Unit 1: Teaching Students to Use the Library and its Resources

Essential Questions:	AASL Standards:	Common Core State Standards:
1A. How do I locate information efficiently and effectively? **3A**. What do I need to know in order to use and enjoy the library and its resources for personal and research use?	**1.1.2** Use prior and background knowledge as context for new learning. **1.1.4** Find, evaluate, and select appropriate sources to answer questions. **1.1.8** Demonstrate mastery of technology tools to access information and pursue inquiry. **1.3.5** Use information technology responsibly. **4.1.4** Seek information for personal learning in a variety of formats and genres	**CCSS.ELA-Literacy.CCRA.R.10** Read and comprehend complex literary and informational text independently and proficiently.

Instructional Strategies:	Suggested Assessments:	Instructional Resources:
LMS will: ● Review library book arrangement, use of the online public access catalog, proper use of library technology, circulation policy, and placement of books on shelves. ● Create power point or interactive whiteboard presentation to review how to use the library. ● Will create a scavenger hunt to locate different materials in the library such as fiction and nonfiction books. ● Will conduct a tour of the library identifying designated sections based on types of books available. At each section, select a student to tell the rest of the class what type of books are located in that section and any other type of information that may apply.	List the sections of the library. Describe what is found in each section and what call number is associated with the section. Given a list of the sections of the library, (fiction, nonfiction, biography and reference) students will indicate what types of materials are found in that section. Complete a survey on previous experiences in school libraries. Complete exit slips to demonstrate understanding about library policies and procedures.	Follett Destiny Online Public Access Catalog Ocean State Libraries Catalog WMS Student Handbook - Section on Library/Media Center WMS Acceptable Use Policy WMS website PowerPoint and/or interactive whiteboard presentation

Teaching Students to Use the Library and Its Resources

Unit 2: Encouraging Reading and Lifelong Learning

Essential Questions:	AASL Standards:	Common Core State Standards:
4A. What strategies and skills will I use to select a book that matches my needs and interests? **4B**. How do my experiences and knowledge of the world enhance my understanding of what I read? **4C**. What is meant by a genre of literature and what are the characteristics of some popular genre: historical fiction, realistic fiction, biography, mystery, nonfiction (informational text)? **4D**. Why choose books that have won awards such as: Caldecott, Newbery, Coretta Scott King, Michael Printz, RITBA (Rhode Island Teen Book Award)?	**4.1.1** Read, view and listen for pleasure and personal growth. **4.1.2** Read widely and fluently to make connections with self, the world, and previous reading. **4.1.3** Respond to literature and creative expressions of ideas in various formats and genres. **4.1.4** Seek information for personal learning in a variety of formats and genres. **4.4.1** Identify own areas of interest. **4.4.6** Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.	**CCSS.ELA-Literacy.CCRA.R.10** Read and comprehend complex literary and informational text independently and proficiently.

Instructional Strategies:	Suggested Assessments:	Instructional Resources:
LMS will: ● Create displays to capture students' attention. ● Introduce students to Categories and Resource Lists on the library catalog. ● Encourage student recommendations for new purchases ● Show students how to access and use book recommendation tools/sites (blogs, RITBA, etc.) ● Offer students suggestions of books to read based on their interests. ● Create a survey to help students determine personal interests in reading. ● Have students participate in RITBA. ● Purchase and promote current award winning books. ● Discuss the characteristics of award winning books. ● Review how to write a book review. Include making connections to self, others and previous reading. ● Include links to award book websites and authors on your library webpage. ● Create displays of award winning books to capture student's attention. ● Book talk current award winning books.	Student will describe the criteria he/she uses to select a book to read. Complete an interest survey. Student will then explain how the results of the interest survey guided the student in selecting an appropriate book.	WMS Library Collections Follett Destiny Online Public Access Catalog Ocean State Libraries Catalog WMS Library website Rhode Island Teen Book Award Website

Unit 3: Teaching Students to Locate and Access Information

Essential Questions:	AASL Standards:	Common Core State Standards:
1A. How do I locate information efficiently and effectively? **1B**. How can I become a more independent library user and researcher? **2B**. How do I select appropriate resources for my information needs?	**1.1.4** Find, evaluate, and select appropriate sources to answer questions. **1.1.8** Demonstrate mastery of technology tools to access information and pursue inquiry. **1.2.2** Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. **1.4.1** Monitor own information seeking processes for effectiveness and progress, and adapt as necessary. **1.4.2** Use interaction with and feedback from teachers and peers to guide own inquiry process.	**CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively,, as well as in words. **CCSS.ELA-Literacy.CCRA.R.10** Read and comprehend complex literary and informational text independently and proficiently. **CCSS.ELA-Literacy.CCRA.W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating an understanding of the subject under investigation. **CCSS.ELA-Literacy.CCRA.W.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Instructional Strategies:	Suggested Assessments:	Instructional Resources:
LMS will: ● Review the purpose of the library classification system including the Dewey Decimal System. ● Using a classroom research project, introduce/teach basic MLA format for citing sources. ● Provide students with lists/examples of suggested resources for teacher/student-generated topics. ● Present students with examples of keyword searches in addition to title, author, subject and series searches.	Teacher/LMS observation	AskRI databases Ocean State Libraries Follett Destiny Online Public Access Catalog Easy Bib Bibme WMS Library homepage

Unit 4: Teaching Students to Identify and Evaluate Resources

Essential Questions:	AASL Standards:	Common Core State Standards:
1C. How can I determine accuracy, authority, currency and the appropriateness of a source? **1D**. How do I develop a range of questions to guide my research? **2B**. How do I select appropriate resources for my information needs?	**1.1.4** Find, evaluate and select appropriate sources to answer questions. **1.1.5** Evaluate information found in selected sources on the basis of accuracy, validity**,** appropriateness to needs, importance, and social and cultural context. **1.1.7** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. **2.1.1** Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.	**CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively,, as well as in words. **CCSS.ELA-Literacy.CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. **CCSS.ELA-Literacy.CCRA.R.10** Read and comprehend complex literary and informational text independently and proficiently. **CCSS.ELA-Literacy.CCRA.W.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Instructional Strategies:	Suggested Assessments:	Instructional Resources:
LMS will: • Demonstrate note taking strategies to avoid plagiarism • Discuss difference between fact and opinion using a variety of resources including print and online • Discuss evaluation criteria for sources	Review graphic organizers on a topic Teacher/LMS observation	Graphic organizers RADCAB WMS Library website K-W-L chart for note taking

Teaching Students to Identify and Evaluate Resources

Unit 5: Teaching Students to Search for Information

Essential Questions:	AASL Standards:	Common Core State Standards:
1A. How do I locate information efficiently and effectively? **1D.** How do I develop a range of questions to guide my research? **2B**. How do I select appropriate resources for my information needs?	**1.1.2** Use prior and background knowledge as context for new learning. **1.1.4** Find, evaluate, and select appropriate sources to answer questions. **1.1.5** Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. **1.1.7** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. **2.1.6** Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. **3.1.3** Use writing and speaking skills to communicate new understandings effectively. **3.1.6** Use information and technology ethically and responsibly.	**CCSS.ELA-Literacy.CCRA.W.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **CCSS.ELA-Literacy.CCRA.W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating an understanding of the subject under investigation. **CCSS.ELA-Literacy.CCRA.W.10** Write routinely over extend time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. **CCSS.ELA-Literacy.CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. **CCSS.ELA-Literacy.CCRA.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCSS.ELA-Literacy.CCRA.W.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Instructional Strategies:	Suggested Assessments:	Instructional Resources:
LMS will: ● Discuss criteria for rating the appropriateness and/or relevancy of a source. ● Create for students and teachers lists of suggested print and online resources. ● Show students examples of sources that are accurate, valid and appropriate for their needs. Discuss why the sources meet the criteria. ● Create an activity that allows students to demonstrate their understanding of the accuracy, validity and appropriateness of a source. ● Discuss the advantages and disadvantages of using different mediums (print, electronic, multimedia, etc.) and/or different sources (primary vs. secondary).	Students will identify and explain their choices of appropriate sources for a specific research project.	Library collection Library homepage AskRI

Unit 6: Teaching Students the Research Process

Essential Questions:	AASL Standards:	Common Core State Standards:
1C. How can I determine accuracy, authority, currency and the appropriateness of a source? **1D**. How do I develop a range of questions to guide my research? **2A**. How can I use technology to create products and communicate ideas, information and conclusions for various audiences? **2D**. What do I do when I find conflicting information? How do I identify bias? **3B**. How do I acknowledge and respect the intellectual property of others?	**1.1.1** Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real world connection for using this process in own life. **1.1.2** Use prior and background knowledge as context for new learning. **1.1.4** Find, evaluate, and select appropriate sources to answer questions. **1.1.7** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. **2.1.6** Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. **3.1.3** Use writing and speaking skills to communicate new understandings effectively. **3.1.6** Use information and technology ethically and responsibly.	**CCSS.ELA-Literacy.CCRA.W.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **CCSS.ELA-Literacy.CCRA.W.10** Write routinely over extend time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. **CCSS.ELA-Literacy.CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. **CCSS.ELA-Literacy.CCRA.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCSS.ELA-Literacy.CCRA.W.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Instructional Strategies:	Suggested Assessments:	Instructional Resources:
LMS will: • Show students how to develop a range of questions to guide their research • Show students how to locate and access appropriate sources to answer questions • Show students how to tap into prior and background knowledge • Show students how to determine accuracy, authority, currency and appropriateness of resources • Explain criteria for determining the accuracy, authority, currency and appropriateness of resources • Show students how to create a works cited/bibliography • Discuss primary and secondary sources	Practice with students how to create a citation for a book, an encyclopedia and a website Completed book pass on sources related to research topic	Library collection Follett Destiny Library homepage AskRI databases Easy Bib RADCAB

Unit 7: Teaching Students Social Responsibility

Essential Questions:	AASL Standards:	Common Core State Standards:
3A. What do I need to know in order to use and enjoy the library and its resources for personal and research use? **3B**. How do I acknowledge and respect the intellectual property of others? **3C.** What do ethical behaviors look like when I'm using online resources?	**1.1.2** Use prior and background knowledge as context for new learning. **1.3.1** Respect copyright/intellectual property rights of creators and producers. **1.3.3** Follow ethical and legal guidelines in gathering and using information. **2.3.1** Connect understanding to the real world. **3.1.6** Use information and technology ethically and responsibly. **3.3.7** Respect the principles of intellectual freedom. **4.3.1** Participate in the social exchange of ideas, both electronically and in person. **4.3.4** Practice safe and ethical behaviors in personal electronic communication and interaction.	**CCSS.ELA-Literacy.CCR.W.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **CCSS.ELA-Literacy.CCRA.W8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Instructional Strategies:	Suggested Assessments:	Instructional Resources:
LMS will: ● Discuss the meaning of intellectual property and copyright protection. Provide examples of plagiarism and point out why it is considered plagiarism. Have students revise the example. ● Show students how to create citations using online bibliographic tools. ● Demonstrate for students ways to avoid plagiarism - for example summarizing and paraphrasing and citing sources ● Remind students that they are responsible for all computer usage-using a computer in the Library/Media Center.	Students will complete a survey to determine their understanding of plagiarism.	WMS Writing Handbook WMS Student Handbook Online citation tools

Teaching Students Social Responsibility

Unit 8: Teaching Students to be Safe Online

Essential Questions:	AASL Standards:	Common Core State Standards:
3B. How do I acknowledge and respect the intellectual property of others? **3C**. What do ethical behaviors look like when I'm using online resources? **3D**. How can I collaborate with others to learn and share knowledge?	**1.1.2** Use prior and background knowledge as context for new learning. **1.3.3** Follow ethical and legal guidelines in gathering and using information. **2.3.1** Connect understanding to the real world. **3.1.6** Use information and technology ethically and responsibly. **4.3.4** Practice safe and ethical behaviors in personal electronic communication and interaction.	None apply

Instructional Strategies:	Suggested Assessments:	Instructional Resources:
LMS will: ● Discuss social networking sites and ways to protect privacy ● Show videos or websites on social networking issues such as privacy settings, appropriateness of posts and photos, videos, etc. ● Have a discussion about "friending". ● Show grade level appropriate videos or websites on cyberbullying. ● Share current event news articles (print and online) related to cyberbullying.	Student surveys related to online experiences	Acceptable Use Policy from WMS Student Handbook Common Sense Media - www.commonsensemedia.org