designed to be implemented during the 2006-2007 school year. It will be used for planning library lessons for third grade students at Grady Elementary School to support increased student understanding of information literacy skills. Use of the assessments within this curriculum design will give the third grade classroom teachers and the teacher librarian common understandings of student achievement levels of the identified skills. This should help guide both classroom and library instruction. Additionally, it will provide the beginning and ongoing dialogue for collaboration on curriculum within the East Hills elementary teacher librarian team with the hopes of creating a district-wide, consistent library program in information literacy skills.

CHAPTER IV

PROJECT DESCRIPTION

Third Grade Library Power! is a curriculum plan, designed to teach information literacy skills to third grade library students at Grady Elementary School. Impacted by NCLB, it is a standards-based plan, integrating and articulating Washington State standards in reading and technology, and national standards in information literacy. Aligned with research on quality school library programs, professional learning communities, and effective instructional strategies, it utilizes the design template *Understanding by Design* (UbD), developed by Grant Wiggins and Jay McTighe (2005).

There are five information literacy units within *Third Grade Library Power!* Each of these units is loosely collaborative between the third grade classroom teachers and the teacher librarian at Grady Elementary. In addition to being standards-based the units are designed to help support classroom instruction. They are anchored in GLE support resources found in Washington State GLE support materials and outlined in the *Text Forms and Features List* for third grade.

After a brief introduction, the project is broken down into five instructional units. The unit titles are: Keyword Search and Online Encyclopedia, Phonebooks and Almanacs, Dictionary and Glossaries, the Dewey Decimal System, and Print Encyclopedia. Each unit is further broken down to include: an explanation with the *big idea* and enduring questions (Wiggins and McTighe, 2005), the UbD curriculum design plan (Wiggins and McTighe, 2005), key knowledge and skills, unit specific standards,

and instructional support materials. Support materials may include parent letters, sample activity pages, sample assessments, copies of power points used for instruction, and/or additional resources.

Within the structure of the UbD plan (Wiggins & McTighe, 2005), several stages of instruction are addressed. The first stage covers the desired results for each unit. It speaks to the critical goals and deep knowledge of the unit. These goals and understandings are transferable to other learning and real life experiences. The essential questions included in stage one are created to help students come to deeper levels of understanding. Because they are designed to activate prior knowledge and connect students to new learning, the essential questions help increase student engagement.

The second stage of the design plan outlines the assessments that are embedded throughout each unit. Assessment is both formative (guiding instruction) and summative (quantifying new knowledge). It will help guide current and future instructional practices. Additionally, these assessments provide necessary student feedback, further increasing the likelihood of student engagement.

The last stage of the design plan lists activities and lessons to guide students to the deeper understandings and goals listed in stage one. Samples of some of these activities may be found within the Support Materials section of each unit.

CHAPTER V

SUMMARY

Background

Public school library programs need change from the quiet monuments of the past if they are to keep pace with the rapidly changing academic landscape created by Public Law 107-110. Short titled *No Child Left Behind*, this legislation holds schools, and their respective school districts, accountable for high levels of student achievement, evidenced by the passing of standardized tests. If the mounting research linking higher student achievement with quality school library programs is to be implemented, then schools can no longer ignore the library as an essential resource for academic improvement.

Student test scores at Grady Elementary School in the East Hills School District were falling short of Washington state expectations in meeting the state standards. Staff members and the administration began to dialogue about ways to bring test scores up. Aware of the strong research linking school libraries to higher student achievement, the teacher librarian at Grady began to investigate the qualities of an effective school library program. The hope was, and continues to be, to create such a program at Grady. This project is the initial result of this investigation.

Procedures and Sources

Research for the project began with the history of public school libraries and the move toward standards based teaching and learning. The roots of this movement can be traced back to the Elementary and Secondary Education Act in 1965 (ESEA) and it

continued with the acceptance of NCLB in 2001. Relative to both ESEA and NCLB, and critical to the public school library, was the fact that both these laws recognized the library as a fundamental constituent in education. Designed to equalize services to all children, these laws encouraged the use of standards by providing funding to public school libraries that created and followed them (Michie & Holton, 2005).

Next, research was analyzed to discover the characteristics of a quality school library program. Some of the results of this research analysis listed the following characteristics of good school libraries: (a) offers a variety of materials, (b) advocates reading and learning, (c) teaches information and technology skills, (d) encourages independence through new knowledge (Scholastic, 2006). The research analysis also suggested that the teacher librarian needed to instigate and promote collaboration with the classroom teacher for the purpose of increased student learning (Lance, 2002). Based on the findings, these characteristics help teacher librarians fulfill the mission statement of school libraries, "to ensure that students and staff are effective users of ideas and information" (AASL & AECT, 1998 p. 6).

In order to create a consistent, standards-based, curriculum plan that honored the newly developed Professional Learning Community at Grady, additional research was needed to determine best practices in curriculum design and instructional strategies. Understanding by Design was chosen as the design plan for its emphasis on desired results (critical understandings and articulated goals) and assessments. Activities were designed to guide student learning and the *uncoverage* of key concepts. Utilizing

research on effective teaching strategies, these activities were intentionally diversified to connect with the multiple intelligences and the special needs of Grady's students.

Results and New Learnings

This project, *Third Grade Library Power!*, fulfills the need for a collaborative, standards based, curriculum design plan in information literacy skills for the third grade library program at Grady Elementary School. Resulting from mandates dictated by NCLB and research on the effect of the library on increased student achievement, it integrates national and state standards in reading, technology, and information skills. The desired results are articulated in terms of goals, student understandings, and key concepts (expressed as essential understandings). Because they are articulated, the teacher librarian and the students will have a clear understanding of the key questions, "What is important here? How do the pieces connect? What should I pay most attention to?" (Wiggins and McTighe, 2005, p. 66).

Prior to the project, assessment of student learning in the library consisted of some graded papers and informal, observational assessment of evidence of understanding. Little was done with the evidence, beyond the teacher librarian looking at and using the results to guide further instruction. Most of the evidence stayed hidden away in the library.

With the new curriculum design plan, assessment is addressed and embedded throughout unit plan. This assessment will give performance feedback to both classroom teachers and students. Additionally, it will be used by the teacher librarian to guide further instruction and curriculum improvement.

Two of the biggest epiphanies of the project occurred during the examination of Understanding by Design. The first three of these insights concerned the overriding *big ideas*, or deep understandings, critical to information literacy at Grady Elementary. Those insights were: (a) *information is organized for easier access*, (b) *there are many systems of organization*, and (c) *once students understand and can apply the systems of organization, they will have information power!*

Additionally, this research found there was a strong, articulated connection between UbD (Wiggins and McTighe, 2005), the text of *Information Power* (AASL & AECT, 1998), the research on quality school library programs (Scholastic, 2006), and the research on differentiated instruction for special populations (Tomlinson, 2003). At their deepest levels, all are concerned with the *effective* application and transfer of information from the classroom to real life situations, evidenced by embedded assessment.

While this idea of the effective transfer of new learning from the classroom to real life seems fairly obvious, the big question before this research was, *How do teachers get students to make this transfer?* It wasn't happening at Grady. Now, the teacher librarian will use essential questions to guide students into making their own transfers from the library and the classroom, to real life, and beyond!

Conclusions and Implications

Prior to the project, the Grady library program lacked consistency in articulating and meeting state standards in any area. While students liked coming to the library and it was a warm, inviting place to be, classroom teachers and the school administrator didn't really value it as a place of learning. The library program's reputation was caused by a

lack of understanding and collaborative dialogue between the teachers and the teacher librarian.

The curriculum plan Third Grade Library Power! begins to answer some of the critical questions described in chapter one and that need to be addressed in the formation of a quality school library program. In each of the five units, critical, enduring understandings are explicitly stated. Learning outcomes in information skills are identified. The articulation of both the understandings and the learning outcomes increases the likelihood that students will reach the learning target of becoming effective users of ideas and information because they know exactly to which new learning they should pay attention.

Additionally, both formative and summative assessments embedded within Third Grade Library Power! help to measure student achievement in attaining these learning outcomes and critical understandings, furthering the overall picture of third grade library learning at Grady Elementary School. Besides measuring student achievement, these assessments also help guide instruction by helping the teacher librarian target areas that need further clarification for students to develop deep knowledge.

At the conclusion of this project, Grady Elementary School is beginning to function as a Professional Learning Community. The teacher librarian is part of the instructional leadership team guiding the building in this endeavor. This is due, in part, to the research completed in this project on collaboration and the curriculum design plan, Understanding by Design.

The implications for this project, once it is put to use in the Grady library, are that student engagement, academic achievement, and test scores will all increase in the coming years. Charged with ensuring “that students and staff are effective users of ideas and information” (AASL & AECT, p. 6), the mission of the school library is at the heart of all learning, be it student, staff or administrative.

The research also suggests the need for a district-wide collaboration effort among the teacher librarians if library programs are to reach their fullest potential as an essential component to student academic success. This is especially true for the elementary school teacher librarians as they regularly connect with and instruct up to 460 students each week. The teacher librarians need to be able to collaborate to create consistent library goals, assessments, and activities that will show collective evidence that East Hills libraries and their instructional interventions, positively effect student achievement.

Recommendations

This project will be piloted during the 2006-2007 school year at Grady Elementary School in the library program. During this time, strategic collaboration should begin between the classroom teachers and the teacher librarian. It is recommended that dialogue begin on a regularly scheduled monthly basis. One obvious limitation of this is scheduling a time when the teacher librarian is not needed in the library. A solution may be to enlist a reliable parent volunteer either before or after school to oversee the library in the librarian’s absence.

Because this project was limited to a curriculum plan for third grade information literacy skills, the next logical step is to begin work on the fourth grade instructional

interventions with the same curriculum plan. Continued work on the third grade plan will persist with the creation of detailed lesson plans for each of the activities. Additionally, the goal of continuous curriculum improvement, based on assessment evidence and the teacher librarian's continual new understandings, will remain.

The research and resulting project should be shared with the East Hills District librarians, with the intent of beginning district-wide instructional collaboration within this group. Each of the elementary librarians has unique understandings about teaching information literacy; one is a writing leader, one has a background in high school information literacy, one (in a small school) doubles as a reading facilitator. How much more powerful the instructional units would be if these understandings were combined within the instructional units. Along with focusing on instructional units, district-wide collaboration should begin to link information standards with WASL test items.

In the field of education, where the creation of new knowledge is fundamental, there should never be a *final* recommendation. Continued growth, ever-increasing technology, and new learning prohibit it. This project was a first, baby step in the creation of a quality school library program at Grady Elementary. The teacher librarian will continue to research and utilize effective instructional strategies, base curriculum improvement on assessment of student needs, and continue to link information literacy curriculum to state and national standards. Each of these actions is instrumental to creating a quality school library program at Grady Elementary. This library is now a place where increased student achievement is the expectation, not the hope. Students are happy, engaged, active, and yes, sometimes even loud, learners.

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THIRD GRADE LIBRARY

POWER!

A Curriculum Design

by

Kristen Joan Scott

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THIRD GRADE LIBRARY POWER!

INTRODUCTION

Third Grade Library Power! is a curriculum design plan to be used as a guide for information literacy instruction in the library. It targets national information standards found in *Information Power: Building Partnerships for Learning* (AASL & AECT, 1998), as well Washington State's third grade standards in reading. Additionally, there are connections to the *Technology Foundation Standards* for the state of Washington.

The basic premise of this curriculum design is based upon the guiding mission statement that is articulated in *Information Power*. The mission statement charges school library programs with the responsibility of ensuring, "that students and staff are effective users of ideas and information" (AASL & AECT, 1998, p. 6). The goal is for students to become independent in their search for knowledge and information.

When students leave the elementary library, they should be on their way to being information literate. This means that they need to know how and where to find appropriate, reliable resources and information. It also means that they know how to create meaning from the resources that they find. Students need to know how to access, locate, process, and share both print and electronic resources in order to fulfill the mission statement and goal of the library.

The overriding *big ideas*, or enduring understandings, form the focus of this curriculum design (Wiggins & McTighe, 2005). The big ideas of this curriculum design are:

- *All information is organized.*
- *Systems of organization are developed to make access to and location of information easier.*
- *It's important to know several systems of organization for quicker, more effective, access to information.*

Essential questions in each unit are designed to focus the instruction on the unit's articulated enduring understanding or big ideas. The big ideas and essential questions will help students transfer learning from the classroom to the real world by focusing student attention on important concepts (Wiggins and McTighe, 2005). For example, learning alphabetical order to use the dictionary isn't a big motivator to most third graders. However, students will recognize the life skill in learning alphabetical order to use the phone book to call a friend or order pizza. The essential questions lead students from the classroom application, in this case, the dictionary, to real life application, the phone book.

There are five information literacy units within *Third Grade Library Power!* In addition to being standards-based, the units are designed to help support classroom instruction. They are anchored in the *Text Forms and Features List* for third grade outlined in the Washington State Grade Level Equivalent (GLE) support materials. Two charts, listing the specific standards in reading and information literacy that are addressed in each unit, follow at the end of this introduction.

After a brief introduction, the project is broken down into five instructional units. The unit titles are: Keyword Search and Online Encyclopedia, Phonebooks and Almanacs, Dictionary and Glossaries, the Dewey Decimal System, and Print Encyclopedia. Each unit is further broken down to include: an explanation with the big ideas and enduring questions (Wiggins and McTighe, 2005), the UbD curriculum design plan (Wiggins and McTighe, 2005) including key knowledge and skills and unit specific standards, and instructional support materials. Support materials may include parent letters, sample activity pages, sample assessments, copies of power points used for instruction, and/or additional resources.

Several stages of instruction are addressed within the structure of the UbD plan (Wiggins & McTighe, 2005). The first stage covers the desired results for each unit. It speaks to the critical goals and deep knowledge of the unit. These goals and understandings are transferable to other learning and real life experiences. The essential questions included in stage one are created to help students come to deeper levels of understanding. Because they are designed to activate prior knowledge and connect students to new learning, the essential questions help increase student engagement.

The second stage of the design plan outlines the assessments that are embedded throughout each unit. Assessment is both formative (guiding instruction) and summative (quantifying new knowledge). It will help guide current and future instructional practices. Additionally, these assessments provide necessary student feedback, further increasing the likelihood of student engagement.

The last stage of the design plan lists activities and lessons to guide students to the deeper understandings and goals listed in stage one. Samples of some of these activities

may be found within the Support Materials section of each unit. The appendix at the end of the design covers detailed standards and Text Forms and Features for third grade from the Washington State Office of the Superintendent of Public Instruction.

SPECIFIC STANDARDS ADDRESSED BY UNIT

Washington State Grade Level Equivalents (GLE's)

Unit	Dewey Decimal System	Dictionaries and Glossaries	Phonebooks and Almanacs	Encyclopedia - Print	Keyword Searches and Online Encyclopedia
GLE:					
1.2.1 – Apply reference skills to determine word meanings.		X			X
1.2.2 – Apply vocabulary strategies in grade-level text.		X			
1.3.1 – Understand and apply new vocabulary.	X	X	X	X	X
1.3.2 – Understand and apply content/academic vocabulary critical to the meaning of the text.	X		X		X
2.1.3 – Apply comprehension monitoring strategies during and after reading: main ideas, and supporting details in grade level informational/expository text and/or literacy/narrative text	X	X	X	X	X
2.1.4 – Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema.	X	X	X	X	X
2.1.6 – Apply comprehension monitoring strategies before, during, and after reading: monitor for meaning, create mental images, and generate and answer questions.	X	X	X	X	X
2.1.7 – Apply comprehension monitoring strategies before, during, and after reading: summarize grade-level literary/narrative text and informational/expository text.		X		X	X
2.2.1 – Understand sequence in informational/expository text and literary/narrative text	X		X		

SPECIFIC STANDARDS ADDRESSED BY UNIT

Washington State Grade Level Equivalents (GLE's)
(Continued)

	Dewey Decimal System	Dictionaries and Glossaries	Phonebooks and Almanacs	Encyclopedia - Print	Keyword Searches and Online Encyclopedia
2.2.2 – Apply knowledge of printed and electronic text features to locate and comprehend text.	X	X	X	X	X
2.2.4 – Apply understanding of simple text organizational structures.	X	X	X	X	X
2.3.2 – Apply understanding of systems for organizing information.	X	X	X	X	X
2.4.1 – Understand how to draw conclusions and give a response to literary/narrative text and informational/expository text.	X		X		
2.4.3 – Understand the difference between fact and opinion.	X		X	X	X
2.4.5 – Understand how to generalize from text.	X		X		X
3.1.1 – Understand how to select and use appropriate resources.	X	X	X	X	X
3.2.1 – Understand information gained from reading to perform a specific task.	X	X	X		X
3.2.2 – Understand a variety of functional documents.	X	X	X	X	X
3.4.2 – Understand contemporary and traditional literature written in a variety of genres.	X				
4.2.1 – Evaluate authors and books to select favorites.	X				

Source for GLE's:

Office of Superintendent of Public Instruction (OSPI), (2004). *K – 10 grade level expectations: A new level of specificity*. (Document No. 04-0001). Olympia: WA.

SPECIFIC STANDARDS ADDRESSED BY UNIT

“Information Power” Information Literacy Standards

Unit	Dewey Decimal System	Dictionaries and Glossaries	Phonebooks and Almanacs	Encyclopedia - Print	Keyword Search and Online Encyclopedia
Standard 1 – The student who is information literate accesses information efficiently and effectively.					
Indicators:					
1 – Recognizes the need for information	X	X	X	X	X
2 – Recognizes that accurate information is the basis for intelligent decision making	X	X	X	X	X
3 – Formulates questions based on information needs	X		X	X	X
4 – Identifies a variety of potential sources of information	X	X	X	X	X
5 – Develops and uses successful strategies for locating information	X	X	X	X	X
Standard 2 – The student who is information literate evaluates information critically and competently.					
Indicators:					
1 – Determines accuracy, relevance, and comprehensiveness		X	X	X	X
2 – Distinguishes among fact, point of view, and opinion	X		X	X	X
3 – Identifies inaccurate and misleading information		X			X
4 – Selects information appropriate to the problem or question at hand	X	X	X	X	X
Standard 3 – The student who is information literate uses information accurately and creatively.					
Indicators:					
1 – Organizes information for practical application	X	X			X
2 – Integrates new information into one’s own knowledge	X	X	X	X	X
3 – Applies information in critical thinking and problem solving	X	X	X	X	X
4 – Produces and communicates information	X	X		X	X

SPECIFIC STANDARDS ADDRESSED BY UNIT

“Information Power” Information Literacy Standards

(continued)

	Dewey Decimal System	Dictionaries and Glossaries	Phonebooks and Almanacs	Encyclopedia - Print	Keyword Search and Online Encyclopedia
Standard 4 – The student who is an independent learner is information literate and pursues information related to personal interests.					
Indicators:					
1 – Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits	X		X	X	X
2 – Designs, develops, and evaluates information products and solutions related to personal interests				X	X
Standard 5 – The student who is and independent learner is information literate and appreciates literature and other creative expression of information.					
Indicators:					
1 – Is a competent and self-motivated reader	X	X	X	X	X
2 – Derives meaning from information presented creatively in a variety of formats	X	X	X	X	X
3 – Develops creative products in a variety of formats	X			X	X
Standard 6 – The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.					
Indicators:					
1 – Assesses the quality of the process and products of personal information seeking	X	X	X		X
2 – Devises strategies for revising, improving, and updating self-generated knowledge	X	X	X	X	X
Standard 7 – The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.					
2 – Respects the principle of equitable access to information (sharing)	X	X		X	X

SPECIFIC STANDARDS ADDRESSED BY UNIT

"Information Power" Information Literacy Standards
(continued)

	Dewey Decimal System	Dictionaries and Glossaries	Phonebooks and Almanacs	Encyclopedia - Print	Keyword Search and Online Encyclopedia
Standard 8 – The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology					
Indicators:					
3 – Uses information technology responsibly	X	X	X	X	X
Standard 9 – The students who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.					
Indicators:					
1 – Shares knowledge and information with others	X	X	X	X	X
2 – Respects others' ideas and backgrounds and acknowledge their contributions	X	X	X	X	X

* For details on proficiency levels, see source material

Source for Information Literacy Standards:

American Association of School Librarians & Association for Educational Communications and Technology. (1998). *Information power: Building partnerships for learning*. Chicago: American Library Association.

KEYWORD SEARCH AND ONLINE ENCYCLOPEDIA

Explanation

Keyword searches are critical to finding information, not only in the library, but also in real life applications. They are the words that are used to search an index.

Keywords most commonly are the words that are typed into a computer to begin a search. For third grade library students, this may be as simple as entering in words to the Online Public Access Catalogue (OPAC) on the library computer to access call numbers of books on a given topic in the library. Students may also use them to search the online encyclopedia or other databases to do online research.

Pairing keyword searches with online encyclopedias give students added practice with keyword searches. In order for the students to have quicker access, more practice, and immediate feedback, it is recommended that some of the lessons take place in the computer lab.

For this unit and others that follow, it is important to note the difference between access to information and being able to locate information. *Access* means to gain entry or to approach. In the library, access to information means to search for it either on the computer or on the shelves. *Locate* means to find. In the library, this means to actually find the book on the shelf by using the call number that was accessed on the computer.

Big Ideas for Keyword Search and Online Encyclopedia

- Most information is organized
- Effectively locating information is based on knowing the system of organization
- Access to written information is gained through keyword searches. This can be done in a number of ways, two of which are searching an index in a book and searching online through typing in a keyword.
- Information can come in many forms and from many resources

Essential Questions

- How is the library organized?
- How can we gain access to information?
- How does knowing a system of organization help me to be a more effective user of information?
- What are some resources available for finding information?
- Can a picture be read?
- Is the internet always a valid source?

Design Plan

Keyword Search and Online Encyclopedia - Overview

Stage 1 – Desired Results**Established Goal(s):**

Reading GLE's:

2.2.4 – Apply understanding of simple text organizational structures

2.3.2 – Apply understanding of systems for organizing information and analyze appropriate sources

2.4.5 – Understand how to generalize from text

3.1.1 – Understand how to select and use appropriate resources

3.2.2 – Understand a variety of functional documents

Technology Foundation Standards:

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students practice responsible use of technology systems, information, and software.

Information Literacy Standards:

1. Accesses information efficiently and effectively
2. Evaluates information critically and competently
4. Pursues information related to personal interests
7. Recognizes the importance of information in a democratic society
8. Practices ethical behavior in regard to information and information technology
9. Participates effectively in groups to pursue and generate information

Understanding(s):

Students will understand that...

- All books in the library are organized by call number
- Subject searches are general and broad
- Title searches are specific and limited
- Title, author, and subject searches are separate pathways of finding resources
- Headings and sub-headings help guide a search for information
- The online encyclopedia is another resource to access information

Essential Question(s):

How is the library organized?

How can we gain access to all the information in the library?

How do I know where to find a particular book?

What do I do when I'm stuck?

How does the type of research influence the way I search?

What other resources are available for finding information?

Can you read a picture?

Is the internet always a valid source?

<p>Understanding(s) (continued): Students will understand that...</p> <ul style="list-style-type: none"> ▪ The OPAC is a tool to help users gain access to appropriate resources ▪ Online doesn't always mean valid ▪ Online encyclopedias provide a more current source of information than the print version ▪ Online guide words help users locate information 	
<p>Students will know...</p> <ul style="list-style-type: none"> ▪ Fiction is organized by alphabetical order ▪ Non-fiction is organized by subject ▪ Author searches must be done with the author's last name ▪ The call number (book's address) is found on the spine label 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Identify text features including pictures, maps, title, headings, and sub-headings in the encyclopedia ▪ Generate and answer questions based on subject of interest ▪ Identify the titles and call numbers of books on a given subject using OPAC (On-line Public Access Catalogue) ▪ Use icons, pull-down menus, and keyword searches to access and locate appropriate resources ▪ Follow the steps in finding information on a subject using the online encyclopedia ▪ Use the online encyclopedia as a resource to gain access to current information
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> ▪ Pre- Assessment: discussion of essential questions ▪ Formative assessment during checkout for OPAC use (included) 	<p>Other Evidence: Encyclopedia Sleuth</p>
Stage 3 – Learning Plan	
<p>Learning Activities:</p> <p>1. Class discussion on Essential Questions: How is the library organized? How can we gain access to all the information in the library? How do I know where to find a particular book? What is the difference between browsing (general) for a book and searching (specific) for a book? Model (review from last year) using OPAC to search for books. Show OPAC search ticket.</p>	

Learning Activities (continued)

2. Meet in computer lab to practice using OPAC and search tickets. Expectation is that students will all check out at least one book using the information gained from OPAC. May take 2-3 library times for extra practice. Include essential questions: What do I do when I'm stuck? Does the information (or type of research) influence the way I search?
3. Discuss: What other resources are available for finding information?
4. Model use of online encyclopedia. Browse through sections. Text features: guide words, menu, headings, sub-headings, icons, and diagrams. Essential question: Can you read a picture? How?
5. Browsing with a purpose. Students will research three topics of interest using the *Encyclopedia Sleuth* handout (example included). Again, essential question: What do I do when I'm stuck?
6. Discussion: Is the internet always a valid source?

Was the lesson organized for maximum student learning? Suggestions for next time:

Keyword Search and Online Encyclopedia

Critical Understandings

What key knowledge and skills will students acquire as a result of this unit?

Students will understand that...

- All books in the library are organized by call number
- Subject searches are general and broad
- Title searches are specific and limited
- Title, author, and subject searches are separate pathways of finding resources
- Heading and sub-headings help guide a search for information
- The online encyclopedia is another resource to access information
- the OPAC is a tool to help users gain access to appropriate resources
- Online doesn't always mean valid
- Online encyclopedias provide a more current source of information than the print version
- Online guide words or menus help users locate information

Students will know...

- Fiction is organized by alphabetical order
- Non-fiction is organized by subject
- Online encyclopedia is one reliable, factual, resource for information
- Author searches must be done with the author's last name
- The call number (book's address) is found on the spine label

Students will be able to...

- Identify the titles and call numbers of books on a given subject using OPAC (Online Public Access Catalogue)
- Use icons, pull-down menus, and keyword searches to access and locate appropriate resources
- Follow the steps in finding information on a subject using the online encyclopedia
- Use the online encyclopedia as a resource to gain access to current information
- Generate and answer questions based on a subject of interest
- Identify text features including pictures, maps, title, headings, and subheadings in the encyclopedia

Specific Standards Addressed in Keyword Search and Online Encyclopedia Unit:

Reading GLE's:

- 1.2.1 – apply reference skills to determine word meanings.
- 1.3.1 – Understand and apply new vocabulary.
- 1.3.2 – Understand and apply content/academic vocabulary critical to the meaning of the text.
- 2.1.3 – Apply comprehension monitoring strategies before, during and after reading: main ideas.
- 2.1.4 – Apply comprehension monitoring strategies before, during and after reading: use prior knowledge/schema.
- 2.1.6 – Apply comprehension monitoring strategies before, during and after reading: monitor for meaning, create mental images, and generate and answer questions.
- 2.1.7 – Apply comprehension monitoring strategies before, during, and after reading: summarize grade-level literary/narrative text and informational/expository text.
- 2.2.2 – Apply knowledge of printed and electronic text features to locate and comprehend text.
- 2.2.4 – Apply understanding of simple text organizational structures.
- 2.3.2 – Apply understanding of systems for organizing information.
- 2.4.3 – Understand the difference between fact and opinion.
- 2.4.5 – Understand how to generalize from text.
- 3.1.1 – Understand how to select and use appropriate resources.
- 3.2.1 – Understand information gained from reading to perform a specific task.
- 3.2.2 – Understand a variety of functional documents.

Technology Foundation Standards:

- Students use technology resources for solving problems and making informed decisions.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- Student use technology tools to enhance learning, increase productivity, and promote creativity.
- Students understand the ethical, cultural, and societal issues related to technology.
- Student practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

Information Literacy Standards:

1. Accesses information efficiently and effectively
 - Indicators:
 - 1 – Recognizes the need for information
 - 2 – Recognizes that accurate information is the basis for intelligent decision making

Specific Standards Addressed in Keyword Search and Online Encyclopedia Unit:

- 3 – Formulates questions based on information needs.
- 4 – Identifies a variety of potential sources of information
- 5 – Develops and uses successful strategies for locating information
- 2. Evaluates information critically and competently
 - Indicators:
 - 1 – Determines accuracy, relevance, and comprehensiveness
 - 2 – Distinguishes among fact, point of view, and opinion
 - 3 – Identifies inaccurate and misleading information
 - 4 – Selects information appropriate to the problem or question at hand
- 3. Uses information accurately and creatively
 - Indicators:
 - 1 – Organizes information for practical application
 - 2 – Integrates new information into one's own knowledge
 - 3 – Applies information in critical thinking and problem solving
 - 4 – Produces and communicates information and ideas in appropriate forms
- 4. Pursues information related to personal interests
 - 1 – Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits
 - 2 – Designs, develops, and evaluates information products and solutions related to personal interests
- 5. Appreciates literature and other creative expression of information
 - Indicators:
 - 1 – Is a competent and self-motivated reader
 - 2 – Derives meaning from information presented creatively in a variety of formats
 - 3 – Develops creative products in a variety of formats
- 6. Strives for excellence in information seeking and knowledge generation
 - Indicators:
 - 1 – Assesses the quality of the process and products of personal information seeking
 - 2 – Devises strategies for revising, improving, and updating self-generated knowledge
- 7. Recognizes the importance of information to a democratic society
 - Indicator:
 - 2 – Respects the principle of equitable access to information (sharing)
- 8. Practices ethical behavior in regard to information and information technology
 - participates effectively in groups to pursue and generate information
 - Indicator:
 - 3 – Uses information technology responsibly
- 9. Participates effectively in groups to pursue and generate information
 - Indicator:
 - 1 – Shares knowledge and information with others
 - 2 – Respects others' ideas and backgrounds and acknowledges their contributions

Instructional Support Materials

Sample of OPAC Formative Assessment

Name _____
Search word(s): _____
Circle search type: keyword subject author title other: _____
If your search was successful write:
Title of book(s): _____

Call Number(s): _____

Were you able to find the book on your own? _____ If the search was unsuccessful, tell why: _____

Encyclopedia Sleuth

You are on a mission to access and locate three interesting subjects. Once you've found three subjects, write three interesting things you learned about each of them from the online encyclopedia. By going to the subjects that interest you and writing about them, you let others know more about the things you like. I can't wait to see what you find!

Subject 1	
Subject 2	
Subject 3	

PHONE BOOKS AND

ALMANACS

Explanation

These two resources combined contain eight of the eighteen Washington State OSPI suggested text features for third grade. The text features included are: advertisements, checklists, diagrams, graphic organizers, introductions, pie graphs, tables, and subheadings. They are considered functional documents and both use a variety of organizational systems. The bonus is that they are also of high interest to the third grade student. Motivation for learning to read and use each of them is intrinsic.

There are several print versions of student almanacs available. They usually include eye catching graphics and interesting, unique, facts. Because they are relatively inexpensive in comparison to other reference materials, it's reasonable for a library to have current issues. This means that the students are more likely to relate to and be motivated into reading the articles and details found within.

When they were first published, almanacs were mainly calendars. At the time of this writing, they are much more. Today, they are more of a yearbook, or registry, containing information about countries and states, movie stars, sports heroes, space science and animals. Student almanacs are a smorgasbord of information and organizational systems. They use alphabetical order, color coding, organization by subject and chronological order. Students will have fun looking for other systems of organization in them as well.

Big Ideas for Phone Books and Almanacs

- The fastest way to locate information is to understand and use it's system of organization
- Sometimes it takes more than one type of search to find specific information

Essential Questions

- When should a phone book be used?
- When should an almanac be used?
- How is each organized?
- What's the fastest way to find information in them?
- What other resources organize information in the same ways?

Design Plan

Phone Books and Almanacs- Overview

Stage 1 – Desired Results**Established Goal(s):**

Reading GLE's:

2.2.2 – Apply knowledge of printed and electronic text features to locate and comprehend text.

2.2.4 – Apply understanding of simple text organizational structures.

2.3.2 – Apply understanding of systems for organizing information.

3.1.1 – Understand how to select and use appropriate resources.

3.2.2 – Understand a variety of functional documents

Technology Foundation Standards:

- Students employ technology in the development of strategies for solving problems in the real world.
- Students use technology to locate, evaluate, and collect information from a variety of sources.

Information Literacy Standards:

4. Accesses information efficiently and effectively
5. Evaluates information critically and competently
6. Uses information accurately and creatively
7. Pursues information related to personal interests
9. Participates effectively in groups to pursue and generate information

Understanding(s):

Students will understand that...

- Headings move from broad to specific
- Headings and subheadings help identify relevant information
- Visual cues, like color tabs, act as a guide to help in the location of appropriate resources and information
- Besides phone numbers, the phone book has other useful information

Essential Question(s):

- What is the purpose of the Almanac? The Phonebook?
- How is each organized?
- What's the fastest way to find information in them?
- What other resources organize information in the same ways?
- When should phone books and almanacs be used?

Understanding(s)....(continued)

Students will know...

- Table of Contents is general, at the beginning, and uses sequential order
- Information can be organized alphabetically, chronologically or by subject matter
- Index is specific, at the end,

Students will be able to...

- Locate information on a given subject in the Almanac using the index
- Identify 3 ways the Almanac is useful
- State the difference between a table of contents and the index

<p>Understanding(s)....(continued) Students will know...</p> <ul style="list-style-type: none"> ▪ alphabetical order ▪ Yellow pages are organized by subject, with headings in alphabetical order ▪ White pages are organized alphabetically 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Locate information in the Almanac using the table of contents and headings (skim and scan) ▪ Find school listing and emergency information in the phonebook ▪ Locate their phone number and that of a favorite restaurant ▪ Use the phone book to find and use phone numbers in both the white and yellow pages ▪ Identify several broad categories of information that may be found in the almanac
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> ▪ Find Your Favorites – Pre and Post Assessment (included) ▪ Students formulate and answer at least 3 questions in the almanac. If time permits, these could form the basis for an almanac trivia game 	<p>Other Evidence: Learning journal entries:</p> <ul style="list-style-type: none"> ▪ List ways that the almanac is useful ▪ List ways the almanac is useful ▪ What is hard for you about using the phone book? What other learning do you need to have before it is easier?
Stage 3 – Learning Plan	
<p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Introduce almanacs. Students browse through them individually. List ways that the almanac is useful in learning journals. Share in small groups, then whole class. 2. <i>Almanac Toolbox</i> PowerPoint (slides included – see notes for discussion) 3. Think, pair, share, cooperative learning activity- What do you need to know to be an effective user of an Almanac? What types of organization systems do you notice in this book? 4. Looking at the subjects in the table of contents, students will formulate in writing, a list of at least 3 questions that they have about any of the subjects. Then, they need to write the answers to the questions. If time permits, these questions could form the basis for an almanac trivia game. 5. In the computer lab, model using the online version of the almanac at: http://www.worldalmanacforkids.com/index.html 6. Allow students time to become familiar with online and print versions. 7. Introduce phone books. Using the <i>Find Your Favorites</i> handout, students will attempt to fill out the information. Discuss: What was easy about it? What were some of the challenges that were faced? What information do you need to know to use this tool effectively? 	

8. Guided practice – Phone book practice handouts
9. Summative assessment: Find Your Favorites – journaling afterward: what was different about this activity this time? How was it easier?

Was the lesson organized for maximum engagement and effective learning? Suggestions for next time:

Phone books & Almanacs

Critical Understandings

What key knowledge and skills will students acquire as a result of this unit?

Students will understand that...

- Headings move from broad to specific
- Headings and subheadings help identify relevant information
- Visual cues, like color tabs, act as a guide to help in the location of appropriate resources and information
- Besides phone numbers, the phone book has other useful information

Students will know...

- Table of Contents is general, found at the beginning, and is sequential in order
- Information can be organized alphabetically, chronologically or by subject matter
- Index is specific, at the end, alphabetical order
- Yellow pages are organized by subject then alphabetical
- White pages are organized alphabetically

Students will be able to...

- Locate information on a given subject in the Almanac using the index
- Identify 3 ways the Almanac is useful
- State the difference between the uses of a table of contents and the index
- Locate information in the Almanac using the table of contents and headings (skim and scan)
- Find school listing and emergency information in the phonebook
- Locate their phone number and that of a favorite restaurant
- Use the phone book to find and use phone numbers in both the white and yellow pages
- Identify several broad categories of information that may be found in the almanac

Specific Standards Addressed in Phone Books and Almanacs Unit:

Reading GLE's:

- 1.3.1 – Understand and apply new vocabulary.
- 1.3.2 – Understand and apply new vocabulary.
- 2.1.3 – Apply comprehension monitoring strategies before, during and after reading: main ideas.
- 2.1.4 – Apply comprehension monitoring strategies before, during and after reading: use prior knowledge/schema.
- 2.1.6 – Apply comprehension monitoring strategies before, during and after reading: monitor for meaning, create mental images, and generate and answer questions.
- 2.2.1 – Understand sequence in informational/expository text and literary/narrative text.
- 2.2.2 – Apply knowledge of printed and electronic text features to locate and comprehend text.
- 2.2.4 – Apply understanding of simple text organizational structures.
- 2.3.2 – Apply understanding of systems for organizing information.
- 2.4.1 – Understand how to draw conclusions and give a response to literary/narrative text and information/expository text.
- 2.4.3 – Understand the difference between fact and opinion.
- 2.4.5 – Understand how to generalize from text.
- 3.1.1 – Understand how to select and use appropriate resources.
- 3.2.1 – Understand information gained from reading to perform a task.
- 3.2.2 – Understand a variety of functional documents.

Technology Foundation Standards:

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Information Literacy Standards:

1. Accesses information efficiently and effectively
Indicators:
 - 1 – Recognizes the need for information
 - 2 – Recognizes that accurate information is the basis for intelligent decision making
 - 4 – Identifies a variety of potential sources of information
 - 5 – Develops and uses successful strategies for locating information
2. Evaluates information critically and competently
Indicators:
 - 1 – Determines accuracy, relevance, and comprehensiveness
 - 3 – Identifies inaccurate and misleading information
 - 4 – Selects information appropriate to the problem or question at hand

Specific Standards Addressed in Phone Books and Almanac Unit: (continued)

3. Uses information accurately and creatively
Indicators:
 - 1 – Organizes information for practical application
 - 2 – Integrates new information into one’s own knowledge
 - 3 – Applies information in critical thinking and problem solving
 - 4 – Produces and communicates information and ideas in appropriate forms
5. Appreciates literature and other creative expression of information
Indicators:
 - 1 – Is a competent and self-motivated reader
 - 2 – Derives meaning from information presented creatively in a variety of formats
6. Strives for excellence in information seeking and knowledge generation
Indicators:
 - 1 – Assesses the quality of the process and products of personal information seeking
 - 2 – Devises strategies for revising, improving, and updating self-generated knowledge
7. Recognizes the importance of information to a democratic society
Indicators:
 - 2 – Respects the principle of equitable access to information (sharing)
8. Practices ethical behavior in regard to information and information technology
participates effectively in groups to pursue and generate information
Indicators:
 - 3 – Uses information technology responsibly
9. Participates effectively in groups to pursue and generate information
Indicator:
 - 1 – Shares knowledge and information with others
 - 2 – Respects others’ ideas and backgrounds and acknowledges their contributions

Sample Parent Letter:



3rd Grade Library Power!

Phone Books & Almanacs For Kids

Grant Elementary
School

We are beginning an information literacy unit involving phone books and children's almanacs. Using ABC order suddenly becomes important to children when they are quickly trying to find a friend's number.

Kid's almanacs and phone-books share similar organizational tools. These include: Table of Contents, guide words, ABC order, and headings. In addition, almanacs use color coding, indexes, and sequencing.

What you can do at home...

Encourage your student to use the phone book at home.

Begin looking up addresses of places that you'll visit or phone numbers of friends or relatives.

Use the map of the city to help plot out directions for places that you're going.

A Student almanac is a quick, current, all purpose, inexpensive reference book. It is a fabulous homework tool that kids love to read. The library's current set is for library use only. You can browse through them together during our library nights. WalMart, Target and most book stores also carry them for around \$13.00 for home purchase.

Essential questions:

How is the phonebook organized?

Where else do you find things organized the same way? (This one is surprising, when you really start looking for ABC order! It's everywhere.)

Why is it important to know alphabetical (ABC) order?

Fall

Words to know:

☺ GLE: Grade Level Equivalent—These are the grade level standards that students are working towards.

☺ Essential Questions: Questions that help to lead students to deeper understanding of the material.

Visit The Almanac For Kids Online at:

<http://www.worldalmanacforkids.com/index.html>

Name _____

Class _____

Find Your Favorites in the Phone Book

1. Find your phone number:

Keywords Search: _____

What are the guide words at the top of your page?

2. Find your friend's number:

Keywords Search: _____

What are the guide words at the top of your page?

3. Find your favorite restaurant:

Subject Search: _____

Keywords Search: _____

What is the phone number? _____

What is the address? _____

4. Find your favorite store:

Subject Search: _____

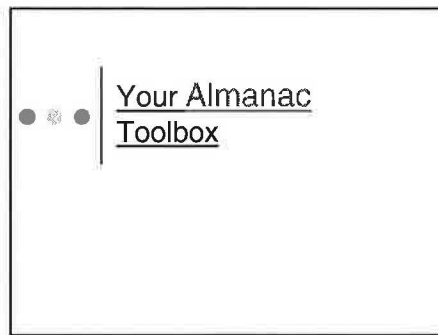
Keywords Search: _____

What is the phone number? _____

What is the address? _____

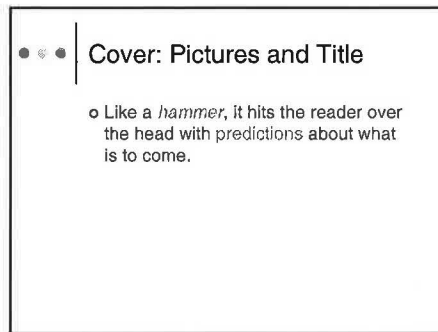
The Almanac Toolbox PowerPoint

Slide 1



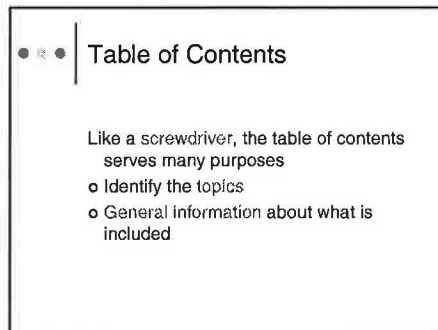
The almanac is one more research tool that you can use to find information. Because it's published yearly, it's current information. It has lots of facts about many different subjects.

Slide 2



What can you predict about the almanac by looking at the cover? What things spark your interest?

Slide 3



The table of contents is at the front of your almanac. Are there topics included that surprise you? What topics interest you? What are some of the categories that may be helpful to you as you do school work? What other thoughts do you have as you look at these pages?

Slide 4

● ● ● | Index- the flashlight

- Like a *flashlight*, the index shines a light on the *exact* subjects included in the books.
- It also lights the way to finding the page where each subject can be found.

The index is at the back of the book.

It's another tool you can use to find information in this book.

When would the index be helpful to you?

When would it be better to use the Table of Contents?

Slide 5

● ● ● | Subject Headings

Like a clamp, subject headings grab the reader's attention!

Let's look at a subject that interests us. (Take a subject from a student's suggestion using the Table of Contents)

(As a class, discuss the headings on the page.)

In reading, tools help the reader connect with the text. They help the reader create meaning.

How do subject headings help the reader understand or create more meaning?

(They help the reader connect by Making predictions about what is coming next

Getting them interested in what's coming up

...or not. Subject headings may help you decide NOT to read the information because it's not what you were looking for.

Slide 6

• • • | Sub-headings

- Like a saw the subject headings cut the information into smaller chunks

Now, let's take a look at the sub-headings for the same topic (if appropriate). How do these help the reader make more sense of the topic?

Slide 7

• • • | Homework Helper

- Maps
- Countries
- States
- Presidents
- History
- Book lists
- Math / Numbers

The almanac has tools to help you understand information within it. The whole book can also be a tool as well, to help you with your school work. It can be quicker than looking something up on the internet, because it's at your fingertips.

Spend some time looking at your almanac. Become familiar with all the things inside. Then, let's talk some more about all the ways these tools can help you become a more effective user of information!

DICTIONARY AND GLOSSARY

Explanation

Dictionaries and Glossaries are actually listed as second grade suggested text forms. However, the use of them for finding and confirming word meanings is listed as a third grade reading standard. Understanding how and when to use these documents is crucial to becoming information literate.

Both of these text forms are organized alphabetically. The text features found in each is similar. These features include guide words, bold or italicized words and diagrams. Students may be challenged to see what other similarities they can find.

Big Ideas or Enduring Understandings for Dictionaries and Glossaries

- Dictionaries and Glossaries are organized alphabetically for fast, easy access to words and their meanings.
- Glossaries are specialized mini-dictionaries
- Guide words help direct a word search.

Essential Questions

- Why or when is a dictionary/glossary useful?
- How is a dictionary or glossary organized so that information can be found quickly?
- How are guide words helpful?

Design Plan

Dictionary and Glossary- Overview

Stage 1 – Desired Results

<p>Established Goal(s): Reading GLE's: 1.2.1 – Apply reference skills to determine word meanings. Use glossaries and dictionaries to find and confirm word meanings. 2.2.4 – Apply understanding of simple text organizational structures. 2.3.2 – Apply understanding of systems for organizing information. 3.1.1 – Understand how to select and use appropriate resources. Technology Foundation Standards: <ul style="list-style-type: none"> ▪ Students employ technology in the development of strategies for solving problems in the real world. Information Literacy Standards: 8. Accesses information efficiently and effectively 9. Evaluates information critically and competently 10. Uses information accurately and creatively 2. Participates effectively in groups to pursue and generate information</p>	
<p>Understanding(s): Students will understand that...</p> <ul style="list-style-type: none"> ▪ Alphabetical order is one system of organization ▪ Guide words help users find information ▪ Dictionaries and glossaries are useful in learning new vocabulary, correct spelling, word usage ▪ Bold or italicized words signal importance 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why or when is a dictionary/glossary useful? ▪ How is a dictionary or glossary organized so that information can be found quickly? ▪ What do I need to know to use a dictionary or glossary? ▪ How are guide words helpful?
<p>Students will know...</p> <ul style="list-style-type: none"> ▪ Dictionaries include word spelling, meaning, pronunciation, syllabication ▪ Guide words tell the first and last words on the page ▪ The parts of a dictionary entry ▪ Glossaries are mini-dictionaries containing specialized words, usually at the end of a non-fiction text 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Advertise why dictionaries and glossaries are useful ▪ Organize information in alphabetical order ▪ Take notes on key words from a PowerPoint ▪ Respectfully work together in partners and groups ▪ Use both dictionaries and glossaries as an effective communication resource for spelling, meaning, and word usage help

Stage 2 – Assessment Evidence	
<p>Performance Task(s): Generate an advertisement promoting print dictionaries Dictionary scavenger hunt</p>	<p>Other Evidence: Journal Entries:</p> <ul style="list-style-type: none"> ▪ What do you need to know to use a dictionary or glossary? ▪ Make a list of other places or things that are organized the same way as dictionaries and glossaries.
Stage 3 – Learning Plan	
<p>Learning Activities:</p> <ol style="list-style-type: none"> 1. In partners, students browse through the dictionary. As they are browsing, they should record in their learning journals: (a) What useful information they find in the dictionary and (b) What are all the different ways information is organized? Students share answers when finished. 2. Parts of a dictionary- using notes from journal, review the parts of the dictionary. 3. ABC order game in cooperative groups 4. Guide words activity pages 5. Dictionary PowerPoint and note taking activity (included) 6. Look at glossaries in non-fiction books. In partners, students list similarities and differences between dictionaries and glossaries using a Venn diagram. (included) 7. Learning journals: What other places, things, or resources are organized the same way as dictionaries and glossaries? 8. Dictionary Scavenger Hunt (included) 9. Teacher-model using electronic dictionary as a resource so students know availability. Emphasis for this unit is on print version 10. In groups, make an advertisement promoting the new dictionaries in the library to be placed around the school. 	

Was the lesson organized for maximum engagement and effective learning? Suggestions for next time:

Dictionaries & Glossaries

Critical Understandings

What key knowledge and skills will students acquire as a result of this unit?

Students will understand that...

- Alphabetical order is one system of organization
- Guide words help users find information
- Dictionaries and glossaries are useful in learning new vocabulary, correct spelling, word usage
- Bold or italicized words signal importance

Students will know...

- Dictionaries include word spelling, meaning, pronunciation, syllabication
- Guide words tell the first and last words on the page
- The parts of a dictionary entry
- Glossaries are mini-dictionaries containing specialized words, usually at the end of a non-fiction text

Students will be able to...

- Advise why dictionaries and glossaries are useful
- Organize information in alphabetical order
- Take notes on key words from a PowerPoint
- Respectfully work together in partners and groups
- Use both dictionaries and glossaries as an effective communication resource for spelling, meaning, and word usage help

Specific Standards Addressed in Dictionary and Glossary Unit:

Reading GLE's:

- 1.2.1 – Apply reference skills to determine word meanings.
- 1.2.2 – Apply vocabulary strategies in grade level text.
- 1.3.1 – Understand and apply new vocabulary
- 2.1 – Demonstrate evidence of reading comprehension.
- 2.2.2 – Apply knowledge of printed and electronic text features to locate and comprehend text.
- 2.2.4 – Apply understanding of simple text organizational structures.
- 2.3.2 – Apply understanding of systems for organizing information.
- 3.1.1 – Understand how to select and use appropriate resources.
- 3.2.1 – Understand information gained from reading to perform a task.
- 3.2.2 – Understand a variety of functional documents.

Technology Foundation Standards:

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students employ technology in the development of strategies for solving problems in the real world.
- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students practice responsible use of technology systems, information and software.

Information Literacy Standards:

1. Accesses information efficiently and effectively
Indicators:
 - 1 – Recognizes the need for information
 - 2 – Recognizes that accurate information is the basis for intelligent decision making
 - 4 – Identifies a variety of potential sources of information
 - 5 – Develops and uses successful strategies for locating information
2. Evaluates information critically and competently
Indicators:
 - 1 – Determines accuracy, relevance, and comprehensiveness
 - 3 – Identifies inaccurate and misleading information
 - 4 – Selects information appropriate to the problem or question at hand
3. Uses information accurately and creatively
Indicators:
 - 1 – Organizes information for practical application
 - 2 – Integrates new information into one's own knowledge
 - 3 – Applies information in critical thinking and problem solving
 - 4 – Produces and communicates information and ideas in appropriate forms

Specific Standards Addressed in Dictionary and Glossary Unit: (continued)

5. Appreciates literature and other creative expression of information
 - Indicators:
 - 1 – Is a competent and self-motivated reader
 - 2 – Derives meaning from information presented creatively in a variety of formats
6. Strives for excellence in information seeking and knowledge generation
 - Indicators:
 - 1 – Assesses the quality of the process and products of personal information seeking
 - 2 – Devises strategies for revising, improving, and updating self-generated knowledge
7. Recognizes the importance of information to a democratic society
 - Indicator:
 - 2 – Respects the principle of equitable access to information (sharing)
8. Practices ethical behavior in regard to information and information technology
 - participates effectively in groups to pursue and generate information
 - Indicator:
 - 3 – Uses information technology responsibly
9. Participates effectively in groups to pursue and generate information
 - Indicator:
 - 1 – Shares knowledge and information with others
 - 2 – Respects others' ideas and backgrounds and acknowledges their contributions

Sample Parent Newsletter:

3rd Grade Library Power!

Dictionaries and Glossaries

While cuddling up with a dictionary is usually not anyone's idea of a great time, it is fun to learn and use new words—especially BIG ones. Dictionaries and glossaries help students to do just that.

While the dictionary is a book unto itself, a glossary is a smaller version of a dictionary and is found at the back of some books.

LEARNING GOALS

The GLE's we are working toward in this library unit include:

1.3.2 Using new vocabulary in oral and written communication.

2.2.2 Apply knowledge of printed and electronic text features to locate and comprehend text.

3.1.1 Understand how to select and use appropriate resources

3.2.2 Understand a variety of functional documents

ESSENTIAL QUESTIONS

How is a dictionary organized so that I can use it quickly?

What else is organized the same way?

How do guide words help me? Where else can I find them besides the dictionary?

Grant Elementary School

Winter

What you can do at home...

There are a few things you can do at home to help your student become a more effective user of the dictionary:

1. Look for other places, things and

resources that are organized by ABC order. Once you start looking, it's amazing all the places you will find that are organized alphabetically.

2. Try to have a dictionary available for homework use and to look up new words.

Words to know:

Ⓢ GLE: Grade Level Equivalent—These are the grade level standards that students are working towards.

Ⓢ Essential Questions: Questions that help to lead students to deeper understanding of the material.

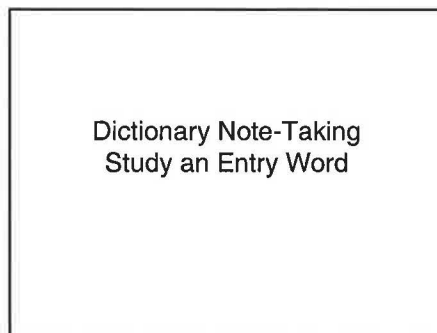
Study An Entry Word

Dictionary Note-taking

PowerPoint

Students take fill-in the blank notes for words in red as the slides are shown. Note-taking handouts follow PowerPoint example.

Slide 1

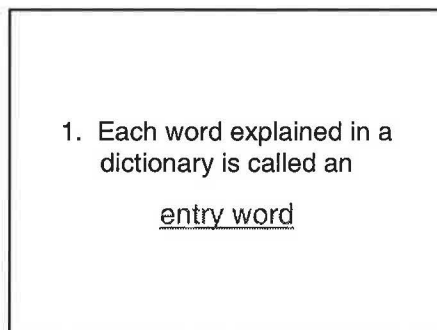
**Teacher-lead discussion:**

What are the purposes of the Dictionary?

How is it helpful?

Today, we're going to take a look at some of the ways the dictionary can help you. It's about more than just correct spelling...

Slide 2



Refer to Question #1

Slide 3

The entry word is printed in bold, black letters and divided into

syllables.

Refer to Question #2

Show examples.

What are some ways that seeing how to divide the word into syllables will help you?

Slide 4

The pronunciation

is shown in parentheses following the entry word.

- Words are spelled and marked in a special way to help you pronounce them. Sometimes a word may be pronounced in more than one way.

Refer to Question #3

Slide 5

- There is a pronunciation key at the front of your dictionary and at the bottom of each page.

Show example. Students find their keys and point them out in their dictionaries. What do they notice or find interesting about them? Other thoughts?

Slide 6

Always note the
accent mark
 Groovy (groo've) *adj.* -i-er, -i-est.

Slide 7

The definitions
 of each entry word are given in
 number order.
 The oldest or most common
 meaning is usually given first.
 Often, the word is used in a
 sentence to help define it.

Refer to question #4

Slide 8

Chilly: 1. Cold enough to cause
 shivering. 2. Seized with cold:
 SHIVERING, 3. Distant and cool:
 UNFRIENDLY

Let's look at the definition for
chilly. This is not the chili that you
 eat. That kind is spelled differently.
 The most common meaning is
 "cold enough to cause shivering".
 A lesser common but still
 appropriate meaning is "distant and
 cool; unfriendly".

Slide 9

The part of speech
of each entry is abbreviated.

For example, *n.* for noun, *v.* for verb, *adj.* for adjective.

If a word is used in more than one way, it may be more than one part of speech. Have students find examples in their dictionary.

Refer to question #5

Slide 10

If the word is a noun, the
plural form
may be shown.

Example:
(Loaf, *pl.* loaves)

Refer to question #6
Plural means more than one.
Ask for other examples.

Slide 11

If the word is a verb, the
tense form
may be shown.

Example:
(ride, rode, ridden)

Refer to question #7
Tense = Time
It shows how much time has passed
Ask for examples

Slide 12

If the word is an adjective or
adverb, its
comparative forms
may be shown.

Example:
(heavy, heavier, heaviest)

Refer to question #8
This form compares one thing to
another.
Ask for examples

Slide 13



Other helpful information may
be given about the word, such
as:

Refer to question #9

Slide 14

Other forms
Made by adding a suffix
Child, *children*

Slide 15

Synonyms

Other words with a similar
meaning

Chilly: 1. Cold enough to cause shivering. 2.
Seized with cold: SHIVERING, 3. Distant and
cool: UNFRIENDLY,

Ask for student examples

Slide 16

Antonyms

Words with the
opposite
meaning;

Hot; cold
Pretty; ugly
in; out
Ask for other examples

Slide 17

Illustrations
or
Diagrams

Explain the difference between
illustration and diagram.
How do reading the pictures help
you gain meaning in a dictionary?

Slide 18

Some dictionaries give the
Language origin
Of words. This is called the
etymology of the word:
[umbrella, <lt. *ombrella* <L. *umbrella*]

Refer to question #10
Big word for word history.
The suffix “ology” means study.
What do you suppose etym means?

Slide 19



(This guy turns around and leaves.)

Name _____

Class _____

Dictionary Note-Taking
Entry Words

1. Each word explained in a dictionary is called an _____.
2. The entry word is printed in bold, black letters and is divided into _____.
3. The _____ is shown in parentheses following the entry word. Words are spelled and marked in a special way to help you pronounce them. Sometimes a word may be pronounced in more than one way. There is a pronunciation key at the front of your dictionary and at the bottom of each page. Always note the _____.
4. The _____ of each entry word are given in number order. The most common meaning comes first. Often, the word is used in a sentence to help define it.
5. The _____ of each entry is abbreviated. For example: *n.* for noun, *v.* for verb, and *adj.* for adjective. If a word is used in more than one way, it may be more than one part of speech.
6. If the word is a noun, the _____ form may be shown. (loaf, *pl. loaves*)
7. If the word is a verb, the _____ form may be shown. (ride, rode, ridden)
8. If the word is an adjective or adverb, its _____ forms may be shown (heavy, heavier, heaviest)

9. Other helpful information may be given about the word to help with understanding, such as:

Other forms made by adding a _____
_____ - other words that mean the same

_____ - other words that mean the opposite

And _____ (pictures)

Or _____ (drawing or plan)

10. Some dictionaries give the language _____ of words. This is called the *etymology* of the word.

[umbrella, <It. *ombrella*, <L. *umbrella*].
(umbrella is from the Italian word “ombrella” and the Latin word “umbrella”. Who do you suppose came up with it first?)

Dictionary Note-Taking
Entry Words
Teacher Copy with notes and answers in red.

1. Each word explained in a dictionary is called an entry word.
2. The entry word is printed in bold, black letters and is divided into syllables.
3. The pronunciation is shown in parentheses following the entry word. Words are spelled and marked in a special way to help you pronounce them. Sometimes a word may be pronounced in more than one way. There is a pronunciation key at the front of your dictionary and at the bottom of each page. Always note the

accent mark.
4. The definitions of each entry word are given in number order. The most common meaning comes first. Often, the word is used in a sentence to help define it.
5. The part of speech of each entry is abbreviated. For example: *n.* for noun, *v.* for verb, and *adj.* for adjective. If a word is used in more than one way, it may be more than one part of speech.
6. If the word is a noun, the plural form may be shown. (loaf, *pl. loaves*)
7. If the word is a verb, the tense form may be shown. (ride, rode, ridden)
8. If the word is an adjective or adverb, its comparative forms may be shown (heavy, heavier, heaviest)
9. Other helpful information may be given about the word to help with understanding, such as:

Other forms made by adding a suffix
synonyms - other words that mean the same

antonyms - other words that mean the opposite

And illustrations (pictures)

Or diagrams (drawing or plan)

10. Some dictionaries give the language origins of words. This is called the *etymology* of the word.

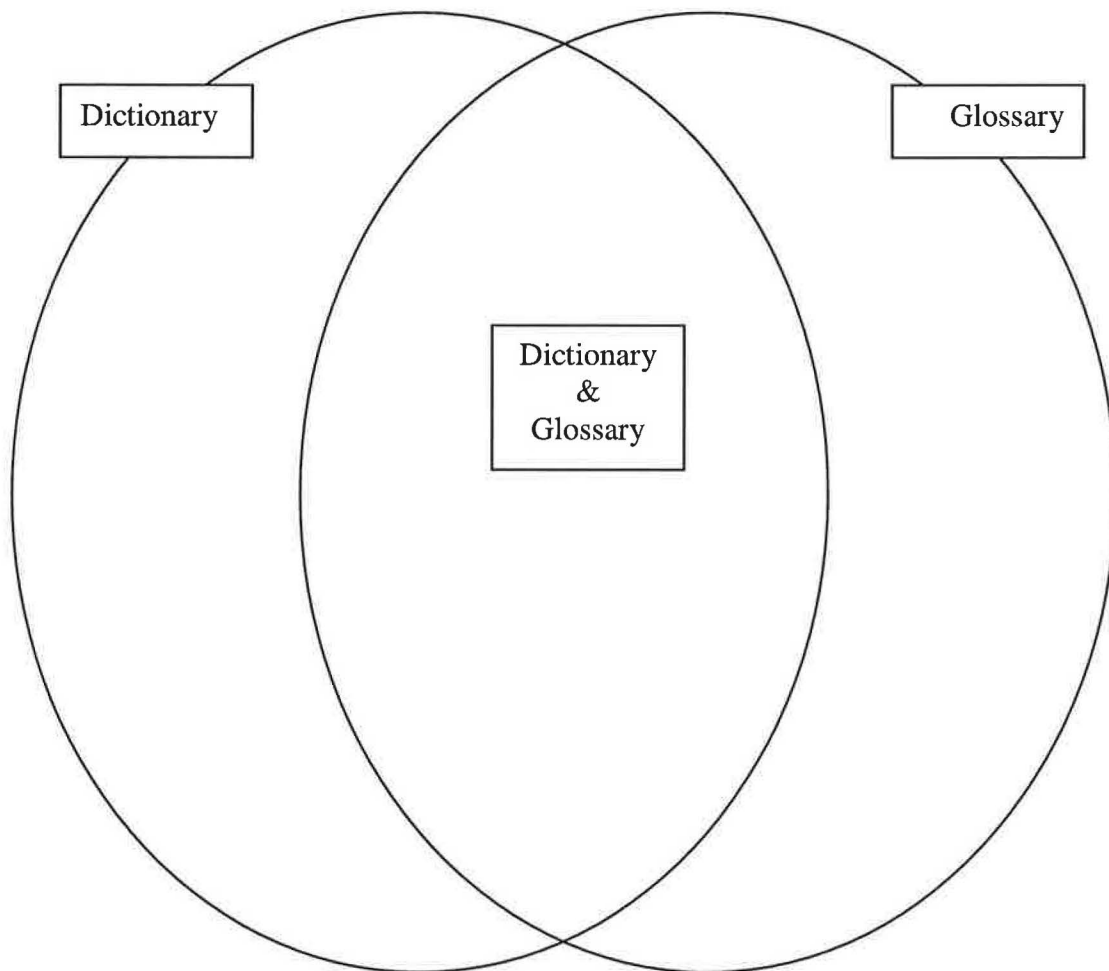
[umbrella, <It. *ombrella*, <L. *umbrella*].

(umbrella is from the Italian word “ombrella” and the Latin word “umbrella”. Who do you suppose came up with it first?)

Name _____ Class _____

Dictionary and Glossary: Similarities & Differences

In the Venn diagram below, list the characteristics of your dictionary and the glossary of the book you are using. List any characteristics that are the same in the middle, overlapping section.



Names _____

Class _____

Dictionary Scavenger Hunt

Be sure to check the Table of Contents in your dictionary to look for short cuts in finding the answers to these questions. Fill in the blanks.

1. What is one meaning for the word "scavenger"? _____

2. Is this the correct spelling of "pneumonia"? _____
3. How many feet is one fathom? _____
4. How many syllables are there in "xylophone"? _____
5. What is a homonym for the word "wring"? _____
6. What syllable has the main accent in "waterproof"? _____
7. Who was the 27th President of the United States? _____
8. The abbreviation "etc." stands for _____
9. How many meanings are there for the word "price" in your dictionary? _____
11. Where are the "keys" in your dictionary? _____
12. Is there an illustration of a lynx in your dictionary? _____
13. Is Israel always capitalized? _____
14. How many millimeters are there in one meter? _____
15. What is the capital of the African Nation of Egypt? _____
16. Is the slang word "ain't" in your dictionary? _____
17. What is the meaning of the prefix "un"? _____
18. What is one meaning of the suffix "less"? _____

DEWEY DECIMAL SYSTEM

Explanation

How and why libraries use the Dewey Decimal System are perhaps the most critical understandings in becoming an independent and effective user of information. The Dewey Decimal System forms the basis for all library organization and can be generalized to serve other systems of organization as well. It utilizes subject as well as numerical and alphabetical organizational systems. It is complex and simple at the same time.

The Dewey Decimal System, while being critical to the function of library programs, is also one of the most undervalued systems of organization. Teachers will often ask, “Do librarians still teach the Dewey Decimal System?” What system could take its place? With library book collections numbering in the tens of thousands, it continues to be impressive that a student, or anyone for that matter, can come in and find the exact book for which they are searching. Yes, students and librarians are still “Doing the Dewey”.

It is better to teach this unit after some prior knowledge of organizational systems has been established because it combines several of these systems. However, there will be some overlap with the keyword search unit because both focus on the access and location of choice books.

Big Ideas and Enduring Understandings

- The library is organized for easy access and location of resources
- Browsing and searching are not the same thing
- Knowing how information is organized helps users to find things easier

Essential Questions

- Why do we need to organize library books?
- How would you organize a library?
- Why is it important to have a consistent form of organization used by all libraries?
- What is the quickest way to find a book in your library?
- What's the difference between browsing and searching for a book? Is one way better than the other?

Design Plan

Dewey Decimal System - Overview

Stage 1 – Desired Results

<p>Established Goal(s): Reading GLE's: 2.2.1 – Explain steps in a process 2.3.2 – Apply understanding of systems for organizing information and analyze appropriate sources 2.4.3 – Understand differences between fact and opinion 3.1.1 – Understand how to select and use appropriate resources 3.2.2 – Understand a variety of functional documents Technology Foundation Standards: <ul style="list-style-type: none"> ▪ Students use technology to locate, evaluate, and collect information from a variety of sources ▪ Students use technology resources for solving problems and making informed decisions Information Literacy Standards: 1. Accesses information efficiently and effectively 2. Evaluates information critically and competently 4. Pursues information related to personal interests 8. Practices ethical behavior in regard to information and information technology 9. Participates effectively in groups to pursue and generate information</p>	
<p>Understanding(s): Students will understand that...</p> <ul style="list-style-type: none"> ▪ Nonfiction books are organized ▪ Organization is by categories based on subject matter ▪ Classifications move from broad to specific ▪ Subject searches are general and broad ▪ Title searches are specific and limited ▪ Title searches and subject searches are different ▪ Signage in the library will guide users to appropriate areas 	<p>Essential Question(s): Why do we need to organize library books? How would you organize a library? Why is it important to have a consistent form of organization used by all libraries? What is the quickest way to find a book in your library? What's the difference between browsing and searching for a book? When is one better than the other?</p>
<p>Students will know...</p> <ul style="list-style-type: none"> ▪ Broad categories of classifications (to the 100's) ▪ Corresponding classification numbers for broad categories ▪ Types of books found in each broad category 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Organize books by general Dewey classification numbers (to the 100's) ▪ Access the titles and call numbers of books on a given subject ▪ Locate books by general subject

<p>Students will know...</p> <ul style="list-style-type: none"> ▪ Where each category is found in the student's library ▪ Call numbers are found on the spine label ▪ Books are arranged in number order on the shelves 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Locate books by call number and title ▪ Identify books in general classifications by call number
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> ▪ Classification Activity (Pre-Assessment) ▪ Dewey journals (15 pages, one for each category and other 5 pages for thoughts and reflections) ▪ Formative assessment, <i>Do the Dewey</i>, during checkout for OPAC use and finding books (sample included) 	<p>Other Evidence:</p> <p>Journaling:</p> <ul style="list-style-type: none"> ▪ How will knowing the Dewey Categories change the way you use the library? ▪ When is browsing best? When is searching best?
Stage 3 – Learning Plan	
<p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Classification Activity – pre-assessment (included) 2. Show DVD, <i>Library Skills for Children: Using the Dewey Decimal System</i> by Schlessinger Media. Note taking on teacher handout (included) for key points. 3. Students make Dewey Journals during check out. 4. Review OPAC searches for subject and keyword. Students record differences for each. Discuss: When is it best to use a keyword search? When is it best to use subject? 5. Introduce Formative Assessment, <i>Do the Dewey</i>. Expectation is that it will be filled out and turned in when using the computer for a search. 6. Move through the general classification numbers – Each lesson, before check out, librarian will read aloud and book talk several books from a broad category. Brainstorm characteristics for each category after book preview individually, in small groups and whole class. Students will record the characteristics in their Dewey Journals. 7. Discuss difference between <i>browsing</i> (window-shopping) and <i>searching</i> (specific looking). When is the best situation for each? Record answers in journal 8. Dewey Race in partners (included) 9. Design and make Dewey shelf markers for student's favorite section or for whole library with representation from each of the categories. 	

Was the lesson organized for maximum student learning? Suggestions for next time:

Dewey Decimal System

Critical Understandings

What key knowledge and skills will students acquire as a result of this unit?

Students will understand that...

- Nonfiction books are organized
- Organization is by categories based on subject matter
- Classifications move from broad to specific
- Subject searches are general and broad
- Title searches are specific and limited
- Title searches and subject searches are different
- Signage in the library will guide users to appropriate areas

Students will know...

- Broad categories of classifications (to the 100's)
- Corresponding classification numbers for broad categories (to the 100's)
- Types of books found in each broad category
- Where each category is found in the student's library
- Call numbers are found on the spine label
- Books are arranged in number order on the shelves

Students will be able to...

- Identify the titles and call numbers of books on a given subject using OPAC (Online Public Access Catalogue)
- Locate books by general subject
- Locate books in the library using the call number and title
- Identify books in general classifications by call number
- Organize books by general Dewey classification numbers (to the 100's)

Specific Standards Addressed in Dewey Decimal System Unit:

Reading GLE's:

- 2.2.1 – Explain steps in a process
- 2.2.2 – Apply knowledge of printed and electronic text features to locate and comprehend text
- 2.2.4 – Apply understanding of text organizational structures
- 2.3.1 – Understand and analyze the relationship between and among literary/narrative text and informational/expository text
- 2.3.2 – Apply understanding of systems for organizing information and analyze appropriate sources
- 2.4.1 – Understand how to draw conclusions and give a response to literary/narrative text and informational/expository text
- 2.4.3 – Understand the differences between fact and opinion
- 2.4.5 – Understand how to generalize from text
- 3.1.1 – Understand how to select and use appropriate resources
- 3.2.1 – Understand information gained from reading to perform a specific task
- 3.2.2 – Understand a variety of functional documents
- 3.4.2 – Understand contemporary and traditional literature written in a variety of genres
- 4.2.1 – Evaluate authors and books to select favorites

Technology Foundation Standards:

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.
- Students use technology to locate, evaluate, and collect information from a variety of sources
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks

Information Literacy Standards:

1. Accesses information efficiently and effectively
 - Indicators:
 - 1 – Recognizes the need for information
 - 2 – Recognizes that accurate information is the basis for intelligent decision making
 - 3 – Formulates questions based on information needs
 - 4 – Identifies a variety of potential sources of information
 - 5 – Develops and uses successful strategies for locating information
2. Evaluates information critically and competently
 - Indicators:
 - 1 – Determines accuracy, relevance, and comprehensiveness
 - 2 – Distinguishes among fact, point of view, and opinion
 - 4 – Selects information appropriate to the problem or question at hand

Specific Standards Addressed in Dewey Decimal System Unit: (continued)

3. Uses information accurately and creatively
Indicators:
 - 1 – Organizes information for practical application
 - 2 – Integrates new information into one’s own knowledge
 - 3 – Applies information in critical thinking and problem solving
 - 4 – Produces and communicates information and ideas in appropriate forms
4. Pursues information related to personal interests
Indicator:
 - 1 - Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits
5. Appreciates literature and other creative expression of information
Indicators:
 - 1 – Is a competent and self-motivated reader
 - 2 – Derives meaning from information presented creatively in a variety of formats
 - 3 – Develops creative products in a variety of ways
6. Strives for excellence in information seeking and knowledge generation
Indicators:
 - 1 – Assesses the quality of the process and products of personal information seeking
 - 2 – Devises strategies for revising, improving, and updating self-generated knowledge
7. Recognizes the importance of information to a democratic society
Indicators:
 - 2 – Respects the principle of equitable access to information (sharing)
8. Practices ethical behavior in regard to information and information technology participates effectively in groups to pursue and generate information
Indicator:
 - 3 – Uses information technology responsibly
9. Participates effectively in groups to pursue and generate information
Indicator:
 - 1 – Shares knowledge and information with others
 - 2 – Respects others’ ideas and backgrounds and acknowledges their contributions

Instructional Support Materials

Dewey Decimal Classification Activity
Introduction / Pre-Assessment

Stage 1 – Desired Results	
<p>Established Goal(s): Reading: 2.2.1 – Explain steps in a process 2.3.2 – Apply understanding of systems for organizing information and analyze appropriate sources 2.4.1 – Understand how to draw conclusions and give a response to literary/narrative text and informational/expository text 3.2.2 – Understand a variety of functional documents Writing: 1.6.2 – Uses collaborative skills to adapt writing process 1.6.3 – Uses knowledge of time constraints to adjust writing process 2.4.1 – Produces documents used in a career setting 3.1.1 – Analyzes ideas, selects topic, adds details, and elaborates</p>	
<p>Understanding(s): Students will understand that...</p> <ul style="list-style-type: none"> ▪ Nonfiction books are organized ▪ Organization is by categories based on subject matter 	<p>Essential Question(s): Why do we need to organize library books? How would you organize a library?</p>
<p>Students will know...</p> <ul style="list-style-type: none"> ▪ Broad categories of classifications (to the 100's) ▪ Types of books found in each broad category 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Organize books by general Dewey classification numbers (to the 100's)
Stage 2 – Assessment Evidence	
<p>Performance Task(s): Classification Activity</p>	<p>Other Evidence: Self-reflection: How will knowing the Dewey Categories change the way you use the library?</p>

Stage 3 – Learning Plan**Learning Activities:****Materials:**

Sets of books representing each of the 10 Dewey categories (about 40 books/set) – one set/table

Handouts of Generalized DDC

Notebook paper and pencils

Sticky notes

Reflection journal

Activity:

- Teacher will ask the Essential Question: Why do we need to organize books? What if the library had no organization? How would you find things? How would you organize a library?
- Hand out sets of books to each table.
- Remind students of the rules of cooperative work.
- Ask students to organize the books into 10 different categories. They are to give a name to each category. They may use sticky notes to write the names, but then they will need to transfer the information onto a piece of notebook paper to turn in at the end of the class. They will have 7 minutes to do this.
- At the end of 10 minutes, have groups place their sticky notes on a piece of butcher paper marked into 10 sections, putting close matches together, random notes to the side.
- Together, analyze the titles – how many similar titles? Did they come up with 10 groups? What information did students use in deciding which books went together?
- Hand out the list of 10 general Dewey categories. How closely do these match the students'?
- Using the Dewey handout, ask students to re-group books as needed to fit the actual Dewey categories.
- On a separate sheet of paper, groups will write the titles and authors of the books they put in each Dewey category.
- Self-reflection journal: How will knowing the Dewey categories change the way you use the library?

Notes for curriculum improvement:

Name _____ Class _____
Worksheet to go with the DVD *Using the Dewey Decimal System* produced by
Schlessinger Media.

1. How many bones in the human body? _____
2. How did the children first organize the books?

3. Why didn't this work?

4. Nonfiction = _____ books
5. Works of the imagination are called _____.
6. The numbers and letters on the spine label are like the book's
a _____.
7. Nonfiction books use the _____ Decimal System.
8. _____ means putting similar things together and
keeping different things apart.
9. Melville Dewey organized categories into how many major classes?

10. The 900's include _____ and _____.
11. Books about fiction (like plays and poetry) are in the _____.
12. You may find other books you want by _____.
13. Soccer can be found in what Dewey number? _____
14. OPAC stands for _____
_____.

Name _____

Class _____

Do the Dewey: Dewey Race

You are *Doing the Dewey!* See how many of the blanks you can fill in before the end of class. Use the library signs and what you know about the DDCS. You will need to look on the shelves to fill in the titles.

Class #	Class Name	Title
1. 300's		Navy Seals
2.	Literature	Where the Sidewalk Ends
3. 600's	Applied Science/Tech.	
4.	Natural Science	The Sun
5. 200's		Animals in the Bible
6. 700's		How to Draw Animals
7.	Philosophy & Psychology	What Makes Me Feel This Way
8. 400's	Language	
9. 900's		Washington State
10.	Social Sciences	Epossumondas
11. 500's	Natural Science	
12. 700's		Gymnastics for Beginners
13.	Literature	Famous Plays for Kids
14. 500's		Penguins
15. 900's		Abraham Lincoln
16. 300's	Social Sciences	
17.	Arts & Recreation	Magic Tricks
18.	Language	Sign Language Alphabet
19. 600's		My Pet Rabbit
20.		The American Revolution

You did the Dewey!

Sample of OPAC / Dewey Search Formative Assessment

<p style="text-align: center;">Do the Dewey! Name _____</p> <p>Search word(s): _____</p> <p>Circle search type: keyword subject author title other: _____</p> <p>If your search was successful write:</p> <p>Title of book(s): _____</p> <p>_____</p> <p>Call Number(s): _____</p> <p>_____</p> <p>Were you able to find the book on your own? _____ If the search was unsuccessful, tell why: _____</p> <p>_____</p>

References:

Schlessinger Media. (2005). *Library skills for children: Using the dewey decimal system.*

Wynnewood, PA: Library Video Company.

PRINT ENCYCLOPEDIA

Explanation

The online encyclopedia is introduced at the beginning of the curriculum design plan because it is high interest for students and integrates well with keyword searches. The print encyclopedia is introduced to third graders toward the end of the year because of the difficult reading level and more demanding text forms. It is the hope that prior experience with some of these text forms in previous units will help students reach higher levels of success with print encyclopedias.

Generally, the print encyclopedia is one of the elementary school library's more expensive purchases. In most schools, the higher cost prohibits duplicate copies. Therefore, it may be necessary for students to pair up during this unit. Pairing students will help some of the struggling readers become successful with the difficult text.

Big Ideas and Enduring Understandings

- Print encyclopedias provide easy access to information
- They are a valid, reliable source of facts
- Access to current information may be better gained through the online version
- Encyclopedias use alphabetical order and subject headings

Essential Questions

- What system of organization does the encyclopedia use: What other resources use the same system?
- In what way is the encyclopedia a useful resource?
- When is it not a good choice for a resource?

Design Plan

Print Encyclopedia - Overview

Stage 1 – Desired Results**Established Goal(s):**

Reading GLE's:

2.2.4 – Apply understanding of simple text organizational structures

2.3.2 – Apply understanding of systems for organizing information and analyze appropriate sources

2.4.5 – Understand how to generalize from text

3.1.1 – Understand how to select and use appropriate resources

3.2.2 – Understand a variety of functional documents

Information Literacy Standards:

1. Accesses information efficiently and effectively
2. Evaluates information critically and competently
4. Pursues information related to personal interests
7. Recognizes the importance of information in a democratic society
8. Practices ethical behavior in regard to information and information technology
9. Participates effectively in groups to pursue and generate information

Understanding(s):

Students will understand that...

- Access to information is by a subject search
- Headings move from broad to specific
- Index searches are specific
- Guide letters on the spine label are similar to guide words in a dictionary or phonebook

Essential Question(s):

What system of organization does the encyclopedia use? What other resources use the same system?

In what way is the encyclopedia a useful resource?

When is it not a good choice for a resource?

How do you take good notes?

Understanding(s) (continued):

Students will know...

- Organized by alphabetical order
- Guide words are located at the top of each page
- Guide words tell the first and last words on the page
- Print encyclopedia is one reliable, factual, resource for information

Students will be able to...

- Find information on subject of interest in the encyclopedia by browsing using guide words
- Identify text features of pictures, maps, title, headings, and sub-headings in the encyclopedia
- Generate and answer questions based on subject of interest
- Summarize passages of interest for brief notes

Stage 2 – Assessment Evidence	
Performance Task(s): <ul style="list-style-type: none"> ▪ Pre- Assessment: discussion of essential questions ▪ 2 column note taking ▪ Summative assessment paragraph 	Other Evidence: List of text forms and features and systems of organization Topics and question activity
Stage 3 – Learning Plan	
Learning Activities: <ol style="list-style-type: none"> 1. Class discussion on Essential Questions: What is an encyclopedia? When is it useful? When is it not a good resource? 2. In partners, look thru a volume of an encyclopedia. In journals, list all systems of organization and all text features noted in encyclopedia (example included) 3. Students brainstorm list of 3 topics and at least 3 questions to go with each topic. Teacher models first. 4. Students research topics using 2 column notes (example included). 5. Assessment: Students write a research paragraph on topic of interest using 2 column notes. 	

Was the lesson organized for maximum student learning? Suggestions for next time:

Encyclopedia - Print
Critical Understandings

What key knowledge and skills will students acquire as a result of this unit?

Students will understand that...

- Access to information is by a subject search
- Headings move from broad to specific
- Index searches are specific
- Guide letters on the spine label are similar to guide words in a dictionary or phonebook

Students will know...

- Encyclopedias are organized by alphabetical order
- Guide words are located at the top of each page
- Guide words tell the first and last words on the page
- The print encyclopedia is one reliable, factual, resource for information

Students will be able to...

- Find information on subject of interest in the encyclopedia by browsing using guide words
- Identify text features of pictures, maps, title, headings, and sub-headings in the encyclopedia

Specific Standards Addressed in Print Encyclopedia Unit:

Reading GLE's:

- 1.3.1 – Understand and apply new vocabulary.
- 2.1.3 – Apply comprehension monitoring strategies before, during and after reading: main ideas.
- 2.1.4 – Apply comprehension monitoring strategies before, during and after reading: use prior knowledge/schema.
- 2.1.6 – Apply comprehension monitoring strategies before, during and after reading: monitor for meaning, create mental images, and generate and answer questions.
- 2.1.7 – Apply comprehension monitoring strategies before, during, and after reading: summarize grade-level literary/narrative text and informational/expository text.
- 2.2.2 – Apply knowledge of printed and electronic text features to locate and comprehend text.
- 2.2.4 – Apply understanding of simple text organizational structures.
- 2.3.2 – Apply understanding of systems for organizing information.
- 2.4.3 – Understand the difference between fact and opinion.
- 2.4.5 – Understand how to generalize from text.
- 3.1.1 – Understand how to select and use appropriate resources.
- 3.2.2 – Understand a variety of functional documents.

Information Literacy Standards:

1. Accesses information efficiently and effectively
 - Indicators:
 - 1 – Recognizes the need for information
 - 2 – Recognizes that accurate information is the basis for intelligent decision making
 - 3 – Formulates questions based on information needs.
 - 4 – Identifies a variety of potential sources of information
 - 5 – Develops and uses successful strategies for locating information
2. Evaluates information critically and competently
 - Indicators:
 - 1 – Determines accuracy, relevance, and comprehensiveness
 - 2 – Distinguishes among fact, point of view, and opinion
 - 4 – Selects information appropriate to the problem or question at hand
3. Uses information accurately and creatively
 - Indicators:
 - 2 – Integrates new information into one's own knowledge
 - 3 – Applies information in critical thinking and problem solving
 - 4 – Produces and communicates information and ideas in appropriate forms
4. Pursues information related to personal interests
 - 1 – Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits
 - 2 – Designs, develops, and evaluates information products and solutions related to personal interests

5. Appreciates literature and other creative expression of information
 - 1 – Is a competent and self-motivated reader
 - 2 – Derives meaning from information presented creatively in a variety of formats
 - 3 – Develops creative products in a variety of formats
6. Strives for excellence in information seeking and knowledge generation
 - Indicators:
 - 2 – Devises strategies for revising, improving, and updating self-generated knowledge
7. Recognizes the importance of information to a democratic society
 - 2 – Respects the principle of equitable access to information (sharing)
8. Practices ethical behavior in regard to information and information technology
 - participates effectively in groups to pursue and generate information
 - Indicator:
 - 3 – Uses information technology responsibly
9. Participates effectively in groups to pursue and generate information
 - Indicator:
 - 1 – Shares knowledge and information with others
 - 2 – Respects others' ideas and backgrounds and acknowledges their contributions

Instructional Support Materials

Example of a T-Chart for note-taking:

Resource: Print Encyclopedia

Text Features	Systems of Organization

Example of Two Column Notes:

Title = Alligator

Food	Fish, frogs, snakes, turtles, birds, mammals
Lives	Freshwater swamps, lakes, bayous Southeastern U.S.
Size	6-20 feet long
other	Moms carry babies in mouth for almost a year after they've hatched

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APPENDIXES

Appendix A

Washington State's Essential Academic Learning Requirements for

Reading—Grade 3

Taken directly from:

Office of Superintendent of Public Instruction (OSPI), (2004). *K – 10 grade level expectations: A new level of specificity* [Electronic version]. (Document No. 04-0001). Olympia: WA. Retrieved on July 6, 2006, from <http://www.k12.wa.us/CurriculumInstruct/Reading/default.aspx>

In third grade, students select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to a wider variety of literary of literary genres and informational text. Students demonstrate comprehension by participating in discussions, writing responses, and using evidence from text to support their thinking. They read for pleasure and choose books based on personal preference, topic, or author.

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.1 Use word recognition skills and strategies to read and comprehend text.

1.1.4 Apply understanding of phonics.

- Read words containing complex letter patterns and/or word families (e.g., -ieve, -eive, -ield) in isolation and in context.
- Apply multi-syllabic decoding when reading words in all text.

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.1 Apply reference skills to determine word meanings.

- Use glossaries and dictionaries to find and confirm word meanings.

1.2.2 Apply vocabulary strategies in grade-level text.

- Use the meanings of prefixes, suffixes, and abbreviated words to determine the meaning of unknown words in grade-level text.
- Describe how word meanings change as affixes are added to base words (e.g., rest/unrest/restful).
- Re-read to clarify, read on, ask for help, adjust reading rate, and use knowledge of print conventions to determine meaning of unknown words in informational/expository text and literary/narrative text.
- Use prior knowledge, context, pictures, illustrations, and diagrams to predict, clarify, and/or expand word meaning, including multiple-meaning words.

Component 1.3 Build vocabulary through wide reading.

1.3.1 Understand and apply new vocabulary.

- Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication.

1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text. **W**

- Define words and concepts necessary for understanding math, science, social studies, literature, and other content area text.
- Select, from multiple choices, the meaning of words necessary to understand content/academic text.
- Explain that some words have a different meaning in different content/academic texts (e.g., area in math and geography).
- Use new vocabulary in oral and written communication.

Component 1.4 Apply word recognition skills and strategies to read fluently.

1.4.2 Apply fluency to enhance comprehension.

- Read aloud familiar grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression.
- Read aloud unpracticed grade-level text with fluency in a range of 110–120+ words correct per minute.

1.4.3 Apply different reading rates to match text.

- Adjust reading rate to match difficulty of texts (e.g., content/academic text) and for different purposes (e.g., pleasure reading vs. reading for information).

EALR 2: The student understands the meaning of what is read.

Component 2.1 Demonstrate evidence of reading comprehension.

2.1.3 Apply comprehension monitoring strategies before, during, and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text. **W**

- State main idea of an informational/expository text passage and give two reasons from the text supporting the choice.
- State the main idea of a literary/narrative text passage and support with two details from the story.
- Select, from multiple choices, the main idea of a passage, poem, or selection.

- Select, from multiple choices, a title that best fits the selection and support the choice with text evidence/details.
- State the theme/message in culturally relevant literary/narrative text and support with text-based evidence with teacher guidance.
- Organize main ideas and supporting details in a teacher-selected graphic organizer to enhance comprehension of text.

2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema.

- Explain connections between self and characters, events, and information occurring within culturally relevant text or among multiple texts.
- Call on prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text

2.1.5 Apply comprehension strategies before, during, and after reading: predict and infer from grade-level informational/expository text and/or literary/narrative text. W

- Predict or infer about text content using prior knowledge, text, and text features in both informational/expository and literary/narrative text. Support with evidence from text (e.g., how a character will act, why a character acts a certain way, why an author includes certain information, and what might happen next).
- Use text to make, confirm, or revise inferences and predictions in both literary/narrative and informational/expository text.
- Select, from multiple choices, a prediction or inference from literary/narrative text (e.g., how a poet or author feels, how a character feels, what a character will do, what is likely to happen next or at the end of the story or poem).
- Select, from multiple choices, a prediction or inference from informational/expository text (e.g., what is likely to happen, or what will happen next).
- Organize information that supports a prediction or inference in a teacher-selected graphic organizer to enhance comprehension.

2.1.6 Apply comprehension monitoring strategies before, during, and after reading: monitor for meaning, create mental images, and generate and answer questions.

- Monitor for meaning by identifying where and why comprehension was lost and use comprehension-repair strategies to regain meaning.
- Generate and answer questions before, during, and after reading.
- Draw, write about, or verbally describe the mental imagery that occurs while reading.
- Organize images and information into a graphic organizer with teacher guidance, to enhance comprehension of text (e.g., add information to a partially completed organizer).

2.1.7 Apply comprehension strategies during and after reading: summarize grade-level literary/narrative text and informational/expository text. W

- Summarize the events or ideas in literary/narrative text, citing text-based evidence.

- Summarize the events, information, or ideas in informational/expository text (e.g., the life cycle of a frog, characteristics of a desert, life events in a biography), citing text-based evidence.
- Summarize the plot/message in culturally relevant literary/narrative text.
- Select, from multiple choices, a sentence that best summarizes the story or informational/expository selection and support the choice with text evidence/details.
- Organize summary information in a teacher-selected graphic organizer to enhance comprehension.

Component 2.2 Understand and apply knowledge of text components to comprehend text.

2.2.1 Understand sequence in informational/expository text and literary/narrative text. W

- Explain story ideas or events in sequential order. (Note: Differences in story telling order exist between cultures. For example, in some cultures the end of the story is told first.)
- Explain steps in a process (e.g., problem solving in mathematics, life cycle of a butterfly).
- Select, from multiple choices, the order of ideas, facts, events (e.g., what happened first, next, last; the order in which ideas or facts were introduced).

2.2.2 Apply knowledge of printed and electronic text features to locate and comprehend text. W

- Identify and use grade-level appropriate text features.
- Explain how certain text features help you understand the selection.
- Interpret information from graphs, charts, diagrams, and tables.
- Identify, from multiple choices, where certain information/ideas might be found in the text.
- Use icons, pull-down menus, key word searches.

2.2.3 Understand story elements. W

- Describe characters' physical traits and infer personality traits by what they say and do.
- Describe the problem faced by a character and how he/she/it solves the problem.
- Explain how the setting is important to the story.
- Identify the speaker (narrator) in a selection and explain first person point of view.
- Select, from multiple choices, the best description of a character or setting in a story or poem (e.g., character traits, feelings, character's problem, or importance of character).

2.2.4 Apply understanding of simple text organizational structures.

- Recognize and use previously learned text organizational structures of simple listing and sequential order to aid comprehension.

- Identify and use text written in the text organizational structures of description and compare and contrast to find and organize information and comprehend text.

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

2.3.1 Understand and analyze the relationship between and among informational/expository text and literary/narrative text. W

- Compare and contrast information (e.g., facts and details, literary/narrative elements, different versions of the same story, time period, cultures) within text and between texts.
- Select, from multiple choices, a sentence that describes how specific literary/narrative elements are alike or different in a poem or story (e.g., two characters and/or their feelings, a character and the author, two events, two settings).
- Select, from multiple choices, a sentence that describes how information is alike or different (e.g., information from two selections).
- Recognize and explain cause and effect relationships in informational/expository and literary/narrative text, using evidence from the text.
- Select, from multiple choices, a sentence that explains the cause of events or the effects of actions.

2.3.2 Apply understanding of systems for organizing information.

- Use alphabetical, numerical, and key word/topic systems to locate information on a specific topic or for a specific purpose in an encyclopedia or dictionary.

2.3.3 Understand literary/narrative devices.

- Explain similes, metaphors, alliterative sentences, and onomatopoeia and identify each in literary/narrative passages.

Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.

2.4.1 Understand how to draw conclusions and give a response to informational/expository text and literary/narrative text. W

- Generate a personal or text-based response to text using a teacher-generated prompt (e.g., what would be the best/worst part of an event or situation).
- Draw a conclusion from grade-level text (e.g., how the story or information might be useful, to whom the story or information might be useful) and support with evidence from the text.

2.4.2 Understand the author's purpose for and style of writing in both informational/expository text and literary/narrative text. W

- Decide on the author's purpose for writing a selection and support the decision with evidence/details from the text.

- Identify simple elements of style (word choice, sentence structure and length, literary devices) (with teacher guidance).

2.4.3 Understand the difference between fact and opinion. W

- Identify facts and opinions and explain the difference between them.
- Select, from multiple choices, a statement that is a fact or an opinion.

2.4.4 Evaluate author's effectiveness for a chosen audience.

- Read an article and explain whether the author convinced the reader to think or act differently. W

2.4.5 Understand how to generalize from text. W

- Generalize about common characteristics of literary/narrative sub-genres.
- Generalize by comparing characters in similar stories from different cultures (e.g., Cinderella/The Rough-Faced Girl or Little Red Riding Hood/Lon Po Po).

EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Read to learn new information.

3.1.1 Understand how to select and use appropriate resources.

- Identify two resources and use them to answer a question or solve a problem.

Component 3.2 Read to perform a task.

3.2.1 Understand information gained from reading to perform a specific task.

- Use signs, labels, and instructions to answer questions or complete a task, using grade-level text.
- Interpret information from common environmental print to solve a problem or perform a task (e.g., set up and run a science experiment using steps outlined in text).

3.2.2 Understand a variety of functional documents.

- Explain the information in functional documents that are used in a school setting to communicate information (e.g., notes home to family members, rules, newsletters, schedules).

Component 3.4 Read for literary experience in a variety of genres.

3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.

- Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response.

3.4.2 Understand contemporary and traditional literature written in a variety of genres.

- Explain the characteristics of a variety of genres.
- Respond to literature from multiple genres using teacher prompts appropriate to the text and content.

3.4.3 Understand a variety of literature representing different cultures and traditions.

- Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from those of the reader.

EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.1 Assess reading strengths and need for improvement.

4.1.1 Apply strategies to monitor reading progress.

- Identify reading strengths and weaknesses with teacher assistance and select targets on which to work.
- Track progress in reading achievement with graphs, charts, and checklists.

4.1.2 Understand how to set grade-level appropriate reading goals.

- Set two reading goals and create a plan to meet those goals with teacher assistance.

Component 4.2 Develop interests and share reading experiences.

4.2.1 Evaluate authors and books to select favorites.

- Develop a list of favorite authors and books, including the reason each was selected for the list, and share with others.
- Self-select books to read at an instructional level and an independent level.

Source:

Office of Superintendent of Public Instruction (OSPI), (2004). K – 10 grade level expectations: A new level of specificity [Electronic version]. (Document No. 04-0001). Olympia: WA. Retrieved on July 6, 2006, from <http://www.k12.wa.us/CurriculumInstruct/Reading/default.aspx>

Appendix B

Washington State Text Forms and Features List

Grade 3 – GLE 2.1.5 & 2.2.2

Source:

Office of Superintendent of Public Instruction (OSPI), (2004). *On-line grade level resources*. Retrieved on July 6, 2006, from <http://www.k12.wa.us/Ealrs/TopNav/PrintGLEDocs.aspx>

Advertisements

Why	What
<p>To develop loyalty to a cause, person, or product.</p> <p>To tantalize, persuade, and invite.</p> <p>To circularize information and</p> <p>To promote an event, product, cause, or person.</p> <p>To endorse a product over that of a competitor.</p> <p>To correct actual or perceived misinformation.</p> <p>To generate good will.</p> <p>To sell a service or product.</p>	<p>Billboards, fliers, circulars.</p> <p>Pamphlets, posters, packaging.</p> <p>Blurbs.</p> <p>TV and radio spots.</p> <p>Inserts or notices in magazines and newspapers.</p>
<p style="text-align: center;">Text Features</p> <p>Uses concise language structures.</p> <p>Sometimes a third party is involved in sponsorship.</p> <p>Persuasive language – superlatives, comparisons with competitors.</p> <p>Abbreviated language and often abbreviations – the latter are often specialized or technical terms.</p> <p>Extensive use of graphics – layout, color, type font and size, and visual images.</p> <p>Often emphasize price, quality, reliability, new or current product.</p> <p>Often designed to appeal to a specific audience or to extend audience.</p> <p>Elements of urgency – limited availability, special offer, sale, discount.</p> <p>Other vocabulary: trademark, retail price, guarantee, warranty, special conditions apply, ingredients.</p> <p>Text Features (continued)</p> <p>Most include contact information.</p> <p>Radio and TV ads may include jingle or song; printed ads will probably include a</p>	

logo of the product or company.
 Excellence or superiority is often claimed rather than proven or backed by research.
 Asterisk often refers to the “fine print” and the conditions or limitations or warnings.
 Size or duration varies.
 Almost always linked to revenue.
 Often uses metaphors.

Biographies

<p>Why To highlight achievements. To dispel biased views. To publicize the subject. To perpetuate the memory of a person or achievements. To reflect on aspects of historical interest.</p>	<p>What A written account of a person’s life that focuses on character and career or achievements. Ideally, an accurate history of a person’s life (as perceived at that time) and a reflection of the time and place in which he/she lived.</p>
<p style="text-align: center;">Text Features</p> <p>Detail may include family background, childhood experiences, education, personality traits, business ventures, comments by critics, contributions to his or her field of work or interest and the effects of these. Usually well researched. Research base may include diaries, newspaper clippings, official documents, subject’s letters and memos to or from others, memories of contemporaries, personal knowledge. Illustrative material usually photographic. Photographs usually between signatures of book. Probably includes quotes or comments from other people. Usually shortcomings as well as virtues highlighted, or at least included. Usually organized chronologically. May be written while subject still alive or posthumously. Chapter headings usually descriptive.</p>	

Brochures

<p>Why To inform. To invite. To persuade. To market a product, attraction, or event. To create interest and good will.</p>	<p>What Single sheet, often folded, of promotional material advertising a product, attraction, or event.</p>
<p>Text Features</p> <p>Symbols. Abbreviations. Directions. Color, font, type size and layout are important. Schedules and timetables. Language may vary within one brochure from concise and factual (especially when giving information of price, responsibilities, reservations) to emotive and persuasive descriptions using superlatives and making comparisons to competitors. Vocabulary: guarantee, reservations, responsibility, warranty, location. Contact information – address, phone, fax, Internet. Illustrative material often includes photographs portraying best aspects of subject .</p>	

Checklists

<p>Why To provide an easily accessible reference for recording achievements or progress points.</p>	<p>What Items or names listed for comparison, checking, or assessment.</p>
<p>Text Features</p> <p>Often set up as a table. May be for cumulative use or as a one-of check. Markings may be a simple tick/cross/dash or a quantitative rating. Descriptors of expectation or standard often listed for checking. Entries on checklist may be sequenced in order of challenge or sequence of execution.</p>	

Diagrams

<p>Why To draw attention to specific parts. To describe the sequence. To identify components. To summarize. To show relativity. To show layout.</p>	<p>What A sketch, plan, or outline demonstrating the form or workings of something. A pictorial representation of an object or parts thereof. Cut-away diagrams, cyclic diagrams, scale diagram, sequence diagram, Venn diagram.</p>
<p>Text Features</p> <p>Arrows. Captions. Labels – words out of textual context, but pictures provide context. May not be adjacent to relevant section of text. Vocabulary: figure, top/bottom left/right.</p>	

Encyclopedias

<p>Why To provide accessible reference material. To give facts about a topic.</p>	<p>What A book or collection of volumes containing brief articles or information on various topics, often arranged alphabetically, dealing either with a range of knowledge or with a specific focus.</p>
<p>Text Features</p> <p>Usually updated regularly, hence editions are important. Preface to each edition noting reason for or summary of changes. Usually includes some illustrative material. Carefully researched. Usually objective with little or no bias. Detailed index with key reference usually in bold. Abbreviations. Often in columns with guidewords.</p>	

Essays

<p>Why To explain, explore, or argue ideas on a single topic.</p>	<p>What A short, non-exhaustive composition where ideas on a single topic or theme are explained or argued in an interesting manner. Formal essays, informal essays, biographical essays, photo essays, narrative essays, question responses.</p>
<p style="text-align: center;">Text Features</p> <p>Nearly always written in prose (note: photo essays). Maintains tight focus on topic. Most essays are relatively short. Follow clear organizational form. Directed toward a specific audience. May include cause and effect, analogies, opinion, persuasion, classification, descriptions, reviews, comparison and contrast. Introductory sentence presents issue and perspective.</p>	

Folk Tales

<p>Why To tell an entertaining story. To reveal human nature. To instill cultural beliefs, values, and practices. To explain natural and social phenomena. To kindle imagination. To discover universal qualities of humankind.</p>	<p>What Forms for narrative that have been handed down. Epics, fairy tales, ballads, myths, legends, fables, folk stories.</p>
<p style="text-align: center;">Text Features</p> <p>May not have been intended for children, but strong plot, quick action, and identifiable structure have attracted children through ages and cultures. Usually reasonably short. Always ends happily. The “underdog” usually triumphs or good overcomes evil. Wishes come true as a result of a test or struggle. Contain an element of magic. Every culture has its own folklore reflecting its history and values. Identifiable structure. Action quickly reflects direct plot. Characters, setting, and problem revealed early. Characters often opposite in personality and appearance – usually several adjectives to describe each character. Quick ending contains resolution – instant painless death; lavish wedding without apparent preparation.</p>	

Folk Tales Text Features (continued)
 Repetition a basic element – repetition often related to number of characters.
 Three is a common element – characters, main episodes, attempts to solve problems.
 Chants or repeated verses are common.
 Always set in yesteryear.
 Many versions of same tale – often adapted to a culture but also many versions within a culture.
 The same theme is reflected in different tales in different cultures.

Graphic Organizers

<p>Why To organize, remember, and master concepts graphically. To record information To problem solve Strengths and weaknesses of understanding become clearly evident.</p>	<p>What Valuable instructional tools used to show the order and completeness of a student's thought process graphically.</p>
<p>Text Features</p> <p>Can be used as a way to: Analyze Brainstorm Compare and Contrast Evaluate Hypothesize Interact Sequence Visualize</p> <p>Often uses short words or phrases making them ideal for many types of learners, including English Language Learners with intermediate proficiency. May show different aspects of an issue or problem.</p>	

Introductions

<p>Why To state author's intention. To provide information about what caused work to be written or purpose of book. To give an idea of the theme and scope of the work and perhaps the setting.</p>	<p>What A short explanatory chapter or paragraph that follows the table of contents.</p>
<p>Text Features</p> <p>If not written by the author, this section is called a foreword. May include an overview or a succinct summary of the shape of the book. If the author has organized the book into sections, these will be explained.</p>	

Key Word Search

<p>Why To help search engines readily identify and better index various web sites for information.</p>	<p>What A term or phrase the computer user types in order to begin an online search for specific information.</p>
<p>Text Features</p> <p>Enter search information in the search box displayed at the top of the screen and click go.</p>	

Legends

<p>Why To explain a social phenomena. To focus on positive character traits. To present models of behavior and ethics. To use story to explain aspects of human nature.</p>	<p>What Narratives often part fact and part fiction about the life and deeds of a famous hero or a saint, kept alive mainly through oral retellings. Stories about heroes before the time of recorded history.</p>
<p>Text Features</p> <p>Focuses on character traits, especially of strength and bravery. Often exaggerated accounts – some of the acts of heroism become more exaggerated with each retelling. Many have historical basis. Many follow the pattern of traditional tales. Often called hero myths. Often distinguished from myths in that they have human rather than gods as characters and they sometimes have a historical basis which myths do not have. Many epics are based on legends.</p>	

Magazine Articles

<p>Why To explain, inform, express opinion, report. To engender interest or response.</p>	<p>What Short text within a collection. Often a stand-alone item within the collection, either by form or content.</p>
<p>Text Features</p> <p>Usually topical or current and linked to focus of magazine. May be by regular contributor to magazine. May be a one-of topic. Often biased.</p>	

Novels

<p>Why To entertain. To cause reflection on one's own life. To live vicariously. To provoke emotion. To encourage thought.</p>	<p>What A lengthy fictional narrative in prose form, presenting incidents, characters, and a setting shaped in a sequence or plot. Detective story, romantic novel, historical novel, science fiction, contemporary.</p>
<p style="text-align: center;">Text Features</p> <p>Although the work is fictional, the author presents the characters, incidents, and settings as realistically as possible. Most widely read form of literature. Usually long enough to be a publication by itself. Relationships and their changing nature are usually essential elements in a novel. Usually no table of contents. Chapter headings usually numbered rather than titled. Plot is presented through thought, action, speech of characters. Each type of novel has its own Text Features, for example, historical novels: Setting gains greater importance – clothing transport, social protocol, houses must all reflect time and place. Dialog may include unusual structures or phrases or words may have a different meaning requiring the reader to make greater use of context and perhaps employ read-on strategies. May require extra background knowledge or extra attention to detail if reading is not to be interrupted. Researching usually past tense – if not, the reader will have to remember setting and time to cope with actions and dialog.</p>	

Parentheses

<p>Why To set apart clarifying, explanatory, or digressive words, phrases or sentences. To enclose numerals marking divisions in a text.</p>	<p>What The enclosure of expressions that are not essential to the meaning of the sentence but which can clarify or deepen understanding. Brackets that enclose a word or group of words that interrupt a sentence are called parentheses.</p>
<p style="text-align: center;">Text Features</p> <p>Parentheses are used to enclose scientific names of plants or animals. The parentheses may come within a sentence but can sometimes follow a sentence depending on whether it refers to part or all of the sentence. If brackets are not used, paired commas enclose the extra material.</p>	

Pie Graphs

<p>Why To represent information in a visual manner.</p>	<p>What A circular graph having radii dividing the circle into triangular sections that are equal in angle and area to the size of the quantities represented.</p>
<p>Text Features</p> <p>May also be called a circle graph. Information is usually shown as fractions or percentages.</p>	

Subheadings

<p>Why To provide quick access to a specific piece of text. To clarify organization of a work.</p>	<p>What The heading or title of a subdivision or subsection of a printed work, usually nonfiction. Short, succinct descriptors of content of a paragraph or small section of text.</p>
<p>Text Features</p> <p>Usually has a strong link to the first sentence in the following text which often includes a word from the subheading. Some scientific or technical works require levels of subheadings and these are sometimes numbered. Usually set on a line separate from the text or in the margin (as a shoulder heading or margin entry). Sometimes uses as running heads.</p>	

Tables

<p>Why To present data for comparison in a succinct form.</p>	<p>What A framework for collecting, recording, and comparing data. An economical method of providing readers of a nonfiction book with detailed, often numerical, information.</p>
<p>Text Features</p> <p>Often includes numerical information. Supported by a heading and/or caption. Often cited as a figure (fig). Vocabulary: cells, rows. Reader often left to draw own conclusions or to test conclusions of others. May provide more detail to sections of text. Best tables are simple – too much information confuses the purpose. When more than one table is included in a work, each is numbered. Title should clearly indicate purpose of table. Caption should include source of information.</p>	