

GRADE and SUBJECT

Third grade Library

Time/Month	Standard(s)	Content	Skills
September	Searches the online catalog (author, title, and subject) with assistance to locate materials. Identifies the ten major Dewey areas and what main topics are included in each.	Instruction in the use of the online catalog, in the computer lab. Create spine label/bookmarks. Ongoing: create an illustrated guide to the DDS book. Categories examined generally in this order: 500s, 700s, 300s, 600s, 900s, 800s, 200s, 400s, 000s, 100s.	<ul style="list-style-type: none"> <li>- Develop the ability to locate materials as needed or wanted with minimal help most of the time.</li> <li>- Acquire an overview of school and public library organization, transferable to other libraries.</li> </ul>
October-November	Identifies the ten major Dewey areas and what main topics are included in each.		<ul style="list-style-type: none"> <li>- Develop the ability to locate materials as needed or wanted with minimal help most of the time.</li> <li>- Acquire an overview of school and public library organization, transferable to other libraries.</li> </ul>
December	Shows respect for and responds to the ideas of others Reviews the distinction between fiction/nonfiction	<i>Trees of the Dancing Goats,</i> <i>A Christmas Carol</i>	<ul style="list-style-type: none"> <li>- Appreciate others' beliefs and customs</li> <li>- Recognize that decisions about cataloging and location are not always obvious: there can be more than one right way</li> </ul>
January-March	Identifies the ten major Dewey areas and what main topics are included in each. Locates nonfiction material at appropriate reading level.		<ul style="list-style-type: none"> <li>- Develop the ability to locate materials as needed or wanted with minimal help most of the time.</li> <li>- Acquire an overview of school and public library organization, transferable to other libraries.</li> </ul>

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<p>April</p>	<p>Identifies the ten major Dewey areas and what main topics are included in each.</p> <p>Selects both “just right” and challenging materials on a regular basis.</p>	<p>Identify nonfiction topics in a fiction book (<i>Trolls, Go Home!</i>; this has a folktale tie-in)</p> <p>Choose books for short-term, long-term, and information purposes.</p>	<ul style="list-style-type: none"> <li>- Develop the ability to locate materials as needed or wanted with minimal help most of the time.</li> <li>- Acquire an overview of school and public library organization, transferable to other libraries.</li> <li>- Recognize nonfiction topics when they appear in a work of fiction.</li> </ul>
<p>May-June</p>	<p>Presents information clearly so that main ideas are evident.</p>	<p>Researches a country of choice, in classroom and library. Creates questions and Interviews a traveler as a primary source.</p>	<ul style="list-style-type: none"> <li>- Chooses a topic of interest</li> <li>- Finds information in a variety of ways</li> <li>- Organizes and presents information</li> <li>- Recognizes differences</li> </ul>
<p>June</p>	<p>Begins to explore and examine the various genres based on personal interest.</p>	<p>Discuss picture books, chapter books, graphic novels, and corresponding types of nonfiction.</p>	<p>-Decide what kinds of books might be selected for summer/independent/family/free reading.</p>