Missouri School Library

3-5: Instructional Guidance for School Librarians

Reading Engagement: Maximizing reading choices for personal enjoyment, continual learning, and community connection. 3-5.RE

1 **Guide Students in Making Individual Reading Choices** 3-5.RE.1

1 Guide students to select books that match their personal interests and reading levels. 3-5.RE.1.1

2 Provide opportunities for students to read in multiple genres (fiction, nonfiction, poetry, etc.) and formats (print, digital, audiobooks). 3-5.RE.1.2

3 Model the use of search tools to find resources and materials. 3-5.RE.1.3

2 **Guide Students in Building Connections Through Reading** 3-5.RE.2

1 Facilitate opportunities for students to share their opinions about what they are reading with peers. 3-5.RE.2.1

2 Provide materials that offer varied perspectives and experiences. 3-5.RE.2.2

3 Facilitate opportunities for students to share a connection between themselves and what they are reading. 3-5.RE.2.3

Information Literacy: Identifying information needs, accessing information using various methods, utilizing information in multiple formats, and synthesizing information effectively. 3-5.IL

1 **Prepare Students to Identify Their Information Needs** 3-5.IL.1

1 Guide students in identifying gaps in their personal background knowledge. 3-5.IL.1.1

2 Assist students in recognizing the gaps within an information source. 3-5.IL.1.2

3 Guide students in developing research questions. 3-5.IL.1.3

4 Help students determine the type of information needed. 3-5.IL.1.4

5 Instruct students on identifying the difference between open and closed questions. 3-5.IL.1.5

2 **Instruct Students on How to Explore Different Types of Sources and Information** 3-5.IL.2

1 Teach students to determine when it is best to use a database and when it is best to use an internet search. 3-5.IL.2.1

2 Demonstrate and guide students on how to choose a print or digital source for an information need. 3-5.IL.2.2

` Guide students as they develop keywords to locate information. 3-5.IL.2.3

. Support students as they use search strategies to locate information. 3-5.IL.2.4

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5 Demonstrate and provide guided practice using text features to locate information. 3-5.IL.2.5

6 Model and guide students in determining the credibility of a source. 3-5.IL.2.6

3 Guide Students on How to Utilize Information Independently 3-5.IL.3

1 Provide instruction on how to access print and digital sources. 3-5.IL.3.1

2 Model how to find and name bibliographic details (author, title, source). 3-5.IL.3.2

3 Guide students in giving credit to a source by using a basic format for citation. 3-5.IL.3.3

4 Explain to students the consequences of plagiarism. 3-5.IL.3.4

4 Guide Students on How to Organize Information 3-5.IL.4

1 Provide opportunities for students to combine what they already know with new information. 3-5.IL.4.1

2 Guide students as they organize information found in their guided research topics. 3-5.IL.4.2

3 Provide opportunities for students to organize and present their findings. 3-5.IL.4.3

Media Literacy: The ability to analyze and evaluate media effectively in its various forms and respond to and create media responsibly. 3-5.ML

1 Instruct Students on How to Explain the Message and Context of Media 3-5.ML.1

1 Instruct students on how to identify the message and context of the media they consume. 3-5.ML.1.1

2 Provide opportunities for students to explain the message and context of the media they consume. 3-5.ML.1.2

3 Facilitate discussions comparing the message and the context of the media students are consuming. 3-5.ML.1.3

2 Guide Students on How to Analyze the Value of the Media They Consume 3-5.ML.2

1 Allow the opportunity for a guided discussion over the different types of media. 3-5.ML.2.1

2 Support students as they determine the purpose of the media they consume (fun, learning, or connection with others). 3-5.ML.2.2

3 Guide students in identifying safe and responsible media use practices. 3-5.ML.2.3

4 Provide support for students in determining if media are safe for them or not. 3-5.ML.2.4

3 Guide Students in Evaluating the Impact of Their Interactions with Media 3-5.ML.3

1 Inform students of the impact giving out personal and private information can have on an individual. 3-5.ML.3.1

2 Guide students in defining digital footprint. 3-5.ML.3.2

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3 Emphasize the importance of immediately stopping the use of media and telling a trusted adult when a student feels unsafe. 3-5.ML.3.3

4 Instruct Students on How to Create Media Responsibly 3-5.ML.4

1 Provide opportunities for students to create things using different media. 3-5.ML.4.1

2 Teach students when it is appropriate to share what they create. 3-5.ML.4.2

3 Express the importance of citing work that is not the student's own work, using the appropriate format. 3-5.ML.4.3

Innovation: Empathetic, divergent thinking that results in problem solving and the development of action-oriented solutions. Innovative students persist through an iterative design process, collaborate with others, and communicate clearly and effectively. 3-5.I

1 Teach Students How to Implement a Design Process 3-5.I.1

1 Guide students as they use a process to solve problems. 3-5.I.1.1

2 Explain to students how to gather the information needed to learn about a problem. 3-5.I.1.2

3 Guide students as they generate ideas to solve a problem. 3-5.I.1.3

4 Facilitate opportunities for students to predict an outcome and test their prediction. 3-5.I.1.4

5 Support students as they create a product that demonstrates understanding. 3-5.I.1.5

2 Instruct Students on How to Select and Use a Variety of Platforms and Tools for Sharing Ideas 3-5.I.2

1 Show students different platforms and tools they can use for sharing their ideas and allow students to explore those platforms and tools. 3-5.I.2.1

2 Prepare students to be able to identify features of platforms and tools. 3-5.I.2.2

3 Model the selection and usage of platforms and tools to share ideas for specific purposes. 3-5.I.2.3

3 Facilitate Opportunities for Students to Examine Their Ideas and the Ideas of Others Through Local and Global Collaboration and Teamwork 3-5.I.3

1 Facilitate opportunities for students to share ideas with peers. 3-5.I.3.1

2 Help students understand that there are differing viewpoints. 3-5.I.3.2

3 Facilitate opportunities for students to be able to interact with local experts and community members. 3-5.I.3.3

4 Coach students in understanding and fulfilling different team roles when working in a group. 3-5.I.3.4