

## High Meadows School Library Scope and Sequence

### 3<sup>rd</sup> Grade Skills Record 2014-2015

Standards	Skill Indicators and Benchmarks	Six Week Units					
<b>Standard 1</b>	<b>Students gain knowledge through inquiry and critical thinking</b>	1	2	3	4	5	6
<b>1.1</b>	Develop and refine a range of questions to frame the search for new understanding						
	a. Brainstorm ideas to recall known information						
	b. Ask questions to seek clarification						
	c. Ask open-ended research questions						
<b>1.2</b>	Locate, evaluate, and select valid, accurate and authoritative resources to answer questions						
	a. Identify possible information resources						
	b. Understand how the library is organized in order to independently locate materials						
	c. Differentiate between fiction and nonfiction, fact and opinion						
	d. Determine keywords to describe a topic						
	e. Demonstrate responsible use of library materials						
	f. Use online encyclopedias and databases with guidance						
	g. Use library catalog to identify and locate resources						
	h. Distinguish between primary and secondary resources						
<b>1.3</b>	Evaluate information for relevancy and systematically record needed information						
	a. Locate and use text features such as table of contents and index						
	b. Interpret information represented in pictures, illustrations, charts and timelines						
	c. Use simple note-taking strategies						
	d. Rephrase rather than copy whole sentences						
	e. Credit sources by citing author, title, and year of publication						
<b>Standard 2</b>	<b>Students organize, synthesize, and apply new knowledge</b>						
<b>2.1</b>	Organize collected information so it is useful						
	a. Use graphic organizers to organize information						

	b. Compare research questions to collected information to determine if all questions have been answered						
<b>2.2</b>	Interpret data to draw conclusions from the information						
	a. Participate in group discussions to draw conclusions						
	b. Summarize information from multiple sources using bulleted lists, graphic organizers, or other strategies						
<b>Standard 3</b>	<b>Students communicate knowledge ethically and productively and engage in reflective practices</b>						
<b>3.1</b>	Present ideas and information according to purpose of research and the audience						
	a. Communicate effectively using written and oral skills to share knowledge						
	b. Collaborate effectively with others						
	c. Participate in discussions and listen well						
<b>3.2</b>	Reflect on the research process, product, and presentation						
	a. Identify areas of growth						
	b. Reflect on new ideas to wonder about and to investigate						
<b>Standard 4</b>	<b>Students pursue personal enrichment and aesthetic growth</b>						
<b>4.1</b>	Read widely						
	a. Explore award lists and recognize the importance of literature awards						
	b. Discuss favorite books, authors, and genres						
	c. Routinely select both “just right” books and challenging books						
	d. Identify author’s purpose and connect illustrations to a story						
<b>4.2</b>	Seek information for personal interests in a variety of genres						
	a. Choose fiction and nonfiction resources at appropriate interest and reading levels						
	b. Read informational texts to answer personal questions						
	c. Read a variety of fiction and nonfiction for enjoyment and information						