**Grade level:** 4  
**Course Title:** Library  
**Topic/Concept:** Recognize Quality and Craftsmanship  
**Time Allotment:** 2 sessions-ongoing  
**Unit Sequence:** 1

### Major Concepts to be learned:

1. Literature Appreciation

### Expected Skills to be demonstrated:

1. Read literature by award winning authors  
2. Identify authors of interest

### PA Standards/Anchors:

<table>
<thead>
<tr>
<th>R4.1.3</th>
</tr>
</thead>
</table>

### Eligible Content:

| PSL – R4.1.3.5A  
R4.1.3.5F |

### Instructional Strategies:

- Read aloud literature and authors of interest  
- Recommended reading lists  
- Expose students to current award winning literature and authors of interest

### Assessments:

- Book discussions on the wikispace  
- Observation of circulation  
- Student participation
Grade level: **4**  
Course Title: **Library**  
Topic/Concept: **Develop Information Seeking Strategies**

**Time Allotment:** 2 sessions-ongoing  
**Unit Sequence:** ____ 2

<table>
<thead>
<tr>
<th><strong>Major Concepts to be learned:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Select appropriate print resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expected Skills to be demonstrated:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organization of the Dewey Decimal System</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PA Standards/Anchors:</strong></th>
</tr>
</thead>
</table>
| R4.1.8  
M4.2.1 |  

<table>
<thead>
<tr>
<th><strong>Eligible Content:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSL – R4.1.8.5B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Instructional Strategies:</strong></th>
</tr>
</thead>
</table>
| Work Sheets  
Locating call number components on a book  
Locate print material using call numbers |  

<table>
<thead>
<tr>
<th><strong>Assessments:</strong></th>
</tr>
</thead>
</table>
| • Tests  
• Observe circulation  
• Student participation  
• Observe book selections |
**Grade level:** 4  
**Course Title:** Library  
**Topic/Concept:** Ethical Behavior  
**Time Allotment:** 2 sessions  
**Unit Sequence:** 3

### Major Concepts to be learned:

| 1. Demonstrate social responsibility |

### Expected Skills to be demonstrated:

| 1. Follow circulation procedures and guidelines  
  2. Demonstrate responsible use of resources, equipment, and facility |

### PA Standards/Anchors:

<table>
<thead>
<tr>
<th>R4.1.8</th>
<th>Eligible Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSL – R4.1.8.5C</td>
</tr>
</tbody>
</table>

### Instructional Strategies:

| Give examples of proper use of library  
| Review rules and procedures of the library |

### Assessments:

- Observation  
- Participation  
- Class discussions
**Grade level:** 4

**Course Title:** Library

**Topic/Concept:** Develop Information Seeking Strategies

**Time Allotment:** 3 sessions

**Unit Sequence:** 4

### Major Concepts to be learned:

1. Locate appropriate sources

### Expected Skills to be demonstrated:

1. Locate and define title page
2. Locate and define glossary
3. Locate and define index
4. Locate and define table of contents

### PA Standards/Anchors:

<table>
<thead>
<tr>
<th>PA Standards/Anchors</th>
<th>Eligible Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>R4.1.8</td>
<td>PSL – R4.1.8.5B</td>
</tr>
</tbody>
</table>

### Instructional Strategies:

- Work sheets
  - Provide examples of title page, glossary, index, and table of contents
  - Students search independently and locate title page, glossary, index, and table of contents

### Assessments:

- Tests
- Observation
- Participation
**Grade level:** 4  
**Course Title:** Library  
**Topic/Concept:** Establish Clear Information Goals

**Time Allotment:** 4 sessions-ongoing  
**Unit Sequence:** 5

### Major Concepts to be learned:

1. Book selection

### Expected Skills to be demonstrated:

1. Select books of interest  
2. Select books on appropriate level

### PA Standards/Anchors:  
<table>
<thead>
<tr>
<th>PA Standards/Anchors:</th>
<th>Eligible Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>R4.1.1</td>
<td>PSL – R4.1.1.5A</td>
</tr>
</tbody>
</table>

### Instructional Strategies:  
- Provide a variety of books of interest  
- Provide a variety of leveled books  
- Provide time for students to browse and select books  
- Facilitate book selection

### Assessments:

- Observe circulation  
- Participation  
- Observe book selection
Grade level: 4
Course Title: Library
Topic/Concept: Locating and Acquiring Information

Time Allotment: 5 sessions
Unit Sequence: 6

Major Concepts to be learned:

1. Using OPAC

Expected Skills to be demonstrated:

1. Perform an author search
2. Perform a title search
3. Perform a subject search

PA Standards/Anchors:

R4.1.8

Eligible Content:

PSL – R4.1.8.5B

Instructional Strategies:

Use of OPAC on computers
Work sheets
Seeking information by author, title and subject using OPAC
Give examples on smart board

Assessments:

- Observation
- Participation
- Tests
**Grade level:** 4  
**Course Title:** Library  
**Topic/Concept:** Recognize Quality and Craftsmanship

**Time Allotment:** 5 sessions-ongoing  
**Unit Sequence:** ____7

### Major Concepts to be learned:

| 1. Read and understand works of literature |

### Expected Skills to be demonstrated:

| 1. Identify the purpose for reading a type of text literature or information  
2. Establish the purpose for reading nonfiction text |

### PA Standards/Anchors:  

| R4.1.3 |

### Eligible Content:

| PSL – R4.1.3.5A |

### Instructional Strategies:

| Provide a variety of fiction and nonfiction books  
Read aloud a variety of fiction and nonfiction books  
Allow appropriate time for book selection |

### Assessments:

| Observe circulation  
Observe selection  
Participation  
Discussion |
Grade level: 4  
Course Title: Library  
Topic/Concept: Literature Selection  
Time Allotment: 4 sessions  
Unit Sequence: 8

**Major Concepts to be learned:**

1. Appreciation of literature and authors

**Expected Skills to be demonstrated:**

1. Select and recognize award winning literature
2. Select and recognize books by award winning authors

**PA Standards/Anchors:**

| R4.1.3 | PSL – R4.1.3.5A |

**Eligible Content:**

**Instructional Strategies:**

- Expose students to award winning literature and authors
- Book lists
- Read aloud award winning books by award winning authors

**Assessments:**

- Observation of book selection
- Discussions of books
- Suggesting literature to others
<table>
<thead>
<tr>
<th>Grade level:</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>Library</td>
</tr>
<tr>
<td>Topic/Concept:</td>
<td>Review Information Seeking Strategies</td>
</tr>
<tr>
<td>Time Allotment:</td>
<td>3 sessions-ongoing</td>
</tr>
<tr>
<td>Unit Sequence:</td>
<td>9</td>
</tr>
</tbody>
</table>

**Major Concepts to be learned:**

1. Use of OPAC

**Expected Skills to be demonstrated:**

1. Select fiction or nonfiction books by using search strategies on OPAC

**PA Standards/Anchors:**

<table>
<thead>
<tr>
<th>R4.1.8</th>
</tr>
</thead>
</table>

**Eligible Content:**

<table>
<thead>
<tr>
<th>PSL – R4.1.8.5B</th>
</tr>
</thead>
</table>

**Instructional Strategies:**

- Use subject search with OPAC
- Use author search with OPAC
- Use title search with OPAC
- Work sheets

**Assessments:**

- Tests
- Observation
- Participation
- Discussions
Grade level: 4  
Course Title: Library  
Topic/Concept: Genres  
Time Allotment: 3 sessions  
Unit Sequence: 10  

Major Concepts to be learned:

1. Identify characteristics of genre

Expected Skills to be demonstrated:

1. Identify fantasy
2. Identify biography/autobiography
3. Identify historical fiction
4. Identify realistic fiction

PA Standards/Anchors:  
R4.1.3

Eligible Content:  
PSL – R4.1.3.5F

Instructional Strategies:

Provide a variety of literature for student selection
Expose students to fantasy, biographies, autobiographies, historical fiction, and realistic fiction
Read aloud fantasy, biography, autobiography, historical fiction, and realistic fiction.

Assessments:

- Observe book selection
- Participation
- Discussions
Grade level: 4  
Course Title: Library  
Topic/Concept: Oral summary of a book

Time Allotment: 3 sessions  
Unit Sequence: 11

Major Concepts to be learned:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Retell a story</td>
</tr>
</tbody>
</table>

Expected Skills to be demonstrated:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Summarize story</td>
</tr>
<tr>
<td>2.</td>
<td>Describe characters</td>
</tr>
<tr>
<td>3.</td>
<td>Describe setting</td>
</tr>
<tr>
<td>4.</td>
<td>State problem and solution</td>
</tr>
<tr>
<td>5.</td>
<td>Give conclusion</td>
</tr>
<tr>
<td>6.</td>
<td>Give critic</td>
</tr>
</tbody>
</table>

PA Standards/Anchors:  
Eligible Content:  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>R4.1.6</td>
<td>PSL – R4.1.8.3B</td>
</tr>
<tr>
<td>R4.1.8</td>
<td></td>
</tr>
</tbody>
</table>

Instructional Strategies:  
Assessments:  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Give examples using story cards of a book talk</td>
<td>Individual book talks</td>
</tr>
<tr>
<td>Listen to other book talks</td>
<td></td>
</tr>
</tbody>
</table>