



Dover Area School District Curriculum K-U-D  
Third Grade Library

Subject	Standards	Know	Understand	Do
Introduction and Information	<b>AASL</b>	Procedures	Understand the organization of the library and library behavior	Identify Librarian and book location
	III.A.1 Demonstrating their desire to broaden and deepen understanding III.A.2 Developing new understandings through engagement in a learning group III.D.1 Actively contributing to group discussions III.D.2 Recognizing learning as a social responsibility			Demonstrate acceptable behavior
	<b>Career Ready Practices</b>	Book Care	Understand the proper care and return of library materials	Demonstrate good habits when handling print materials
	CRP1 Act as a responsible and contributing citizen CRP2 Apply appropriate academic and technical skills			Follow proper check out and return procedures
Reading and Listening Comprehension	<b>AASL</b>	Organization	Understand the organization of the library and how the materials are connected to Follett Destiny.	Follow proper place holder usage
	I.C.1 Interacting with content presented by others III.D.1 Actively contributing to group discussions V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance			Locate area(s) where: easy fiction books are found fiction and nonfiction are found
	<b>Career Ready Practices</b>			Distinguish between fact and fiction in literature
	CRP4 Communicate clearly and effectively and with reason <b>ISTE</b> 1.1d Students understand the fundamental concepts of technology operations			Answer questions about fiction and nonfiction selections
	<b>AASL</b>			Locate nonfiction books

Parts of a Book and Use of Resources	<p>I.C.1 Interacting with content presented by others  V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes  V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance</p> <p><b>Career Ready Practices</b></p> <p>CRP 2 Apply appropriate academic and technical skills</p> <p><b>ISTE</b></p> <p>1.1d Students understand the fundamental concepts of technology operations</p>	Elements of Nonfiction Text	<p>Reading for information has lifelong applications  Information from various resources must be analyzed and applied appropriately  Books contain various formats, presentations, parts and each serves a purpose and/or conveys information</p>	<p>Identify the basic parts of a book - cover, front and back pages, illustrations, spine, title page</p> <p>Locate title and author on the front cover  Locate and use tables of contents, glossary, index</p> <p>Listen to stories presented in a variety of formats: oral storytelling, print, electronic and video</p> <p>Recognize that nonfiction books are arranged by subject areas  Compare and contrast fiction and nonfiction literature on the same subject</p>
Media Enrichment, Book Selection and Literature Appreciation	<p><b>AASL</b></p> <p>III.D.1 Actively contributing to group discussions  D.2 Recognizing learning as a social responsibility  2 Identifying possible sources of information</p> <p><b>Career Ready Practices</b></p> <p>CRP2 Apply appropriate academic and technical skills</p> <p><b>ISTE</b></p> <p>1.1d Students understand the fundamental concepts of technology operations</p>	Reading for pleasure	<p>Reading for pleasure or information has lifelong applications  Understand the elements of literature  Understand that literature can influence personal growth and development</p>	<p>Biography, fairy tales</p> <p>Identify the roles of an author and an illustrator</p> <p>Experience works of some well-known children’s authors  Obtain information from various types of literature which include the following: fiction, nonfiction,  Listen to a variety of stories and poems  Participate in choral speaking and echo reading of short poems, rhymes, stories with repeated patterns  Use pictures/illustrations as clues to events in the story  Tell events in story which happened in beginning, middle and end  Recognize a fairy tale/fable/tall tale when one is read aloud  Recognize that some nonfiction books are written about real people’s lives  Scan text for titles, pictures, section heading, to set purpose for reading and determine/predict if a Material is fiction or nonfiction  Recognize story element: setting, characters feelings, traits, actions, main idea, problems and solutions</p>
Digital Citizenship and Technology Skills	<p><b>AASL</b></p> <p>I.A.1 Formulating questions about personal interest or curricular topic  I.A.2 Recalling prior and background knowledge as context for new meaning</p> <p><b>Career Ready Practices</b></p> <p>CRP 2 Apply appropriate academic and technical skills</p> <p><b>ISTE</b></p>	<p>Safety</p> <p>Analyze sources</p>	<p>Finding different kinds of sites and safety on them has lifelong applications</p> <p>Information from various sources must be analyzed and applied appropriately</p>	<p>Compare safety online with safety in the real world</p> <p>Explain rules for traveling safely on the internet and recognize websites that are good for them to visit</p> <p>Demonstrate ways to be safe online</p> <p>Identify and explore different features of a website</p> <p>Identify apps and programs they can use</p>

	1.1d Students understand the fundamental concepts of technology operations 1.3a Students plan and employ strategies to locate information and other resources	Analyze information	Sites contain various pieces of information	Demonstrate ways to use technology appropriately
Reference and Research	<b>AASL</b>			
	IV.B.1 Seeking a variety of sources IV.B.4 Organizing information by priority, topic, or other systematic scheme V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes V.A.2 Reflecting and questioning assumptions and possible misconceptions V.A.3 Engaging in inquiry-based processes for personal growth V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance VI.B.1 Ethically using and reproducing others' work VI.B.2 Acknowledging authorship and demonstrating respect for the intellectual property of others VI.B.3 Including elements in personal-knowledge products that allow others to credit content appropriately	Becoming a lifelong learner	Reading for information has lifelong applications	Recognize nonfiction and easy nonfiction books as reference books
	<b>Career Ready Practices</b>			
	CRP1 Act as a responsible and contributing citizen and employee CRP2 Apply appropriate academic and technical skills CRP7 Employ valid and reliable research strategies CRP8 Utilize critical thinking to make sense of problems and persevere in solving them	Source analysis	Information from various sources must be analyzed and applied appropriately	Answer questions about information found in nonfiction books
		Text Source location	Acquisition, evaluation and use of materials should meet a specific need	Examine and use nonfiction books as a resource Access online databases for a variety of information purposes Recognize maps and globes as a resource Recognize the internet as resource to locate information
	<b>21st Century Themes and Skills</b>			
	9.3. ST.2 Use technology to acquire, manipulate, analyze and report data			
	<b>ISTE</b>			
	1.1d Students understand the fundamental concepts of technology operations 1.3a Students plan and employ strategies to locate information and other resources	Electronic Source location	Information can be accessed through electronic sources Sites contain various pieces of information	Identify search engines Develop good search engines Demonstrate ways to use technology appropriately