

Turner USD 202
Library/Media Bullseye Curriculum
Grade 3

Standard	Information Value	DOK	Target	Vocabulary	Instructional Example
G3.1.1T	Interact independently with digital media of various types and lengths to gain information.	3		Key Words, Ebooks, World book, Online Encyclopedias.Audio books	Research with WorldBookOnline. Shelver teaches students how we find fiction and nonfiction books in the library. It teaches them how to shelve the books, too. Audio books available for students to hear fluency, practice reading along if they are struggling to get through a book. Worldbook online has a Spanish version so that makes information accessible to more students.
G3.1.2T	Understand different types of resources can be used for different purposes (e.g., books, databases, periodicals, websites).	3		Key Words, Ebooks, World book, Online Encyclopedias.Audio books	Research with WorldBookOnline. Shelver teaches students how we find fiction and nonfiction books in the library. It teaches them how to shelve the books, too. Audio books available for students to hear fluency, practice reading along if they are struggling to get through a book. Use Destiny Discover for ebooks and to search for books in our library catalog. Epic books are another database for students to reference. Implement Times for Kids, Nat Geo for kids, Ranger Rick and The Week Jr. into the library for current events.
G3.1.3	Explain differences in facts, opinions and points of view.	3		Fact, Opinion, Disputes,Review,	Reference a Who Would Win book and have students come up with facts and opinions about the two animals.
G3.1.4	Respond respectfully to the points of view of others, to the ideas of others and acknowledge the contributions of others.	3		Point of view, fact, opinion,respect	Write book reviews about a book that was read to the class, have students read out their review and discuss their opinons. Other students sit respectfully and listen.
G3.1.5	Explore a range of resources related to one's information needs, personal interests and mental well-being (e.g., culture, interests, hobbies).	3		IPICK diagram, "Just Right Book	IPICK is a acronym to guide students to find a book that interests them, have them share their book after they find it.
G3.1.7	Identify and respond to characteristics of realistic fiction, historical fiction, fantasy, science fiction, legends, fables and information text representing a variety of cultures and time periods.	3		all genres, characteristics.	Whole group discussion and completion of a graphic organizer after read aloud
G3.1.8	Differentiate reading strategies among different types of text (i.e., informational, prose, narrative).	3		Scanning, Subtitles, captions, all text features, re-read,	Whole group modeling of reading strategies i.e reading for purpose, information, entertainment, pleasure
G3.1.10	Communicate reaction to books read individually or in a small group.	3		Think Pair Share, Gossip-Gossip	Teach and use a variety of Kagan strategies to share with partners or small groups

Turner USD 202
Library/Media Bullseye Curriculum
Grade 3

Standard	Information as Exploration		Vocabulary	Instructional Example
G3.2.1T	Check out materials and understand how to reserve (on hold) and share materials with others.	3	Hold button, Destiny Discover	Model Destiny Discover on Promethean, use student account to show realistic procedures
G3.2.2T	Identify and use subject headings, keywords, author and title when using the catalog.	3	Destiny Discover, Author, Title, Keywords,	Model Destiny Discover on Promethean, use student account to show
G3.2.4	Expand identification and use of parts of a book, including the appendix, bibliography, glossary, copyright date, publisher, title page, table of contents, index and preface.	3	Text Features, appendix, bibliography, glossary, copyright date, publisher, title page, table of contents, index	Scavenger hunt in small groups. Kagan strategies for group work.

Standard	Information Research as Inquiry		Vocabulary	Instructional Example
G3.3.1	Refine questions as information needs change	3	inquiry	Whole group instruction on Iditarod. Read on website about the race, read printed materials, Worldbook online..what other questions do you have? What do you want to know more about? (dogs wearing shoes)
G3.3.2	Individually with minimal guidance, follow steps of a basic problem-solving model.	3	Problem Solving, STEM	Easy STEM activity that goes with any story.
G3.3.3	Use background knowledge as context for new learning.	3	Activate knowledge.	KWI Charts before starting a new topic, have questions posed.
G3.3.4	Determine the need for additional information.	3	Inquiry	Current events: read and discuss....what else do you want to know? Implement Times for Kids, Nat Geo for kids, Ranger Rick and The Week Jr. into the library for current events.
G3.3.5	Demonstrate the knowledge and skills to apply information by combining ideas on a given topic from more than one source and more than one format.	3	Research, World Book Online, Books, Online.	Online resources, World Book Online, books, articles, e-books, videos that all support information on the Iditarod.

Standard	Information Authority		Vocabulary	Instructional Example
G3.4.1T	Seek and select the most appropriate reference sources of information (e.g., books, databases, websites).	3	Reference source, appropriate Sources	Iditarod research...use all sources appropriate for users (worldbookonline.com, brainpop)
G3.4.2T	Evaluate resources for currency, credibility and authority.	3	Copyright, Current, Accuracy, Authority, Credibility	Compare current and past sports books, show students the copyright date so that they understand the importance of using current nonfiction materials. For example use a Kansas City, Chiefs book and show how in one Alex Smith is the quarterback and the other Patrick Mahomes is the quarterback.
G3.4.4T	Compare and contrast three information sources to verify accuracy and relevance.	3	Copyright, Current, Accuracy, Authority, Credibility	Compare current and past sports books, show students the copyright date so that they understand the importance of using current nonfiction materials. For example use a Kansas City, Chiefs book and show how in one Alex Smith is the quarterback and the other Patrick Mahomes is the quarterback. Include a third source, i.e. newspaper article, video

Turner USD 202
Library/Media Bullseye Curriculum
Grade 3

Standard	Information Format		Vocabulary	Instructional Example
G3.5.1T	Take notes to utilize relevant information from a variety of sources.	3	Notes, Research, Sources, Brain Pop	During research using Worldbook online, have students take notes on what they are researching. Pose questions to students and have them look up the answers on Worldbook online. Take notes while watching Brain Pop videos to share out ideas. (Famous Kansan Report in 4th grade.)
G3.5.2	Implement a research model to find and synthesize information.	3	research, notes, sources	The Super 3 Research Model: Plan, Do, Review. This has the same basic elements of the Big 6 but written for younger students. (www.big6.org)
G3.5.3T	Use online tools and organize information in a visual way that is appropriate for the assignment or project (e.g. graphic organizers, story maps).	3	Story maps, Graphic Organizers	Model graphic organizers on the prometham board. Have students pick the graphic organizer/story maps that will best fit what they are trying to convey and fill it out in a group of 2-3.
G3.5.4	With guidance, consider the purpose and audience for presenting information.	3	Purpose/Audience, Small group, Large Group	Teacher will model different ways to present information depending on size of group, who is in the group, and topic being discussed.
G3.5.5	Choose the most appropriate format to express new understandings.	3	Express Understanding, Video, displays, paper, poster, report, website, graphic organizer, dance.	Talk about the different ways to present newly gained information. Teacher will show many different types of ways to have information displayed like posters, displays, videos, announcements, etc.
G3.5.6T	Understand internet safety precautions (e.g., personal information, passwords, etc.).	3	Digital Citizenship	Using the activities we learn from a conference attended over the summer from Dr. Kristin Mattson. We have created a file of activities for teaching Digital Citizenship. This will be available for all librarians, her website is www.krkmattson.com

Standard	Information as Conversation		Vocabulary	Instructional Example
G3.6.1	Discuss ideas with others in the group, listen well and change ideas when appropriate.	3	Opinion	Introduce a topic and have students share their opinions on the topic. Then introduce students to new information on the topic and discuss if ideas or opinions were changed because of this new information. (Introduce fairy tales, ask who likes fairy tales, read aloud a new version of a fairy tale to see if this changes students' minds about the genre)
G3.6.3	With assistance, summarize and paraphrase information in own words.	3	Summarize, Paraphrase	Model whole group paraphrasing of a short paragraph
G3.6.4	Give credit using a bibliography with basic citations.	3	Citations, Bibliography	Model paraphrasing and show what a bibliography is and how to cite a website, book, and encyclopedia
G3.6.5	Define and give examples of plagiarism.	3	Plagiarism, paraphrasing	Model paraphrasing and explain to students the difference between cutting and pasting exact phrases and rephrasing to avoid plagiarism.
G3.6.6	Define and give examples of intellectual freedom.	3	Intellectual Freedom	Talk about what intellectual freedom means. How they have intellectual freedom. Show videos, writings, books and poems that are original and talk about how these belong to the person who created them. Also how it is not legal to use/claim these as our own.

Turner USD 202
Library/Media Bullsey Curriculum
Grade 4

Standard	Information Value	DOK	Target	Vocabulary	Instructional Example
G3.1.1T	Interact independently with digital media of various types and lengths to gain information.	2		Key Words, Ebooks, World book, Online Encyclopedias.Audio books	Research with WorldBookOnline. Shelver teaches students how we find fiction and nonfiction books in the library. It teaches them how to shelve the books, too. Audio books available for students to hear fluency, practice reading along if they are struggling to get through a book. Worldbook online has a Spanish version so that makes information accessible to more students.
G3.1.2T	Understand different types of resources can be used for different purposes (e.g., books, databases, periodicals, websites).	2		Key Words, Ebooks, World book, Online Encyclopedias.Audio books	Research with WorldBookOnline. Shelver teaches students how we find fiction and nonfiction books in the library. It teaches them how to shelve the books, too. Audio books available for students to hear fluency, practice reading along if they are struggling to get through a book. Use Destiny Discover for ebooks and to search for books in our library catalog. Epic books are another database for students to reference. Implement Times for Kids, Nat Geo for kids, Ranger Rick and The Week Jr. into the library for current events.
G3.1.3	Explain differences in facts, opinions and points of view.	2		Fact, Opinion, Disputes,Review, Discuss	Reference a Who Would Win book and have students come up with facts and opinions about the two animals.
G3.1.4	Respond respectfully to the points of view of others, to the ideas of others and acknowledge the contributions of others.	2		Point of view, fact, opinion, respect	Write book reviews about a book that was read to the class, have students read out their review and discuss their opinons. Other students sit respectfully and listen.
G3.1.5	Explore a range of resources related to one's information needs, personal interests and well-being (e.g., nutrition, healthy play, hobbies).	2		IPICK diagram, "Just Right Book	IPICK is a acronym to guide students to find a book that interests them, have them share their book after they find it.
G3.1.7	Identify and respond to characteristics of realistic fiction, historical fication, fantasy, science fiction, legends, fables and information text representing a variety of cultures and time periods.	2		all genres, characteristics.	Whole group discussion and completion of a graphic organizer after read aloud.
G3.1.8	Differentiate reading strategies among different types of text (i.e., informational, prose, narrative).	2		Scanning, Subtitles, captions, all text features, re-read, partner read.	Whole group modeling of reading strategies i.e reading for purpose, information, entertainment, pleasure.
G3.1.10	Communicate reaction to books read individually or in a small group.	2		Think Pair Share, Gossip-Gossip	Taech and use a variety of Kagan strategies to share with partners or small groups.

Turner USD 202
Library/Media Bullsey Curriculum
Grade 4

Standard	Information as Exploration		Vocabulary	Instructional Example
G3.2.1T	Check out materials and understand how to reserve (on hold) and share materials with others.	2	Hold button, Destiny Discover	Model Destiny Discover on Promethean, use student account to show realistic procedures.
G3.2.2T	Identify and use subject headings, keywords, author and title when using the catalog.	2	Destiny Discover, Author, Title, Keywords, Catalog	Model Destiny Discover on Promethean, use student account to show.
G3.2.4	Expand identification and use of parts of a book, including the appendix, bibliography, glossary, copyright date, publisher, title page, table of contents, index and preface.	2	Text Features, appendix, bibliography, glossary, copyright date, publisher, title page, table of contents, index and preface.	Scavenger hunt in small groups. Kagan strategies for group work.

Standard	Information Research as Inquiry		Vocabulary	Instructional Example
G3.3.1	Refine questions as information needs change	2	Inquiry	Whole group instruction on Iditarod. Read on website about the race, read printed materials, Worldbook online..what other questions do you have? What do you want to know more about? (dogs wearing shoes)
G3.3.2	Individually with minimal guidance, follow steps of a basic problem-solving model.	2	Problem Solving, STEM	Easy STEM activity that goes with any story.
G3.3.3	Use background knowledge as context for new learning.	2	Activate knowledge.	KWI Charts before starting a new topic, have questions posed.
G3.3.4	Determine the need for additional information.	2	Inquiry, Current Events	Current events: read and discuss....what else do you want to know? Implement Times for Kids, Nat Geo for kids, Ranger Rick and The Week Jr. into the library for current events.
G3.3.5	Demonstrate the knowledge and skills to apply information by combining ideas on a given topic from more than one source and more than one format.	2	Research, World Book Online, Books, Online.	Online resources, World Book Online, books, articles, e-books, videos that all support information on the Iditarod.

Standard	Information Authority		Vocabulary	Instructional Example
G3.4.1T	Seek and select the most appropriate reference sources of information (e.g., books, databases, websites).	2	Reference source, appropriate	Iditarod research...use all sources appropriate for users (worldbookonline.com, brainpop)
G3.4.2T	Evaluate resources for currency, credibility and authority.	2	Copyright, Current, Accuracy, Authority, Credibility	Compare current and past sports books, show students the copyright date so that they understand the importance of using current nonfiction materials. For example use a Kansas City, Chiefs book and show how in one Alex Smith is the quarterback and the other Patrick Mahomes is the quarterback.
G3.4.4T	Compare and contrast three information sources to verify accuracy and relevance.	2	Copyright, Current, Accuracy, Authority, Credibility	Compare current and past sports books, show students the copyright date so that they understand the importance of using current nonfiction materials. For example use a Kansas City, Chiefs book and show how in one Alex Smith is the quarterback and the other Patrick Mahomes is the quarterback. Include a third source, i.e. newspaper article, video

Turner USD 202
Library/Media Bullsey Curriculum
Grade 4

Standard	Information Format		Vocabulary	Instructional Example
G3.5.1T	Take notes to utilize relevant information from a variety of sources.	2	Notes, Research, Sources, Brain Pop	During research using Worldbook online, have students take notes on what they are researching. Pose questions to students and have them look up the answers on Worldbook online. Take notes while watching Brain Pop videos to share out ideas. (Famous Kansan Report in 4th grade.)
G3.5.2	Implement a research model to find and synthesize information.	2	research, notes, sources	The Super 3 Research Model: Plan, Do, Review. This has the same basic elements of the Big 6 but written for younger students. (www.big6.org)
G3.5.3T	Use online tools and organize information in a visual way that is appropriate for the assignment or project (e.g. graphic organizers, story maps).	2	Story maps, Graphic Organizers	Model graphic organizers on the prometham board. Have students pick the graphic organizer/story maps that will best fit what they are trying to convey and fill it out in a group of 2-3.
G3.5.4	With guidance, consider the purpose and audience for presenting information.	2	Purpose/Audience	Have students talk about who they are writing and presenting for when talking about information they are presenting and what they want the audience to take away from their presentation.
G3.5.5	Choose the most appropriate format to express new understandings.		Express Understanding.	Work in whole groups, kagan groups and small group to discuss ideas and listen to others explain their point of views.
G3.5.6T	Understand internet safety precautions (e.g., personal information, passwords, etc.).	2	digital citizenship	Using the activities we learn from a conference attended over the summer from Dr. Kristin Mattson. We have created a file of activities for teaching Digital Citizenship. This will be available for all librarians, her website is www.krkmattson.com

Standard	Information as Conversation		Vocabulary	Instructional Example
G3.6.1	Discuss ideas with others in the group, listen well and change ideas when appropriate.	2		Work in whole groups, kagan groups and small group to discuss ideas and listen to others explain their point of views.
G3.6.3	With assistance, summarize and paraphrase information in own words.	2	Summarize, Paraphrase	Model whole group paraphrasing of a short paragraph
G3.6.4	Give credit using a bibliography with basic citations.	2	Citations, Bibliography	Model paraphrasing and show what a bibliography is and how to cite a website, book, and encyclopedia
G3.6.5	Define and give examples of plagiarism.	2	Plagiarism	Model paraphrasing and explain to students the difference between cutting and pasting exact phrases and rephrasing to avoid plagiarism.
G3.6.6	Define and give examples of intellectual freedom.		Intellectual Freedom	Talk about what intellectual freedom means. How they have intellectual freedom. Show videos, writings, books and poems that are original and talk about how these belong to the person who created them. Also how it is not legal to use/claim these as our own.

Standard	Information Value	DOK	Target	Vocabulary	Instructional Example
G3.1.1T	Interact independently with digital media of various types and lengths to gain information.	1		Key Words, Ebooks, World book, Online Encyclopedias.Audio books	Research with WorldBookOnline. Shelver teaches students how we find fiction and nonfiction books in the library. It teaches them how to shelve the books, too. Depending on the Heritage Month, research the culture writing down relevant facts and information to share in groups.
G3.1.2T	Understand different types of resources can be used for different purposes (e.g., books, databases, periodicals, websites).	1		Key Words, Ebooks, World book, Online Encyclopedias. Audio books	Knowing when to use the different type of resource to find the needed information at that time. Implement Times for Kids, Nat Geo for kids, Ranger Rick and The Week Jr. into the library for current events.
G3.1.3	Explain differences in facts, opinions and points of view.	1		Fact, Opinion, Disputes,Review, Discuss	Book Reviews about a book that was read aloud. Have students write the book review and then share outloud to the class to discuss opinions/acknowledge others point of views.
G3.1.4	Respond respectfully to the points of view of others, to the ideas of others and acknowledge the contributions of others.	1		Point of view, fact, opinion, respect	Write book reviews about a book that was read to the class, have students read out their review and discuss their opinons. Other students sit respectfully and listen.
G3.1.5	Explore a range of resources related to one's information needs, personal interests and well being (e.g., nutrition, healthy play, hobbies).	1		IPICK diagram, "Just Right Book"	Have studnets go onto Destiny to favorite their books so that they have a running list of books/authors that they enjoy to move on top SGA.
G3.1.7	Identify and respond to characteristics of realistic fiction, historical fication, fantasy, science fiction, legends, fables and information text representing a variety of cultures and time periods.	1		all genres, characteristics.	Whole group discussion and completion of a graphic organizer after read aloud. Relating characters and events in the story to self, others and world.
G3.1.8	Differentiate reading strategies among different types of text (i.e., informational, prose, narrative).	1		Scanning, Subtitles, captions, all text features, re-read, partner read.	Whole group modeling of reading strategies i.e reading for purpose, information, entertainment, pleasure. Silent Sustained Reading practice.
G3.1.10	Communicate reaction to books read individually or in a small group.	1		Think Pair Share, Gossip-Gossip	Variety of Kagan strategies to share with partners or small groups, continuation with adding more strategies.
Standard	Information as Exploration			Vocabulary	Instructional Example
G3.2.1T	Check out materials and understand hou to reserve (on hold) and share materials with others.	1		Hold button, Destiny Discover	Model Destiny Discover on Promethean, use student account to show realistic procedures. Have students put books on hold using their desitny account.
G3.2.2T	Identify and use subject headings, keywords, author and title when using the catalog.	1		Destiny Discover, Author, Title, Keywords, Catalog	Model Destiny Discover on Promethean, use student account to show students how to find the author, subject and title on Destiny.
G3.2.4	Expand identificaton and use of parts of a book, including the appendix, bibliography, glossary, copyright date, publisher, title page, table of contents, index and preface.	1		Text Features, appendix, bibliography, glossary, copyright date, publisher, title page, table of contents, index and preface.	Scavenger hunt in small groups. Kagan strategies for group work. Recreate parts of the books in a group of 4-5. (Weeded Non-Fiction)

Turner USD 202
Library/Media Bullseye Curriculum
Grade 5

Standard	Information Research as Inquiry		Vocabulary	Instructional Example
G3.3.1	Refine questions as information needs change	1	inquiry	Whole group instruction on Iditarod. Read on website about the race, read printed materials, Worldbook online..what other questions do you have? What do you want to know more about? (dogs wearing shoes)
G3.3.2	Individually with minimal guidance, follow steps of a basic problem-solving model.	1	Problem Solving, STEM	Easy STEM activity that goes with any story.
G3.3.3	Use background knowledge as context for new learning.	1	Activate knowledge.	Sticky notes with what students want to learn about the topic. Once the story/topic is discussed, read, researched, etc, studnets will pull their sticky notes down and write the learned information to answer their question.
G3.3.4	Determine the need for additional information.	1	Inquiry, Current Events	Current events: read and discuss...what else do you want to know. Implement Times for Kids, Nat Geo for kids, Ranger Rick and The Week Jr. into the library for current events.
G3.3.5	Demonstrate the knowledge and skills to apply information by combining ideas on a given topic from more than one source and more than one format.	1	Research, World Book Online, Books, Online.	Online resources, World Book Online, books, articles, e-books, videos that all support information on the Iditarod.
Standard	Information Authority		Vocabulary	Instructional Example
G3.4.1T	Seek and select the most appropriate reference sources of information (e.g., books, databases, websites).	1	Reference source, appropriate	Iditarod research...use all sources appropriate for users (worldbookonline.com, brainpop)Implement Times for Kids, Nat Geo for kids, Ranger Rick and The Week Jr. into the library for current events.
G3.4.2T	Evaluate resources for currency, credibility and authority.	1	Copyright, Current, Accuracy, Authority, Credibility	Compare current and past sports books, show students the copyright date so that they understand the importance of using current nonfiction materials. For example use a Kansas City, Chiefs book and show how in one Alex Smith is the quarterback and the other Patrick Mahomes is the quarterback.

Turner USD 202
Library/Media Bullseye Curriculum
Grade 5

G3.4.4T	Compare and contrast three information sources to verify accuracy and relevance.	1		Copyright, Current, Accuracy, Authority, Credibility	Compare current and past sports books, show students the copyright date so that they understand the importance of using current nonfiction materials. For example use a Kansas City, Chiefs book and show how in one Alex Smith is the quarterback and the other Patrick Mahomes is the quarterback. Include a third source, i.e. newspaper article, video
---------	--	---	--	--	--

Standard	Information Format			Vocabulary	Instructional Example
G3.5.1T	Take notes to utilize relevant information from a variety of sources.	1		Notes, Research, Sources, Brain Pop	During research using Worldbook online, have students take notes on what they are researching. Pose questions to students and have them look up the answers on Worldbook online. Take notes while watching Brain Pop videos to share out ideas. (Cultural Heritage Months.)
G3.5.2	Implement a research model to find and synthesize information.	1		Research, Notes, Sources	The Super 3 Research Model: Plan, Do, Review. This has the same basic elements of the Big 6 but written for younger students. (www.big6.org)
G3.5.3T	Use online tools and organize information in a visual way that is appropriate for the assignment or project (e.g. graphic organizers, story maps).	1		Story maps, Graphic Organizers	Model graphic organizers on the prometham board. Have students pick the graphic organizer/story maps that will best fit what they are trying to convey and fill it out in a group of 2-3.
G3.5.4	With guidance, consider the purpose and audience for presenting information.	1		Purpose/Audience	Have students talk about
G3.5.5	Choose the most appropriate format to express new understandings.	1		Express Understanding.	Talk about what ways the information could be expressed. Video, Slideshow, Paper, Audio, Art, etc.
G3.5.6T	Understand internet safety precautions (e.g., personal information, passwords, etc.).	1		Digital Citizenship	Using the activities we learn from a conference attended over the summer from Dr. Kristin Mattson. We have created a file of activities for teaching Digital Citizenship. This will be available for all librarians, her website is www.krkmattson.com

Standard	Information as Conversation			Vocabulary	Instructional Example
G3.6.1	Discuss ideas with others in the group, listen well and change ideas when appropriate.	1			Work in whole groups, kagan groups and small group to discuss ideas and listen to others explain their point of views.
G3.6.3	With assistance, summarize and paraphrase information in own words.	1		Summarize, Paraphrase	Model whole group paraphrasing of a short paragraph
G3.6.4	Give credit using a bibliography with basic citations.	1		Citations, Bibliography	Model paraphrasing and show what a bibliography is and how to cite a website, book, and encyclopedia. Have students paraphrase an article they read and then cite the book/article.
G3.6.5	Define and give examples of plagiarism.	1		Plagiarism	Model paraphrasing and explain to students the difference between cutting and pasting exact phrases and rephrasing to avoid plagiarism.
G3.6.6	Define and give examples of intellectual freedom.	1		Intellectual Freedom	Talk about what intellectual freedom means. How they have intellectual freedom. Show videos, writings, books and poems that are original and talk about how these belong to the person who created them. Also how it is not legal to use/claim these as our own.