

GRADE 3

INFORMATION POWER NH State Framework	LIBRARY SKILLS to be taught in the library	LANGUAGE ARTS to be reinforced in the library	SCIENCE and MATHEMATICS to be reinforced in the library	SOCIAL STUDIES to be reinforced in the library
INFORMATION LITERACY A student who is information literate: - accesses information efficiently and effectively - evaluates information critically and competently - uses information accurately and creatively	-understands that the library has materials to borrow and use -locates different sections of the library -locates a fiction book by author's last name -understands the difference between fiction and non-fiction -demonstrates knowledge of available resources at both the school and public library -uses encyclopedias with assistance -develops an understanding that biographies are shelved alphabetically by person's last name -practices using Dewey Decimal system -develops an understanding of the role of the library catalog in locating library materials -develops an understanding that call numbers indicate a location in the library and of how to use call numbers to locate materials	- alphabetize by third letter - access information in the dictionary, on maps, in graphs, in a thesaurus, and from a computer - employ techniques, such as previewing a text and skimming, to aid in the selection of books and articles to read - identify information needed and develop strategies (such as graphic organizers and brainstorming) to find it - explain the purpose of organizational features such as a table of contents, index, and glossary, and use them to locate information - use standard and automated reference tools such as dictionaries; spell checkers, thesauri; maps, atlases, and globes; encyclopedias; newspapers; and magazines; and standard and automated card catalogues - make and confirm predictions based on evidence and/or experiences	M- recognizes the use of math in all areas (among different topics in mathematics, in other curriculum areas, and in daily lives) S- identify and gather information needed to make a decision on a science/technology issue	-employ observation, maps (NH and NE) and other tools to identify and compare physical features of particular places including soils, land forms, vegetation, wildlife, and climate -locate events in time – past, present, and future – by using basic chronological concepts including calendars, elapsed time, and story sequence (beginning, middle and end) -demonstrate an understanding that people, artifacts, and documents represent links to the past and that they are sources of data from which historical documents are constructed
INDEPENDENT LEARNING A student who is an independent learner is information literate and: - pursues information related to personal interests - appreciates literature and other creative expressions of information - strives for excellence in information seeking and knowledge generation	-chooses own materials to borrow -is comfortable and confident in library use	-identify a specific purpose for their reading such as learning, locating information or enjoyment -use punctuation to read expressively - identify major elements of a story -make connections among the texts read, heard and viewed - recognize and understand story elements including character, setting, problem, main idea, and plot - relate the literary texts they read, hear or view to their prior knowledge and experiences -identify author's purpose or intent in written, spoken and AV texts - appreciate and respond to written, spoken and AV texts -understand the characteristics of a variety of simple genres including fiction, non-fiction, fantasy, fairy tales, poetry, plays, fables and folktales - demonstrate knowledge, understanding, and appreciation of a variety of literary and narrative works representing classical and contemporary literature such as Caldecott books and worthy examples of writing by local, regional, national, and international authors - asks appropriate questions to obtain information and clarify meaning		
SOCIAL RESPONSIBILITY A student who contributes positively to the learning community and to society is information literate and: - recognizes the importance of information to a democratic society - practices ethical behavior in regard to information and information technology - participates effectively in groups to pursue and generate information	-recognizes the role of librarian -understands proper care of materials borrowed -respects the rights of other library users -follows circulation procedures -knows that materials in the library are in a specific order and continues developing an understanding of how to keep library materials in order -recognizes the library as a source of information and reading materials	- participate in group discussions - listen and respond thoughtfully and respectfully to others	M- demonstrate mathematical communication through discussion, reading, writing, listening and responding, individually and in groups	-demonstrate respect for others, their property and their views -explain and accept consequences for one's own actions -describe history and significance of days (ML King, Jr., Presidents', Patriot's; Memorial; Independence; Labor, Columbus; Election; Veterans; and Thanksgiving)