

Oregon School Library

Grade 3

INFORMATION LITERACY
Use strategies for locating, selecting, organizing, understanding, evaluating, using, and producing information, within physical and digital information environments

1 Standard 1: Use skills, resources, and tools to inquire, think critically, and gain knowledge

- A Follow an inquiry-based process to seek knowledge **LIB 1.1.A**
 - 3. With guidance and support, follow an inquiry process using a prescribed framework **LIB 1.1.A.3**
- B Apply prior knowledge to new learning **LIB 1.1.B**
 - 3. With support, use prior knowledge to make connections to a problem, question, or topic **LIB 1.1.B.3**
- C Develop, select, clarify, and use questions to search for information **LIB 1.1.C**
 - 3. With guidance and support, generate and use multiple questions to explore a topic **LIB 1.1.C.3**
- D Develop, select, clarify, and use strategies to search for information **LIB 1.1.D**
 - 3. With prompting, guidance, and support, use research questions to find information by generating keywords, synonyms, and related concepts. **LIB 1.1.D.3**
- E Find, evaluate, and select appropriate sources to answer questions **LIB 1.1.E**
 - 3. With guidance and support, find and use sources to answer questions, and demonstrate an understanding that criteria is used to select relevant sources **LIB 1.1.E.3**
- F and use tools within sources to access content **LIB 1.1.F**
 - 3. With support, understand the conventions [structure] of a source, and use basic navigational tools to search **LIB 1.1.F.3**
- G Evaluate information for accuracy, validity, importance, and bias **LIB 1.1.G**
 - 3. With guidance and support, explore accuracy, validity, importance, and bias as concepts for evaluating information **LIB 1.1.G.3**
- H Read, view, and listen to information in a variety of formats **LIB 1.1.H**
 - 3. With support, engage with information presented in a variety of formats **LIB 1.1.H.3**
- I Collaborate to broaden and deepen understanding **LIB 1.1.I**
 - 3. With support, use protocols for collaboration in digital and physical environments **LIB 1.1.I.3**
- J Assess the effectiveness of questions, strategies, and processes used in research to find information **LIB 1.1.J**
 - 3. With guidance and support, demonstrate an understanding that asking relevant, answerable questions guides research, and that there are strategies within the research process **LIB 1.1.J.3**

Standard 2 Use skills, resources, and tools to draw conclusions, make informed decisions, create new knowledge and apply knowledge to new situations

- A Analyze and evaluate information to draw conclusions **LIB 1.2.A**
 - 3. With guidance and support, draw conclusions referring to main ideas and supporting details from a source **LIB 1.2.A.3**
- B Analyze and evaluate information to make informed decisions **LIB 1.2.B**
 - 3. With guidance and support, evaluate information for purpose and point of view **LIB 1.2.B.3**
- C Analyze, organize, and synthesize information using a variety of tools **LIB 1.2.C**
 - 3. With support, use tools to organize information, and examine the criteria used for organizing **LIB 1.2.C.3**
- D Use information to answer questions and inspire further investigation **LIB 1.2.D**
 - 3. With prompting, guidance, and support, answer questions to demonstrate an understanding of information from a source by citing details and examples from a source **LIB 1.2.D.3**
- E Use information to solve real-world problems and inspire further investigation **LIB 1.2.E**
 - 3. With guidance and support, use multiple teacher provided sources to generate possible solutions to a real-world problem; and explore questions that arise from the investigation **LIB 1.2.E.3**
- F Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems **LIB 1.2.F**
 - 3. With support, use protocols for collaboration in digital and physical environments **LIB 1.2.F.3**
- G Reach and defend informed conclusions based on best evidence **LIB 1.2.G**
 - 3. With prompting, guidance, and support, demonstrate an understanding of the difference between informed and uninformed conclusions and the role of evidence **LIB 1.2.G.3**
- H Evaluate the effectiveness of the skills and tools used to create new knowledge **LIB 1.2.H**
 - 3. With prompting, guidance, and support, identify the skills and/or tools used to create new knowledge **LIB 1.2.H.3**

Standard 3 Use skills, resources, and tools to create and share work that expresses and demonstrates new understandings

A Analyze delivery formats for sharing understanding **LIB 1.3.A**

3. With support, discuss and use various delivery formats to create and share work **LIB 1.3.A.3**

B Use appropriate tools to create and share new work **LIB 1.3.B**

3. With support, use a variety of tools to create and share work **LIB 1.3.B.3**

C Collaborate with others to create original products and share new understanding **LIB 1.3.C**

3. With support, use protocols for collaboration in digital and physical environments **LIB 1.3.C.3**

D Reflect on a product's effectiveness in expressing and demonstrating new understandings **LIB 1.3.D**

3. With support discuss whether a product effectively demonstrates new understandings **LIB 1.3.D.3**

**READING ENGAGEMENT:
Read to pursue lifelong
intellectual, personal,
and emotional growth**

Standard 1 Develop an appreciation for reading

- A Read, listen to, and view a variety of genres and formats **LIB 2.1.A**
 - 3. With guidance and support, self-select and interact with different genres and formats, and demonstrate an understanding that each genre has specific characteristics **LIB 2.1.A.3**
- B Identify, reflect upon and respond to works which exemplify the human experience **LIB 2.1.B**
 - 3. With prompting, guidance, and support, discuss and reflect upon new and/or familiar perspectives encountered in a variety of works **LIB 2.1.B.3**
- C Read to answer questions, make decisions, or solve problems **LIB 2.1.C**
 - 3. With support, demonstrate an understanding that reading can help in answering questions, making decisions, and solving problems **LIB 2.1.C.3**
- D Explore text to text, text to self, and text to world connections **LIB 2.1.D**
 - 3. With support, read stories and identify similarities among the texts, between self and texts, and between the world and texts **LIB 2.1.D.3**
- E Appreciate and evaluate author's craft and use of literary devices **LIB 2.1.E**
 - 3. With support, listen to and read a variety of stories by the same author and describe basic similarities and differences among the stories **LIB 2.1.E.3**
- F Read to seek multiple diverse and inclusive perspectives **LIB 2.1.F**
 - 3. With support, read and discuss a variety of fiction and nonfiction to explore multiple diverse and inclusive perspectives **LIB 2.1.F.3**

2 Standard 2: Comprehend, interpret and evaluate informational and fictional text

- A Read, listen to, view, and integrate information to build background knowledge **LIB**
2.2.A
 - 3. With guidance and support, interact with a variety of sources to build background knowledge **LIB** 2.2.A.3
- B Demonstrate reading for meaning by finding the main and supporting details **LIB**
2.2.B
 - 3. With prompting, guidance, and support, identify main ideas and supporting details **LIB** 2.2.B.3
- C Demonstrate reading for meaning by evaluating evidence, drawing conclusions, and forming opinions **LIB** 2.2.C
 - 3. With guidance and support, form and support an opinion with evidence from a source **LIB** 2.2.C.3
- D Read to understand history, current events, and to make personal decisions **LIB**
2.2.D
 - 3. With guidance and support, select and read materials to make personal decisions, and to develop an understanding of history and current events **LIB**
2.2.D.3
- E Evaluate text for author's purpose **LIB** 2.2.E
 - 3. With support, interact with a variety of texts to explore author's purpose **LIB**
2.2.E.3

Standard 3 Build reading skills and behaviors for lifelong learning

- A Apply reading strategies across the content areas **LIB 2.3.A**
 - 3. With support, demonstrate an understanding that text features are tools that can be used as strategies for reading **LIB 2.3.A.3**
- B Contribute to a reading and learning community **LIB 2.3.B**
 - 3. With guidance and support, participate in reading and learning communities by sharing ideas, asking and answering questions, listening to others, and understanding that learning communities are guided by rules and protocols **LIB 2.3.B.3**
- C Self-select reading materials from a variety of genres and formats **LIB 2.3.C**
 - 3. With prompting, guidance, and support, identify genres and formats within fiction and nonfiction materials, and make a selection **LIB 2.3.C.3**
- D Make personal and global connections to the real world when reading a variety of texts **LIB 2.3.D**
 - 3. With support, read or listen to a text and make personal connections **LIB 2.3.D.3**
- E Demonstrate resiliency, perseverance, and stamina when reading a variety of texts **LIB 2.3.E**
 - 3. With support, read, listen to and discuss stories with themes of resiliency, perseverance, and stamina **LIB 2.3.E.3**

SOCIAL RESPONSIBILITY: Share knowledge and participate ethically and productively as members of a democratic society**Standard 1 Practice ethical behavior to share knowledge**

- A Use appropriate language when communicating with others **LIB 3.1.A**
 - 3. With prompting, guidance, and support, use appropriate language and consider the audience and environment to communicate **LIB 3.1.A.3**
- B Participate in and advocate for safe and ethical communication **LIB 3.1.B**
 - 3. With guidance and support, explore the concept of ethical communication, practice strategies for safe interaction in face-to-face and online environments, and develop an awareness of digital citizenship **LIB 3.1.B.3**
- C Practice accuracy and consider bias when sharing information **LIB 3.1.C**
 - 3. With support, verify sources of information and consider the impact of sharing that information **LIB 3.1.C.3**

Standard 2 Practice ethical behavior when using print and digital resources

- A Use a variety of authoritative sources, considering multiple perspectives and points of view **LIB 3.2.A**
 - 3. With guidance and support, use a variety of teacher-selected authoritative sources to answer a question or explore a topic **LIB 3.2.A.3**
- B Generate accurate source citations **LIB 3.2.B**
 - 3. With guidance and support, create a citation using basic formatting and punctuation for author, title and publication date, and demonstrate an understanding that it is appropriate to give creators credit for their work **LIB 3.2.B.3**
- C Avoid plagiarism when gathering, presenting, or publishing information **LIB 3.2.C**
 - 3. With prompting, guidance, and support, identify original sources used when taking notes to gather information **LIB 3.2.C.3**
- D Respect the intellectual property of others and copyright law when gathering, presenting, or publishing information **LIB 3.2.D**
 - 3. Begins in 5th grade **LIB 3.2.D.3**

Standard 3 Participate collaboratively, respectfully and productively as a member of a democratic society

- A Collaborate as members of a social and intellectual community **LIB 3.3.A**
 - 3. With support, explore protocols and behaviors for collaboration in a variety of large and small group settings **LIB 3.3.A.3**
- B Advocate for intellectual freedom and uphold the rights of others **LIB 3.3.B**
 - 3. With guidance and support, make individual selections about what to read/view, and support others' choices **LIB 3.3.B.3**
- C Demonstrate responsible citizenship in use of materials and resources **LIB 3.3.C**
 - 3. With support, identify and practice responsible use and care of materials and resources **LIB 3.3.C.3**