INSTRUCTIONAL FRAMEWORK PLAN

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Implementation Framework Plan

Activity 1: Note-Taking & Paraphrasing Skills

Audience: Valley Elementary School's (VES) Fifth-Grader Learners

Activities: The school librarian and Mrs. Philemon will model multiple note-taking methods using library resources, to be employed for their Maryland research project, which will require students to effectively paraphrase and summarize important information.

Shared Foundation & Key Commitment: IV. Curate- Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance (AASL 94).

Domains & Standards

A. Think

School librarians challenge learners to act on an information need by:

1. Modeling the response to a need to gather and organize information (AASL 94).

B. Create

Learners gather information appropriate to the task by:

4. Organizing information by priority, topic, or other systematic scheme (AASL 94).

School librarians promote information gathering appropriate to the task by:

4. Providing tools and strategies to organize information by priority, topic, or other systematic scheme (AASL 94).

Related Content Curriculum Standards

All standards are from the Maryland State Department of Education Maryland College and Career Ready Curriculum Framework English Language Arts Reading Informational Text Grades 3 through 5 (RI), Speaking and Listening Grades 3 through 5 (SL), and Writing Grades 3 through 5 (W).

RI1 CCR Anchor Standard Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text (1).

RI7 CCR Anchor Standard Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words (8).

SL4 CCR Anchor Standard Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience (4).

W7 CCR Anchor Standard Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation (15).

W8 CCR Anchor Standard Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism (16).

W9 CCR Anchor Standard Draw evidence from literary or informational texts to support analysis, reflection, and research (17).

SMART Objectives

By December 7, 2020, the school librarian and the teacher will have used library resources to demonstrate how to create a learning goal for note-taking, will have instructed students on note-taking, and on highlighting or underlining information, will have taught how to summarize and record information in at least three graphic organizers, and will have modeled how to share finished graphic organizers with the class.

By December 7, 2020, the school librarian will have demonstrated how to use library resources to locate three unbiased and reputable digital resources, two unbiased and reputable print resources, and will have demonstrated Digital Citizenship by modeling how to record the correct bibliographic information on a recording sheet.

By December 10, 2020, all Fifth-Grade learners will have used a checklist to ensure they created a learning goal for note-taking, will have effectively taken notes, will have highlighted or underlined information, will have used library resources to locate at least three unbiased and reputable digital resources and two unbiased and reputable print resources, will have recorded the correct bibliographic information on a recording sheet, will have accurately summarized and recorded information in at least one poster-sized graphic organizer, and will have presented their work to the class.

1.1 Learner Development. Candidates demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. Candidates engage learners' interests to think, create, share, and grow as they design and implement instruction that integrates the National School Library Standards.

1.2 Learner Diversity. Candidates articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives.

1.3 Learning Differences. Candidates cultivate the educational and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.

1.4 Learning Environments. Candidates create both physical and virtual learner-centered environments that are engaging and equitable. The learning environments encourage positive social interaction and the curation and creation of knowledge.

Implementation Steps & Timeline

Day 1

School Librarian and Teacher:

- Teacher will introduce the Maryland Research Project and explain that students can research any aspect of Maryland's past or present (1.1 Learner Development).
- Teacher will provide a checklist to ensure students include all the components of this project (1.1 Learner Development).
- Teacher will demonstrate how to choose a topic within the project (1.1 Learner Development).
- School Librarian will demonstrate how to create learning goal(s) for note-taking (What information is the reader needing for their research assignment? What information is the reader needing to find in the text?) (1.1 Learner Development).
- Teacher will collect students' learning goals (1.3 Learning Differences).

Learners:

- Will choose a topic within the project (1.1 Learner Development).
- Will create learning goal(s) stating the desired information they are seeking to gather from the text (1.1 Learner Development).
- Will turn in learning goal(s) (1.3 Learning Differences).
- Will keep their checklist in their research folder (1.1 Learner Development).

Day(s) 2-3

School Librarian and Teacher:

- School librarian will demonstrate how to use unbiased and reputable digital resources in Valley Elementary School's (VES) library for the Maryland Research Project.
  - Will model how to use Capstone Interactive Library, Gale in Context Elementary, Fact Cite-American History, Pebble Go Next, TeachingBooks, TrueFlix, Learn 360 District, Frederick County Public Libraries access through Student Success Cards, ProQuest CultureGrams, and Britannica School (1.4 Learning Environments).
- School librarian will demonstrate how to use LS2 Kids and LS2 PAC to find unbiased and reputable print resources in the VES library (1.4 Learning Environments).
- Teacher will demonstrate Digital Citizenship by modeling how to correctly cite and provide accurate bibliographic information (1.4 Learning Environments).

Learners:

- Will locate at least three unbiased and reputable digital resources in Valley Elementary School's library. VES digital library resources will include Capstone Interactive Library, Gale in Context Elementary, Fact Cite-American History, Pebble Go Next, TeachingBooks, TrueFlix, Learn 360 District, Frederick County Public Libraries access through Student Success Cards, ProQuest CultureGrams, and Britannica School (1.4 Learning Environments).
- Will use LS2 Kids and LS2 PAC to look for at least two unbiased and reputable print resources in the Valley Elementary School Library (1.4 Learning Environments).
- Will demonstrate Digital Citizenship by modeling how to correctly cite and provide accurate bibliographic information (1.4 Learning Environments).
- Will continue to use their checklist to monitor their research progress (1.1 Learner Development).

Library:

- The Valley Elementary School Library Media Center's webpage will provide a variety of unbiased and reputable digital resources about Maryland's history. Digital resources will meet the needs of a diverse learning community through text-to-speech, audio/video, and through texts that support a variety of reading levels. (1.3 Learning Differences).
- The Valley Elementary School Library Media Center's webpage will provide access to unbiased and reputable print resources through LS2 Kids and LS2 PAC.

Day(s) 4-5

School Librarian and Teacher:

- Will both demonstrate in whole group how to take notes, highlight, or underline information from the text.
  - Educators will scan and upload library print resources to Kami to demonstrate in front of the class how to take notes, highlight, or underline text (1.1 Learner Development)
  - Educators will display digital resources on the Promethean board to demonstrate how to either print the resources, digitally highlight or underline information, or download it into Google Classroom or Google Drive.
- Will team teach--school librarian with half the class and classroom teacher with half the class- to reinforce and assist students (1.2 Learner Diversity and 1.3 Learning Differences)
- Will collect print information to assess students' understanding of highlighting or underlining text (1.3 Learning Differences)
- Will observe students' use of digitally highlighting or underlining text (1.4 Learning Environments).

Learner:

- Will highlight or underline information (physically or digitally) in the text that matches their learning goal (1.4 Learning Environments).
- Will continue to use their checklist to monitor their research progress (1.1 Learner Development).

Library:

- Will provide unbiased and reputable digital and print resources on a variety of reading levels about Maryland history (Meets 1.3 Learning Differences).

Day(s) 6-8

School Librarian and Teacher:

- Will demonstrate how to summarize information in their own words and record it in multiple graphic organizers (Four Square, Venn diagram, chart, flow chart, web, or spider) (1.1 Learner Development).
- Will implement learning stations which students can visit depending on their needs: independent work station--continue finding research information, school librarian-- highlighting and underlining text station, teacher-- filling out a graphic organizer, book check out-- select library books and check out books on their own (1.1 Learner Development, 1.2 Learner Diversity, 1.3 Learning Differences, and 1.4 Learning Environments).
- Will collect student work so as to monitor progress (1.3 Learning Differences).

Learners:

- Will participate in learning stations depending on where they are in the research process (1.1 Learner Development, 1.2 Learner Diversity, 1.3 Learning Differences, and 1.4 Learning Environments).
- Will summarize information in their own words and record it in a poster-sized graphic organizer of their choice (Four Square, Venn diagram, chart, flow chart, web, or spider) (1.1 Learner Development).
- Will turn in work accomplished that day (1.3 Learning Differences).
- Will continue to use their checklist to monitor their research progress (1.1 Learner Development).

Day 9

School Librarian and Teacher:

- Will demonstrate how to present their poster-sized graphic organizers.
- Will demonstrate how to offer feedback (one glow and one grow) on how they can improve in note-taking (1.3 Learning Differences and 1.4 Learning Environments).

Learners:

- Students will share their note-taking products in small groups. (1.2 Learning Diversity).
- Students will offer each other feedback (one glow and one grow) on how they can improve in note-taking (1.3 Learning Differences and 1.4 Learning Environments).

Activity #2 Creating an Engaging Product

Audience: Valley Elementary School's (VES) Fifth-Grader Learners

Activities: The school librarian and Mrs. Philemon will introduce students to a variety of ways through which students can showcase their information on Maryland to the class.

Shared Foundation & Key Commitment: I. Inquire- Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems (AASL 68).

Domains & Standards

B. Create

Learner engage with new knowledge by following a process that includes:

3. Generating products that illustrate learning (AASL 68).

School librarians promote new knowledge generation by:

3. Facilitating the development of products that illustrate learning (AASL 68).

The school library enables generation of new knowledge by:

1. Providing experiences with and access to resources, information, ideas, and technology for all learners in the school community (AASL 69).

Related Content Curriculum Standards

All standards are from the Maryland State Department of Education Maryland College and Career Ready Curriculum Framework English Language Arts Speaking and Listening Grades 3 through 5 (SL).

SL4 CCR Anchor Standard Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience (4).

SL5 CCR Anchor Standard Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations (5).

SL6 CCR Anchor Standard Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate (6).

SMART Objectives

By December 15, the school librarian and teacher will have modeled how to use learning technologies Adobe Spark and Audacity, in both small group and whole group settings, for Valley Elementary School's Fifth-Grade unbiased Maryland Research Project.

By December 21, the Fifth-Grade learners at Valley Elementary School will have created and finished an unbiased Maryland Research Project using learning technologies Adobe Spark or Audacity.

By December 23, the Fifth-Grade learners at Valley Elementary School will have presented their unbiased Maryland Research Project using learning technologies Adobe Spark or Audacity, completed a self-evaluation rubric, and received a teacher evaluation rubric from either the school librarian or classroom teacher.

ALA/AASL/CAEP Components Addressed

1.1 Learner Development. Candidates demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. Candidates engage learners' interests to think, create, share, and grow as they design and implement instruction that integrates the National School Library Standards.

1.2 Learner Diversity. Candidates articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives.

1.3 Learning Differences. Candidates cultivate the educational and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.

1.4 Learning Environments. Candidates create both physical and virtual learner-centered environments that are engaging and equitable. The learning environments encourage positive social interaction and the curation and creation of knowledge.

Implementation Steps & Timeline

Day 1

School Librarian and Teacher:

- Will promote two learning technologies- Adobe Spark or Audacity- that students can choose from to showcase their Maryland Research Project (1.1 Learner Development).

Learners:

- Will commit to either using Adobe Spark or Audacity to showcase their Maryland Research Project (1.3 Learning Differences).

Library:

- Will provide the learning technologies software -Adobe Spark and Audacity- on library Chromebooks (1.4 Learning Environments).

Day 2

School Librarian and Teacher:

- Will follow a parallel teaching model.
  - School librarian will teach how to use Adobe Spark to the students who are interested in using this learning technology for their Maryland Research Project (1.2 Learner Diversity and 1.4 Learning Environments).
  - Teacher will teach how to use Audacity to create a podcast to those students who are interested in using this learning technology for their Maryland Research Project (1.2 Learner Diversity and 1.4 Learning Environments).

Learners:

- Will either be with the school librarian learning how to use Adobe Spark software or with the teacher learning how to use Audacity software (1.3 Learning Differences).

Day(s) 3-5

School Librarian and Teacher:

- Will continue to follow a parallel teaching model.
    - School librarian will support students using Adobe Spark software to create their unbiased Maryland Research Project (1.1 Learner Development, 1.2 Learner Diversity, 1.3 Learning Differences, and 1.4 Learning Environments).
    - Teacher will support students using Audacity to create a podcast for their unbiased Maryland Research Project (1.1 Learner Development, 1.2 Learner Diversity, 1.3 Learning Differences, and 1.4 Learning Environments).

Learners:

- Will either be creating their unbiased Maryland Research Project through Adobe Spark or through Audacity (1.1 Learner Development, 1.2 Learner Diversity, 1.3 Learning Differences, and 1.4 Learning Environments).

Day 6

School Librarian and Teacher:

- Will model how students are expected to present their unbiased Maryland Research Project in small groups (1.4 Learning Environments).
- Will provide students with a self-evaluation rubric to assess their development and implementation of using Adobe Spark or Audacity in their unbiased Maryland Research Project (1.1 Learner Development).
- Will use a teacher evaluation rubric to assess students' development and implementation of using Adobe Spark or Audacity in their unbiased Maryland Research Project (1.1 Learner Development).

Learners:

- Will present their unbiased Maryland Research Project in small groups (1.4 Learning Environments).
- Will use a rubric to self-reflect on their development and implementation of using Adobe Spark or Audacity in their unbiased Maryland Research Project (1.1 Learner Development).

Work Cited

AASL. *National School Library Standards.* Chicago, 2018.

"Maryland College and Career Ready Curriculum Framework English Language Arts Reading Informational Text Grades 3-5." *Maryland State Department of Education*, Aug. 2014. mdk12.msde.maryland.gov/INSTRUCTION/StandardsandFrameworks/ela/SiteAssets/HomePage/CCSC_Reading_Informational_Text_gr3-5.pdf. Accessed 4 Nov. 2020.

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