

THIRD GRADE DISCLOSURE STATEMENT

PHILOSOPHY: The primary purpose of our Cosgriff library program is teach students to access, evaluate, and apply information. We want to encourage reading for information, enrichment, pleasure, and to aid students in making informed choices of consumers of media.

The following curriculum corresponds to the Utah State Office of Education Library Media Core Curriculum:

THIRD GRADE:

- Identify different kinds of information contained in textual, pictorial, and numerical sources
- Distinguish between broad and narrow topics, e.g., birds vs. robin, vehicles vs. truck
- Identify important words that could be used as search terms
- List the steps needed to complete a task
- Identify general references, e.g., general encyclopedias, picture atlases, dictionaries, maps, globes, pictures, periodicals, timelines, primary thesauri, almanacs, and pamphlets
- Identify and use subject-specific references, e.g., science and history encyclopedias
- Identify general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials, general reference materials
- Identify community resources, e.g., libraries, museums, businesses, government agencies
- Recognize and use electronic resources, e.g., CD-ROM, Pioneer, the Internet, Fact Monster
- Select informational resources that are understandable, available, relevant, and current
- Explain that information is based on fact or opinion
- Compare and contrast information resources that show prejudice, stereotyping, and bias with information that does not
- Select resources in a variety of formats
- Locate the school library media center, circulation desk, computer workstations, picture books, informational and fictional books, audiovisual materials, and periodicals
- Apply knowledge of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, how to use shelf markers
- Use the electronic cataloging system (Alexandria) to search by subject, author, or title
- Locate picture books and fiction books in alphabetical order by author's last name and information books by the Dewey Decimal Classification number and other book spine information
- Access information within print resources, e.g., posters, illustrations in books, title pages, book jacket text, charts, graphs, table of contents, index, information boxes and side bars, captions, headings and subheadings, copyright date, volume number, guide words, glossary, bibliography
- Demonstrate knowledge of operational procedures for accessing information in electronic resources

- Use appropriate interview techniques and prepare effective questions that relate to the topic and subtopics, arrange appointments, record the interview with audio, video, or note-taking
- Use headings and subheadings in texts to find information
- Identify a main idea under relevant headings, within written information
- Read and interpret graphic information found in illustrations, maps, and charts
- Explain how people can have expertise and be a source of information
- Select information that is understandable, available, and relevant to topics
- Develop note-taking skills to record information, e.g., take notes on cards, photocopy, download, dictate
- Paraphrase or summarize information to avoid plagiarism
- Record information sources in a simplified bibliographic citation format
- Organize and integrate information, e.g., using sequencing, webbing
- Create a first draft, gather feedback, and edit
- Use a variety of production technologies for sharing information, e.g., word processing, photographing, audio recording, drawing illustrations, creating multimedia computer presentations
- Create a picture book to demonstrate how text conveys meaning through words, sentences, and pages
- Locate and define the parts of a book, e.g., author and illustrator names, cover, spine, dust jacket, title, title page, endpapers, dedication page, text, table of contents, glossary index, publisher, copyright information, bibliography
- Identify the role of the author and illustrator
- Identify the elements of “story”, e.g., character, setting, plot, point-of-view, theme
- Identify the techniques used by authors and illustrator to give definition to characters, e.g., verbal and visual descriptions, dialogue
- Summarize the plot of stories and retell stories in sequence
- Identify and explain setting and how it affects the action and characters
- Identify and explain the point-of-view, i.e., who tells the story
- Read various types of literature, e.g., fables, poetry, realistic fiction, folktales, fairy tales, fantasy, drama, myths, historical fiction
- Read informational works, e.g., science, art, “how-to” books, picture dictionaries, technology, sports and recreation, pets, communication, transportation, economics, ecology, reference
- Listen to, read, and distinguish among quality literature, e.g., award books, classics, “notable” or “best” books, works of distinguished authors and illustrators
- Describe insights from and connections to fictional characters, people, and cultures from the past and present
- Develop empathy and perspective through interaction with a story’s characters or setting
- Define with examples basic terms, e.g., media, media literacy, mass media, local media
- List and describe a variety of media and the advantages and limitations of each, e.g., availability, cost, audience, appeal, frequency, and ease of use

- Explain how media experiences have the potential to help develop creativity and change values, lives, or perspectives
- Describe ethically and legally responsible ways in which to use print and non-print media
- Locate and identify symbols of copyright and trademarks in or on print and non-print media
- Identify and list how to be active consumers of media, e.g., respond with letters to editors, letters and telephone calls to station programmers and advertisers
- Recognize the value of differing viewpoints
- Recognize how social and cultural attitudes and backgrounds can influence responses to media, e.g., sports ability bias, gender bias
- Recognize how media productions may be constructed to create or influence a perception of reality
- Identify examples of real, realistic, and unreal content in media, e.g., a horse, a wooden horse, a unicorn
- Identify examples of advertising targeted at young viewers, e.g., condoning rudeness, advertisements for toys, games, cereal and snacks, clothing with logos
- List and define elements of communication, i.e., sender, message, receiver
- Identify and describe the purposes of media messages
- Identify examples of how sound is manipulated in construction media messages, e.g., music, sound effects, decibel level
- Summarize the content of media messages
- Differentiate between advertisements and other content material, e.g., television, periodicals, radio, and the Internet
- Identify fact and opinion in a variety of media messages
- Identify persuasive techniques in advertising, e.g., fantasy, “happy families”, negative side-by-side comparison
- List a variety of the possible effects of advertising, e.g., satisfactions vs. disillusionment, healthy vs. unhealthy choices
- Identify media messages for ethics and values, e.g., honesty, responsibility, caring, respect, trust, and justice
- Contrast the consequences of “staged” violence portrayed in media, e.g., property damage, physical harm, with the consequences of violence in real life
- Analyze print and non-print versions of the same media message
- Identify examples of stereotyping
- Compare the amount of time devoted to media with the amount of time devoted to reading, exercise, participation sports, the arts
- Make wise media choices by consulting with parents and teachers
- Evaluate media messages for accuracy and authenticity, e.g., verify facts with additional resources
- Evaluate and select media materials to meet educational needs, e.g., presentations, research

ASSESSMENTS: Students will be given a variety of assessments, projects, research projects, and fun activities to learn the 3rd grade library core. Part of the grade for library is not only the activities, projects, participation in the reading program and tests that they will routinely have, but also participation in the classroom discussions. If a student misses an assignment, they will be responsible for coming to me to make up any missed work. If a student fails to make up the missed work, they will receive a zero.

CLASSROOM DISCIPLINE POLICY: In order for our library to be a safe and positive learning environment, the students are expected to be on task, to work quietly, and listen attentively at appropriate times. Positive reinforcement is emphasized to teach these behaviors.

ESSENTIAL AGREEMENTS:

- Follow directions the first time they are given
- Be respectful to oneself, to your neighbors, and to our library materials
- Raise your hand and wait for permission to speak

CONSEQUENCES:

- The first time you break one of the essential agreements, you will get a warning.
- If the undesired behavior persists, then the second time you are told to please stop, you will have to go to a time out chair and reflect upon your behavior.
- If the undesired behavior persists, then you will be sent back to the classroom unless the behavior warrants a referral sheet and then you will be sent to Mrs. Hunt with the referral sheet and your parents will be called.

Third grade students are allowed to check out three library books for a period of 1 week. They are expected to return the library books the following week during library time. If a student loses a book, they will be expected to pay for the lost book and else buy an exact copy of the book to replace the one that they lost.

Please sign below stating that you have read the disclosure statement.

(Parental signature)

(Student signature)