LIBRARY AND INFORMATION LITERACY CURRICULUM K – 12

EAST STROUDSBURG AREA SCHOOL DISTRICT

DEPARTMENT OF LIBRARY SERVICES
JUNE, 10, 2009

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PREFACE

Before our writing team began to write this curriculum I decided to follow the newest format for a curriculum framework which can be found on the Pennsylvania Department of Education's website (http://www.pde.state.pa.us/). This framework is a component of the Standards Aligned System which is based on current research which indicates that great schools and school systems have six common elements:

- *Clear Standards*
- *Fair Assessments*
- *Curriculum Framework*
- *Instruction*
- *Materials and Resources*
- *Interventions*[1]

These are the six components included in our curriculum. We had to use a landscape setting for our pages as well as legal sized paper to accommodate all six elements.

Currently the SAS curriculum framework is still a work in progress. It is for that reason that I consulted Dr. Caroline Kuchinski, Professor at East Stroudsburg University, who serves on the committee in Harrisburg that is designing and developing this framework. Therefore, in the future when the PDE's framework is complete it is possible that the final format might differ slightly from this one.

Also, please note that this curriculum was completed before our school district standardized the length of elementary special class periods to thirty-five minutes. While it does increase the class time for kindergarten, first and second grade students by five minutes, it decreases the class time for students in grades three, four and five by ten minutes. This will shorten the instructional period and possibly impact that amount of curriculum able to be covered for those grade levels. While every attempt will be made to accommodate for these schedule changes we will not be able to assess the impact it will have on instruction until we cycle through one full school year.

Finally, this curriculum, written to this new format, was an ambitious undertaking and would not have been possible had we not had the amazing formatting skills of Marjory Gullstrand, the creative energy of Bobbi Nordmark (who always had us in stitches), Chris Rogerson and Irene Duggins, Assistant Superintendent for Curriculum and Instruction, who was not afraid to give us the go ahead to try something new.

Susan S. Wilson, Department Chairperson of Library Services
June 10, 2009

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[1] "About SAS." Education Hub. Pennsylvania Department of Education. 10 June 2009 <http://www.portal.state.pa.us/portal/server.pt?open=512&objID=4228&&PageID=440536&mode=2>.

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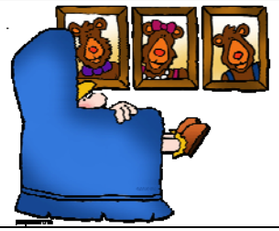
Scope and Sequence Library and Information Literacy Curriculum- Kindergarten



Anchor: Demonstrates Proper Library Citizenship and Etiquette

- Acceptable Library etiquette will be discussed.
- Proper library behavior will be consistently demonstrated.
- Consideration of other library patrons and librarians will be required.
- Implicit in library usage will be the personal onus to maintain shelf order and general appearance of the facility.
- Demonstrate good work habits.

Anchor: Demonstrates Independent Library Use/ Picture Books

- Students will locate the picture book section with assistance
- Students will identify the arrangement of the picture book section
- Students will locate, with assistance, books suitable to their interests
- Students will identify terms to parts of a book

Anchor: Demonstrate The Proper Care of Library Materials

- Library books require proper handling to maintain integrity.
- Library books require responsible care when in the possession of the borrower.
- Damaged library books must be returned to the librarian for repair.

Anchor: Demonstrate The Procedure for Borrowing and Returning Library Materials

- Familiarization with the different areas within the library is essential to optimal utilization of the facility.
- Students will complete circulation procedures after returning the mock book jacket, signed by a parent/guardian.
- Library materials must be returned according to library protocol.

Scope and Sequence Library and Information Literacy Curriculum- Kindergarten

Anchor: Demonstrate Good Listening Skills

- Active engagement to a literature selection is necessary to develop a love of literature.
- Development of good listening skills requires the ability to exercise attentive and reflective listening skills.
- The ability to listen and respond appropriately to oral directions enables the library user to locate, use, and respond to literature and information appropriately and effectively.

Anchors: Demonstrates An Appreciation for Literature

- Recognition of a variety of genre in the library collection that augments classroom resources and expands personal interests.
- Recognition of well known authors and titles for this grade level.
- Location of books containing favorite stories and characters.

Anchor: Differentiate Between Fiction and Nonfiction Text

- Fiction books comprise a major section of each library collection.
- Nonfiction books also comprise a major section of each library collection.
- There are differences between the information and organization of fiction and nonfiction text.
- There is an entire section in the library devoted to easy nonfiction texts.

Anchor: Demonstrate Safe and Appropriate Usage of Online Library Materials

- Library patrons who use computers to access online information realize there is a responsibility to handle computers with care.
- There is a safe way to access and use information on the internet.
- It is understood that the use of the internet to find and complete online research through library computers is a privilege that will be afforded users provided they engage in appropriate usage.

Anchors: Demonstrate the usage of a standard research model to answer research questions.

- The Super 3 contains three specific steps to answer research questions.
- The Super 3 can be used to answer specific research questions.

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6 K A Listen to others. 1.6 K C Use appropriate volume. 1.6 K D Contribute to discussions. 1.6 K E Participate in small and large group discussions and presentations. **Anchors:** Demonstrates proper Library citizenship and etiquette .	**Big Ideas:** Adhering to a standard set of rules of library etiquette enables all users to contribute to a positive corporate learning environment. **Concepts/ Essential Questions:** 1. Acceptable Library etiquette will be discussed. • What is etiquette? • Is Library etiquette different from classroom etiquette? • How does the way I act affect other people?	1. Observation of student behavior	1. Define etiquette as synonymous with manners. Discuss examples of exhibiting good manners in the library. Chart good manners. Role play positive manner scenarios. Identify feelings caused by the inappropriate concern for others, using pictures of faces showing emotions. Identify feelings caused by the appropriate concern for others, using pictures of faces showing emotions. Discuss personal responsibility	1. Role playing script of positive manner scenarios Pictures of faces displaying different emotions Warm fuzzies (craft supplies pom poms)	1. Student self check list Clear behavior system in place containing picture clues Restate class rules in own words back to the teacher

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			in using appropriate manners, and earning the right to hold the warm fuzzy. (When you give a warm fuzzy to others, you get to hold a warm fuzzy.)		
	2. Proper library behavior will be consistently demonstrated. • What are proper library rules of behavior? • What happens if I do follow the rules? • What happens if I do not follow the rules?	2. Observation of student behavior	2. Brainstorm appropriate library rules and chart them. List rewards for following Library rules. List consequences for not following Library rules.	2. Chart paper, markers Reward system in place Consequence system in place	2. Repetition Positive peer mentor
	3. Consideration of other library patrons and librarians will be required. • What is consideration? • How do I show consideration to others? • How will it help me to show consideration to others? • How does it feel when others lack consideration to me? • What happens if I choose not to show	3. Observation of student behavior	3. Using puppets define consideration and what it looks like acted out in a real library situation. Discuss and chart feelings associated with positive and negative actions. (use smiley/ frown face icons.) Discuss realistic consequences	3. Library Puppets List of real library situations Chart Paper/ Markers List of	3. Proximity control Preferential seating Classroom supplied individual behavior chart

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	consideration to others?		for impolite behavior.	appropriate realistic consequences	
	4. Implicit in library usage will be the personal onus to maintain shelf order and general appearance of the facility. • What does a shelf look like when it is in order? • What do I do when I see a shelf out of order? • How can I help keep the facility orderly?	4. Observation of student behavior Observation of facility at conclusion of class	4. Compare two shelves in the library, one messy and one neat. Analyze the precursors to both conditions. Identify personal role in maintaining shelf order. Practice maintaining order in the facility by pushing in your own chair, picking up things you have dropped, etc.	4. Two shelves arranged as needed	4. Repeated instruction One-to-one tutoring
	5. Good work habits are required to benefit from library instruction. • What are good work habits? • How can I demonstrate good work habits? • How can I show I can take care of the materials I have used in the library? • What happens if I choose not to clean up after myself**?**	5. Observation of student behavior Completion of assigned tasks	5. Define and chart good work habits. Read a selection of literature or view a video clip that demonstrates proper usage of materials. Respond to literature by completing a worksheet	5. Chart paper/ markers Teacher selected literature/ United Streaming clip	5. Properly labeled areas in the library where materials are to be returned Repetition of desired behavior

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary: Appropriate Behavior Citizenship Consideration Etiquette Inappropriate Library voices Manners Order Rules Shelf Shelf markers Spine label Work habits **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose.		identifying proper care of the library facility. Discuss and chart examples of good work habits (i.e. returning materials to the places they belong, completing assigned tasks in a timely manner, always doing your personal best and cleaning up after yourself,) maintaining a quiet atmosphere using Library voices.		

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	• Listen attentively and critically.
	• Find, evaluate, use and create information in multiple media formats.
	• Think critically.
	
	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Make connections and form a personal response to the speaker's message.				

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.K B Preview the text formats (e.g., title, headings, chapters and table of contents). 1.8. K B Locate information using appropriate sources and strategies. **Anchors:** Demonstrate independent library use.	**Big Ideas:** Knowledge of the parts of a book and understanding of how picture books are arranged is essential to independent library use. **Concepts/Essential Questions:** 1. Students will locate the picture book section with assistance. • Where is the picture book section? 2. Students will identify the arrangement of the picture book section. • How are the books arranged? 3. Students will locate, with assistance, books suitable to their interests. • What are my interests? • How to I find a book that matches my interests?	1. Students will begin to locate picture books so that they may select one to take home 2. Students will sing the alphabet and explain that the books are arranged in ABC order 3. Students will begin to locate, with assistance, their favorite title, authors, and subjects	1. Display a picture book. Ask students where a matching book could be found (be sure to have a matching picture book on display). 2. Review the alphabet (sing the ABC's, line up in ABC order.) 3. Have students complete an interest inventory. Group students according to interests. Assist students in locating books	1. Sample picture book and matching picture book on display 2. Alphabet chart 3. Interest inventory, shelf markers	1. Repetition of activity 2. Alphabet visual aid 3. One-to-one assistance as needed

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• How can I keep the shelves in order? 4. Students will identify terms of parts of a book. • What are the cover, spine, pages, call number, author and title? **Vocabulary:** Alphabetical order Author Call number Cover Pages Picture books Shelf marker Spine Title **Competencies** By the end of high school students will: • Read widely with fluency and understanding.	4. Students will point to cover, spine, pages, call number, author and title on a selected book	that match their interests. Use shelf markers while selecting books. 4. Sing “Head, Shoulders, Knees and Toes.” Ask students how they knew those terms. Explain that books have parts too. Sing “Parts of a Book” to the tune of “Head, Shoulders, Knees and Toes.”	4. Song ‘Parts of a Book” and demonstration book	4. Repetition of activity

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Differentiate among a limited set of resources for a defined purpose. • Locate materials from a limited set of resources. • Select from a limited set of resources that provide information. Develop, practice and apply appropriate strategies within text to construct meaning. • Build and apply a robust vocabulary to construct meaning. • Recognize text features. • Distinguish various types of genres. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions o Building on the idea of others				

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6. K D Contribute to discussions. 1.6 K E Participate in small and large group discussion and presentations. **Anchors:** Demonstrate the proper care of library materials.	**Big Ideas:** Proper care of library materials is essential for maintaining the resources within the library. **Concepts/ Essential Questions:** 1. Library books require proper handling to maintain integrity. • How is a book properly opened? • How are pages turned? • How do I use a bookmark correctly? 2. Library books require responsible care when in the possession of the borrower. • How are books protected from the weather? • How are books protected from younger siblings? • How are books protected from pets? • How are books protected from art supplies? • How are books protected from stains (food, drink, etc.)?	1. Observation of student behavior 2. Examination of library book upon return.	1. Model proper book care techniques. Ask students to demonstrate proper book care techniques. 2. Contrast new books and damaged books. Brainstorm possible reasons how damage occurred. List ways to avoid damage to library books. Design a plan, with the assistance of parent/guardian, to ensure responsible care of library materials at home.	1. Miss Neat and Miss Messy puppets Preselected stack of picture books 2. New books Damaged books Book jacket template (Book baby)	1. One-to-one assistance as needed Proximity control 2. Repetition of activity Question scaffolding Contact with parent/ guardian if necessary

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	3. Damaged library books must be returned to the librarian for repair. • What do I do if I know I damaged a book? **Vocabulary:** Book Jacket Bookmark Circulation Desk Cover Damage Pages Picture books Proper Protect Repair Responsible Spine **Competencies:** By the end of high school students will: • Read widely with fluency and	3. Observation of student behavior	3. Model a responsible borrower examining books for prior damage and reporting to the circulation desk. Model a responsible borrower returning books they have damaged to the circulation desk for repair. Articulate that if books are damaged beyond repair, the borrower will be responsible to pay the replacement cost of the book.	3. Damaged library books Example print out of Damaged Materials Notice	3. One-to-one assistance as needed Contact with parent/ guardian if necessary

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Differentiate among a limited set of resources for a defined purpose. • Build and apply a robust vocabulary to construct meaning. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions o Building on the idea of others o Engaging others to participate • Increase one's own understanding by asking questions and/or retelling information. • Make connections and form a personal response to the speaker's message. • Listen politely to the ideas of others.				

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6 K D Contribute to discussions. 1.6. K E Participate in small group discussions and presentations. **Anchors:** Demonstrate the procedure for borrowing and returning library materials.	**Big Ideas:** Borrowing and returning library books requires the user to follow a specific procedure. **Concepts/ Essential Questions:** 1. Familiarization with the different areas within the library is essential to optimal utilization of the facility. • What is the circulation desk and what do I do there? • Where is the picture book section? • Where is the book return? • Where do I put my books when I return them to the library? 2. Comprehension and retention of circulation procedures is essential to a patron's privilege of borrowing materials. • What is a shelf marker and how do I use it? • How do I take a book on and off the shelf? • Once I select a book, what do I do? • Where do I put my name card?	1. Observation of student behavior 2. Returned mock book jacket as per teacher's instructions Complete book circulation in a timely manner, demonstrating correct usage of shelf	1. Take a walking tour of the library. Identify the circulation desk, picture book section, book return, instruction area, story area, and hallway book drop. 2. Demonstrate an example of mock book jacket returned in good condition. Interview the student as to the secret of responsible book care at home. Chart responses. Model the steps to proper and timely book selection.(The proper location and usage of	1. Graphic posters for each area, i.e. Computer-Circ desk) 2. Returned mock book jackets Shelf Markers Name cards Date Cards	1. Repetition of activity One-to-one assistance 2. Retelling directions back to teacher Proximity control One-to-one

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• Once I check my book out, what do I do? • When is it due back?	markers, maintaining shelf order, waiting patiently in line and returning to my seat in an orderly manner	shelf markers to maintain shelf order, placement of books on the shelves, name cards, date cards, appropriate line behavior, and completion of post circulation task as assigned by librarian.) Model the self check "Book Selection Steps" as a precursor to book sign out.	"Library is on Day" Reminder sheets Book Selection Steps: Make numbered footprint shapes representing the steps of the book selection process, displayed on the floor as a self check.	assistance
	3. Library materials must be returned according to library protocol. • Where are borrowed books returned? • Where does a name card go when a book is returned? • Where does a date due card go when a book is returned.	3. Observation of student behavior	3. Model removing date and name cards from the inside book pocket. Place the date cards into the date card return box. Return your borrowed library book to the area designated by the librarian. Articulate that students who did not return their borrowed books must do so before they can	3. Date cards Name cards Card return box Designated Book Look	3. Peer tutoring One-to-one instruction Reread directions Larger print

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• What happens if a library book is not returned on time? • What should a student do after he/she completes circulation? **Vocabulary:** Book Look Box Book Return Date Card Instruction Area Name Card Patient Shelf Marker Shelf Order Story Area **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically.		borrow another book. Review post circulation task to complete after book selection.	Box for investigation by students who have forgotten to return their books Librarian assigned post circulation task	Chunk information Word banks

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	• Find, evaluate, use and create information in multiple media formats.
	• Think critically.
	
	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	• Locate materials from a limited set of resources.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Make connections and form a personal response to the speaker's message.
	• Listen politely to the ideas of others.				

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6. K B Listen to a selection of literature. 1.6 K D Contribute to discussions. **Anchors:** Demonstrate good listening skills.	**Big Ideas:** In order to carry out effectively the processes of location and usage of information, library patrons must employ strong listening skills. **Concepts/ Essential Questions:** 1. Active engagement to a literature selection is necessary to develop a love of literature. • What kinds of questions should a student be able to be answer after listening to a piece of literature? • Is a student able to identify his/her favorite part of the story? • What is the order of events in the story?	1. Class participation Demonstration of ability to follow directions Acceptable framework of verbal responses	1. Define the five W's of story components (Who, what, where, when , why).Sing the "Who Are You" song. Model identification of each of the five W's as they pertain to a selected story. Using small groups of students, give each group one of the W's to identify within the story. Illustrate a favorite part of the story. Cut and paste the order of events within a story.	1. Five W poster The "Who Are You? "Song: Who are you? Who, who, who, who, I really wanna know. Who are you? Who, What, Where, When and Why? Five W mini posters Paper, crayons	1. Picture clues on the poster Book on tape for repetition of story Proximity control Retelling directions Verbalizing steps in story

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. Development of good listening skills requires the ability to exercise attentive and reflective listening skills. • What behaviors do attentive listeners exhibit? • What behaviors do reflective listeners exhibit?	2. Evaluation of student responses	2. Define the posture of attentive listeners by teaching the story time chant: "Criss-cross applesauce, pockets on the floor, hands in my lap, and I talk no more." Mirror attentive listening behaviors through the use of a puppet. Demonstrate hand raising, body in its own space, one voice at a time (listening to peers and teacher). Define reflective listening skills as those that make a personal connection to the story. Instructor will ask guided question to encourage higher order thinking skills and topical responses. (i.e. What would you do if you had a flying carpet?)	Sequence sheet 2. Story Time Chant on Poster Board Puppet and rules of good listening on poster board	2. Picture clues Large print One –to- One assistance Repetition as needed Preferential seating Peer tutoring

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	3. The ability to listen and respond appropriately to oral directions enables the library user to locate, use, and respond to literature and information appropriately and effectively. • What specific questions must I answer to complete the given task? • What if I don't understand the task I am to complete? • How do I demonstrate that I can engage in attentive and reflective listening behaviors? **Vocabulary:** Listening Events Favorite Task What When Where Who Why	3. Student observation Correct completion of assigned task	3. Introduce the task to be completed. Identify specific questions to be answered. Check for comprehension. Allow other students to restate directions in "kid talk." Model correct responses and finished products that demonstrate the correct standard of understanding.	3. Well defined questions regarding the task at hand Well defined project standards and completed example project	3. One-to-one assistance Individual student retelling of directions Alternative project demonstration (drawing pictures vs. writing words) Peer tutoring

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	Competencies:
	
	By the end of high school students will:
	
	• Read widely with fluency and understanding.
	• Write effectively for a variety of purposes and audiences.
	• Speak articulately with purpose.
	• Listen attentively and critically.
	• Find, evaluate, use and create information in multiple media formats.
	• Think critically.
	
	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Make connections and form a personal				

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	response to the speaker's message. • Listen politely to the ideas of others. • Identify important ideas and messages to generate meaning from text (text - e.g. read-alouds, shared reading, small group, differentiated reading instruction, independent reading).				

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1. K A Identify the purposes and types of text (i.e. literature and informational text) before reading. 1.3. K B Identify literary elements in stories describing characters, setting, and plot. 1.6. K B Listen to a selection of literature (fiction and/or nonfiction.) **Anchors:** Demonstrates an appreciation for literature.	**Big Ideas:** An appreciation of literature is essential to connecting text to real world experiences and enriching the acquisition of content area knowledge. **Concepts/Essential Questions:** 1. Appreciation of literature can be developed through recognition of a variety of genre in the library collection that augments classroom resources and expands personal interests. • What is a genre? • What genres reflect my personal interests? 2. Appreciation of literature can be developed through recognition of well known authors and titles for this grade level. • Who are famous children's authors?	1. Informal question and answer Verbal responses 2. Matching activity Verbal responses	1. Define and show examples of various genres of literature. Brainstorm a list of favorite stories classifying them into types of genres. 2. Identify various famous children's authors and the characters for which they are known.	1. Preselected authors and picture books by genre Genre Power Points 2. Pre-selected books of famous authors Bookmarked	1. Rephrasing teaching Periodic and frequent individual questioning for com-prehension One-to-one teaching 2. Picture clues on matching activity and signage in the form of

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• What are well-known titles?		Select famous titles and share them with the class, articulating the author's name. Continuous repetition of exposure to quality children's literature.	websites of famous authors for corporate sharing Public resource lists of famous children's authors in card catalog	famous characters Preferential seating
	3. The ability to locate books containing favorite stories and characters is crucial to the development of literature appreciation. • Where in the library can favorite authors be found? • Where in the library can favorite titles be found?	3. Teacher observation	3. Review where the picture book section of the library is located. Point out favorite character signage atop specific shelves where these books can be found. Pass out mini character signage and have students match the picture on their character signage to the picture on the shelf.	3. Well-labeled picture book section Character signage affixed to the picture book section shelves Mini character signage for matching activity	3. Peer tutoring Repeat directions to the teacher Fewer number of matches to be made

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary: Authors Characters Famous Genre Picture Book Picture Book Section Matching Signage **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically.				

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Listen politely to the ideas of others.
	• Distinguish various types of genres.
	• Locate materials from a limited set of resources.
	• List information from resource materials with prompts and scaffolds appropriate to grade level.
	• Select from a limited set of resources that provide information.				

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.3.A Identify the purposes and types of text (e.g., literature, information) before reading. 1.1.3.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text. **Anchors:** Differentiate between fiction and nonfiction text.	**Big Ideas:** Library users will differentiate between fiction and nonfiction, and be able to locate both types of literature for their own informational purposes. **Concepts/ Essential Questions:** 1. Fiction books comprise a major section of each library collection. • What does fiction mean? • What kind of information is in a fiction book? • For what could I use a fiction book?	1. Student participation Observation of student behavior	1. Display a real object and its toy counterpart (piece of fruit and a play kitchen piece of fruit.) Discuss what makes one real and what makes one fake. Chart results. Define **f**iction as **f**ake. Share a fictional story about bears. Discuss what makes this story fictional (walking, talking bear.) What type of information is in this book (fun reading.) Discuss why a student would choose this story (for fun, feel good story.) Discuss the importance of reading for pleasure.	1. Real and play object Chart paper, markers Read aloud fiction book (Corduroy by Dan Freeman.)	1. Preferential seating Restating questions Student restating questions Repeated story readings (books on tape)

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. Nonfiction books also comprise a major section of each library collection. • What does nonfiction mean? • What kind of information is in a nonfiction book? • For what could I use a nonfiction book?	2. Student participation Observation of student behavior	2. Tell students a personal story about an encounter with a wild animal (black bear in the backyard). Ask students how you could learn more information about how to behave around wild animals and stay safe. Display two books about wild animals (The fiction book from last week i.e. Corduroy and Black Bears). Ask students which book they would choose to learn real facts about bears. Define **n**on**f**iction as **n**ot **f**ake or real. Chart definition of nonfiction. Define key questions you want to have answered. Model use of the table of contents to locate only that information in the key questions stated. Chart answers to specific questions. Redefine nonfiction as not fake or real.	2. Personal anecdote Fiction book from last week (i.e. Corduroy) and nonfiction book (i.e. Black Bears) Chart Paper/ markers	2. Redirection Proximity seating Picture clues Rephrasing

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	3. There are differences between the information and organization of fiction and nonfiction text. • Can you judge a fiction book by its cover? • Which type of book gives facts about the main character? • Which type of book tells a story about the main character? • What pages are in a nonfiction book that are not in a fiction book (table of contents, index)? • Can there be some facts in a fiction book?	3. Student participation Observation of student behavior	3. Display two different books about a topic (i.e. Frog and Toad by Arnold Lobel and My First Book of Frogs.) Ask students to classify the two titles as either fiction or nonfiction (compare illustrations, table of contents, type of pictures vs. diagrams.) Review charts completed in previous lessons defining fiction and nonfiction. Read fiction text (or show United Streaming Video clip of Frog and Toad by Arnold Lobel) and define it as fiction, chart reasons on the fiction chart as to why it fits the definition. Read nonfiction text (My First Book of Frogs). Begin with the Table of Contents reading the titles and answering questions specific to the information within. After reading compare the	3. Fiction and Nonfiction charts from last two lessons Selected Fiction and Nonfiction texts Fiction/ Nonfiction Chant: Fiction is Fake! Nonfiction: Just the Facts, Jack!	3. Large print on charts Different color markers to differentiate between fiction, and nonfiction Proximity control Preferential seating One-to-one instruction Repeated Readings: Books on tape

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			nonfiction chart and add to it traits of this nonfiction book. Have students chant: Fiction is Fake (3x) and Nonfiction: Just the Facts, Jack!		
	4. There is an entire section in the library devoted to easy nonfiction texts. • Where is the easy nonfiction section? • How is it organized? • What types of books are in this section and for what purpose would I pick them? **Vocabulary:** Easy nonfiction Facts Fake Fiction Information Nonfiction Shelf marker Signage	4. Observation of student behavior	4. Display the nonfiction books from the last two lessons. Review the definition of nonfiction by referring to the previously completed charts. Tell students there is an entire section of the library devoted to NONFICTION. Show students the easy nonfiction section of the library. Ask students what type of books they would expect to be in this section of the library? Ask students why they would want to read a nonfiction text? Tour the easy nonfiction section of the library matching the	4. Nonfiction books from previous two lessons Fiction, nonfiction charts Display pictures and matching signage Shelf markers Clearly marked easy nonfiction section	4. Preferential Seating Peered ability level groups Repetition Proximity control

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	Competencies:
	
	By the end of high school students will:
	
	• Read widely with fluency and understanding.
	• Write effectively for a variety of purposes and audiences.
	• Speak articulately with purpose.
	• Listen attentively and critically.
	• Find, evaluate, use and create information in multiple media formats.
	• Think critically.
	
	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Listen politely to the ideas of others.
			display pictures of real subjects to the signage.
			
			Assign table groups to find a book, using a shelf marker that matches a specific display picture. Share books.		

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• Distinguish various types of genres. • Locate materials from a limited set of resources. • List information from resource materials with prompts and scaffolds appropriate to grade level. • Select from a limited set of resources that provide information. • Develop, practice and apply appropriate strategies within text to construct meaning. • Identify important ideas and messages to generate meaning from text (text - e.g. read-alouds, shared reading, small group, differentiated reading instruction, independent reading). • Recognize text features. • Respond to text with relevant questions and comments. • Distinguish various types of genres. • Select and focus on a topic to research with prompts and scaffolds appropriate to grade level. • Differentiate among a limited set of resources for a defined purpose.				

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 5.A Digital Citizenship: Advocate and practice safe, legal, and responsible use of information and technology. 5.B Digital Citizenship: Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 5.C Digital Citizenship: Demonstrates personal responsibility for lifelong learning.	**Big Ideas:** Because not all materials for usage in a library are contained within the four walls of the facility, responsibility must be employed on the part of the Library patron in the acquisition and usage of online information. **Concepts/ Essential Questions:** **1.** Library patrons who use computers to access online information realize there is a responsibility to handle computers with care. • What is a computer? • What do I use Library computers for at my grade level? • What are the basic parts of a computer? • What are the rules of usage for Library computers? • How can I be a considerate computer user?	1. Parts of a computer diagram Observation of student behavior Correct coloring of Computer workstation Rules sheet	1. Play the twenty questions game to define the computer and its basic parts. Display a Computer Parts poster and refer to it as students define each part. Explain when students would use a computer at this grade level. Discuss rules of usage for library users (workstation rules.) Outline ways students may be considerate of the next user at the workstation. (Define considerate by shaking a student's hand while yours is full of hand sanitizer-	1. Parts of a computer poster/ diagram worksheet Twenty questions game questions Workstation rules, and matching coloring sheet	1. Preferential seating Peer groupings with tutors in each group Restating directions Breaking down tasks into smaller groupings Fewer choices on multiple

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Anchors: Demonstrate safe and appropriate usage of online library materials.	2. There is a safe way to access and use information on the internet. • What is the internet? • How do I safely use the internet at school? • What am I allowed to do at school? • How do I safely use the internet at home? • What is safe to do at home? • What about Ads on the internet? • What information can I share with others?	2. Computer safety power point game	yuck!) 2. Define the internet as a road that information travels on (put two jump ropes on the floor facing each other and have students use it as a road to the story area.) Discuss the term safe and explain there is a SAFE way to use the internet at school. (Stay on the road.) Discuss appropriate places to go online at school are those places your librarian tells you to go to, ONLY. (Stay on the road your teacher tells you to. Don't go anywhere else.) Discuss safe ways to use the internet at home are on sites that parents approve, never talking to strangers or sharing private information.	2. 2 jump ropes Internet Safety power point Computer safety power point game Internet safety poster IPL (Internet Public Library) Parents Guide to Practicing Safe Internet Surfing	choice tasks 2. Peer tutors Preferential seating Proximity control Restating directions

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	3. It is understood that the use of the internet to find and complete online research through library computers is a privilege that will be afforded users provided they engage in appropriate usage. • What types of sites am I able to go on in the Library? • What does privilege mean? • What does appropriate mean? • Can I go on the internet unsupervised? • How can anyone tell if I go somewhere I am not allowed to? • Can my internet access ever be taken away?	3. Observation of student behavior Correct coloring of Online Privilege worksheet	Complete Cyber Space Safety Sheet http://www.cybersmartcurriculum.org 3. Define the types of sites students will be permitted to use as per librarian's instructions. Explain students will not be able to access the internet without supervision and direction by the librarian. At NO time are students permitted to surf the web without a specific address specified. (Instructional Resources on ESASD homepage for ABC order skills practice) Explain the username/ passwords structure for the library user. Explain internet usage is monitored by ESASD technology department. Internet accounts have been and can be revoked.	3. IPL's Cyberguide for Safe Internet Access Instructional Resources tab on ESASD homepage Username/ password cards for students	3. One-to-one teaching Redirection as needed Preferential seating Retelling of directions in students words Repetition Visual aides

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary: Computer Considerate Internet Online Responsible Privilege Safe Supervised Unsupervised **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically.				

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Listen politely to the ideas of others.
	• Locate materials from a limited set of resources.
	• List information from resource materials with prompts and scaffolds appropriate to grade level.
	• Select from a limited set of resources that provide information.
	• Differentiate among a limited set of resources for a defined purpose.				

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.8.3.A Select a topic for research. 1.8.3.B Locate information using appropriate sources and strategies. **Anchors:** Demonstrate the usage of a standard research model to answer research questions.	**Big Ideas:** Utilization of a standardized research model will increase the success of research exercises. **Concepts/Essential Questions:** 1. A standardized research model will be used as a framework to answer research questions. • What does research mean? • What is a research model? • What is the Super 3?	1. Class participation Observation of student behavior	1. Define research as a question students need to have answered (i.e. ask students what country their grandparents came from. Outline a plan if they needed to find that information out.) Identify the Super 3 as a plan to use every time you need to answer a research question. (Ask students what a good homework area looks like at home- pencils, crayon, scissors, glue, tape all in one quiet area. Draw parallels between a good homework space and a good plan to answer research questions.)	1. Super 3 poster Overhead to record steps of the research process Poster saying Good Homework Space = Good Job on Homework Good Research Plan= Good Research	1. Preferential seating Proximity to teacher

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. The Super 3 contains three specific steps to answer research questions. • What are the three steps to the Super 3? • What does each step mean? • How can I tell if I have answered the research question?	2. Class participation Observation of student behavior Super 3 Coloring sheet	2. Outline the steps to the Super 3. Sing "Super 3-0" ala "Bingo". Define each step of the Super 3. Explain that if the student has a meaningful answer to each step of the Super 3 and it makes sense they have completed good research.	2. Super 3 Poster Words to Super 3-0 on poster board Super 3 Coloring sheet Bookmarks with Super 3 Steps for self check	2. Preferential Seating Restating directions Student redirection Repetition Slider to cover sections of bookmark
	3. The Super 3 can be used to answer specific research questions. • Using the three steps to the Super 3, can I answer a research question? • Do my questions have to be answered in order? • What can I do if I do not have my question answered?	3. Class participation Observation of student behavior Super 3 Research Question Report	3. Introduce a research question (i.e. Why do I get goosebumps?). Sing "Super 3-0" ala "Bingo." Model the research process by Plan, Do, and Review together. Find the easy nonfiction book that answers the question (i.e. Goosebumps) and read the table of contents to find the page where the answer is.	3. Super 3 Poster "Super 3-0" song Easy nonfiction book Super 3 bookmarks	3. Redirection Preferential seating Retelling of directions in student's words Proximity control

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary: Do Model Research Review Plan Self Check Super 3 Standardized **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are:		Record the answer to the research question. Using the bookmark for self-check purposes, determine as a group if the research question is answered.		

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Listen politely to the ideas of others.
	• Locate materials from a limited set of resources.
	• Select from a limited set of resources that provide information.
	• Differentiate among a limited set of resources for a defined purpose.
	• List information from resource materials with prompts and scaffolds appropriate to grade level.
	• Identify important ideas and messages to generate meaning from text (text - e.g. read-alouds, shared reading, small group, differentiated reading instruction, independent reading).
	• Recognize text features.
	• Respond to text with relevant questions and				

Library and Information Literacy Curriculum- Kindergarten

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	comments. • Select and focus on a topic to research with prompts and scaffolds appropriate to grade level.				

COMMON VOCABULARY- KINDERGARTEN

Alphabetical order- placing objects in order according to the first letter

Appropriate – suitable, correct or right

Author – a person who writes a book

Behavior – the way in which someone behaves

Book Jacket – a paper or laminate that protects the cover of a book

Book Look Box – a box of books selected specifically for use by students who can't take out a book to use while other students in their class are searching for their new book

Book Return – area or receptacle for returning library materials

Bookmark – a strip of paper used to place between the pages of a book to mark the reader's place in the book

Call number - a series of letters, numbers or both that appear on the spine label of the book that indicates where in the library that book can be located

Characters – people (or animals) that appear in a work of fiction

Circulation Desk – the area that is used by the librarian to check in library materials as well as check out library materials

Citizenship - social conduct**,** the duties and responsibilities that come with being a member of a school community

Computer - a machine that are used for word processing and accessing software programs and databases

Considerate – mindful of the needs, wishes and the consideration of others

Cover - the protective binding, thick paper, or boards at the front and back of a book or magazine

COMMON VOCABULARY- KINDERGARTEN

Damage – something that makes (the book) less useful or valuable

Date Card - the card in the back pocket of the book that indicates when the book is due back in the library.

Easy nonfiction – factual books written on a reading level geared to lower primary

Etiquette – rules of acceptable behavior

Events – things that occur within a story that help to make it interesting

Facts – something known to be true

Fake – something known to be not true

Famous – well known and recognized by many people

Favorite – favored by many people: most liked

Fiction – literary work of imagination

Five W's – who, what, when where, and why

Genre – category of style based on form, style, or subject matter, into which artistic works fall

Inappropriate – not suitable or acceptable

Information – knowledge, facts or data about a specific subject

Instructional Area – place or area within the library where teaching takes place

Internet – computer-based global information system

COMMON VOCABULARY- KINDERGARTEN

Library voices – spoken language that is in the lower decibel range as not to disturb others working in the library

Listening – the act of concentrating on hearing somebody or something

Manners – behaving in a way that is considered socially acceptable

Matching – selecting things or objects that are similar or exactly alike

Model – something that is copied or used as the basis for an idea, process or system

Name Card – a 3” x 5” card containing the name of the student for purposes of checking out library materials

Nonfiction – a book that conveys factual information and is not based on creative imagination

Online – connected to a computer network or through a computer

Order – the way in which several items are arranged

Pages – sheets of paper bound together within a book

Patient – capable of enduring without becoming annoyed

Picture Book – a book consisting chiefly of pictures

Picture Book Section – the area in a library where the picture books are arranged on the shelves

Plan – a strategy designed in advance for the purpose of how to do something

Privilege – an advantage, right, or benefit that is not available to everyone

Proper – appropriate or correct

COMMON VOCABULARY - KINDERGARTEN

*Protec*t – to keep somebody or something safe

Repair – to restore something broken or damaged to good condition

Research – methodical investigation into a subject in order to discover facts

Responsible – being accountable for an action or a duty

Review – to look at something critically

Rules - a principle or condition that customarily governs behavior

Safe – unlikely to cause or result in harm, injury or damage

Self Check – making sure that you are doing what you are supposed to be doing

Shelf – a flat, usually rectangular board on which books are displayed

Shelf markers – a long flat object that students use to mark the place on the shelf when they remove a book from the shelf for the purpose of examining it for check out

Shelf Order – the order that books stand on the shelf according to ALA's filing rules

Signage – graphics posted on library shelving to assist the staff or student to locate materials

Spine - The part of the book facing you when a book is placed in the customary upright position on a shelf. It is the edge of the book at which the pages are joined.

Spine label – the label located on the spine of the book containing that book's call number

Standardized - to remove variations in something and make all types or examples of it the same

Story Area – the place in the library where stories are read, told or acted out with students

COMMON VOCABULARY - KINDERGARTEN

Super 3 – think, do, review, the early primary framework of the Big6

Supervised – to watch over an activity and ensure that it is performed within acceptable parameters

Task – a piece of work that somebody is given to do

Title – a name of a book or other artistic work

Unsupervised – students working on completing an activity without a person of authority watching over them

Work habits –methods and style a person uses to complete a task or job

Scope and Sequence Library and Information Literacy Curriculum- First

Anchor: Demonstrates Proper Library Citizenship and Etiquette

- Acceptable Library etiquette will be reviewed.
- Proper library behavior will be consistently demonstrated.
- Consideration of other library patrons and librarians will be required.
- Implicit in library usage will be the personal onus to maintain shelf order and general appearance of the facility.
- Demonstrate good work habits.

Anchor: Demonstrates Independent Library Use/ Picture Books

- Students will locate the easy fiction and easy nonfiction picture book section with assistance
- Students will identify the arrangement of the picture book section
- Students will locate, with assistance, books suitable to their interests
- Students will identify terms to parts of a book

Anchor: Demonstrate The Proper Care of Library Materials

- Library books require proper handling to maintain integrity.
- Library books require responsible care when in the possession of the borrower.
- Damaged library books must be returned to the librarian for repair.

Anchor: Demonstrate The Procedure for Borrowing and Returning Library Materials

- Familiarization with the different areas within the library is essential to optimal utilization of the facility.
- Students will complete circulation procedures after returning the mock book jacket, signed by a parent/guardian.
- Library materials must be returned according to library protocol.

Scope and Sequence Library and Information Literacy Curriculum- First

Anchor: Demonstrate Good Listening Skills

- Active engagement to a literature selection is necessary to develop a love of literature.
- Development of good listening skills requires the ability to exercise attentive and reflective listening skills.
- The ability to listen and respond appropriately to oral directions enables the library user to locate, use, and respond to literature and information appropriately and effectively.

Anchors: Demonstrates An Appreciation for Literature

- Recognition of a variety of genre in the library collection that augments classroom resources and expands personal interests.
- Recognition of well known authors and titles for this grade level.
- Location of books containing favorite stories and characters.
- Recognition that the purpose of the Caldecott Award is to recognize excellence in the illustration of easy fiction books.

Anchor: Differentiate Between Fiction and Nonfiction Text

- Fiction books comprise a major section of each library collection.
- Nonfiction books also comprise a major section of each library collection.
- There are differences between the information and organization of fiction and nonfiction text.
- There is an entire section in the library devoted to easy nonfiction texts.

Anchor: Demonstrate Safe and Appropriate Usage of Online Library Materials

- Library patrons who use computers to access online information realize there is a responsibility to handle computers with care.
- There is a safe way to access and use information on the internet.
- It is understood that the use of the internet to find and complete online research through library computers is a privilege that will be afforded users provided they engage in appropriate usage.

Anchors: Demonstrate the usage of a standard research model to answer research questions.

- A standardized research model will be used as a framework to answer research questions.
- The Super 3 contains three specific steps to answer research questions.
- The Super 3 can be used to answer specific research questions.

Library and Information Literacy Curriculum- First

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6.1 A Listen to others. 1.6.1 C Use appropriate volume. 1.6.1 D Contribute to discussions. 1.6.1 E Participate in small and large group discussions and presentations. **Anchors:** Demonstrates proper Library citizenship and etiquette.	**Big Ideas:** Adhering to a standard set of rules of library etiquette enables all users to contribute to a positive corporate learning environment. **Concepts/ Essential Questions:** 1. Acceptable Library etiquette will be reviewed. • What is etiquette? • Is Library etiquette different from classroom etiquette? • How does the way I act affect other people?	1. Observation of student behavior	1. Define etiquette as synonymous with manners. Read several Goofus and Gallant examples from Highlights magazine. Discuss examples of exhibiting good manners in the library. Chart good manners. Role play positive manner scenarios with two puppets. Make paper puppets with students and have them act out the scenarios with you. Identify feelings caused by the inappropriate concern for others, acting out postures of sadness, anger, etc.	1. Role playing script of positive manner scenarios Highlights magazine with Goofus and Gallant Paper puppets and materials to make them Warm fuzzies (craft supplies pom poms)	1. Student self check list Clear behavior system in place containing picture clues Restate class rules in own words back to the teacher

Library and Information Literacy Curriculum- First

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			Identify feelings caused by the appropriate concern for others, acting out postures of happiness, increased self esteem, etc. Discuss personal responsibility in using appropriate manners, and earning the right to hold the warm fuzzy. (When you give a warm fuzzy to others, you get to hold a warm fuzzy.)		
	2. Proper library behavior will be consistently demonstrated. • What are proper library rules of behavior? • What happens if I do follow the rules? • What happens if I do not follow the rules?	2. Observation of student behavior	2. Brainstorm appropriate library rules and chart them. List rewards for following Library rules. List consequences for not following Library rules.	2. Chart paper, markers Reward system in place Consequence system in place	2. Repetition Positive peer mentor
	3. Consideration of other library patrons and librarians will be required.	3. Observation of student behavior	3. Have students act out consideration and what it looks like in a real library situation. (waiting in line, talking to a table	3. List of real library situations Chart Paper/ Markers	3. Proximity control Preferential

Library and Information Literacy Curriculum- First

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• What is consideration? • How do I show consideration to others? • How will it help me to show consideration to others? • How does it feel when others lack consideration to me? • What happens if I chose not to show consideration to others?		buddy, getting a book when two people want the same one, etc). Play charades and chart feelings associated with positive and negative actions. (use smiley/ frown face icons). Discuss realistic consequences for impolite behavior.	List of appropriate realistic consequences	seating Classroom supplied individual behavior chart
	4. Implicit in library usage will be the personal onus to maintain shelf order and general appearance of the facility. • What does a shelf look like when it is in order? • What do I do when I see a shelf out of order? • How can I help keep the facility orderly?	4. Observation of student behavior Observation of facility at conclusion of class	4. Compare two shelves in the library, one messy and one neat. Analyze the precursors to both conditions. Identify personal role in maintaining shelf order. Define not being "shelf-ish" (messy with the shelves). Practice maintaining order in the facility by pushing in your own chair, picking up things you have dropped, etc.	4. Two shelves arranged as needed Award system in place when students are caught being good (by maintaining the shelves and/or facility)	4. Repeated instruction One-to-one tutoring

Library and Information Literacy Curriculum- First

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	5. Good work habits are required to benefit from library instruction. • What are good work habits? • How can I demonstrate good work habits? • How can I show I can take care of the materials I have used in the library? • What happens if I choose not to clean up after myself**?** **Vocabulary:** Appropriate Behavior Citizenship Consideration Etiquette Inappropriate Library voices Manners Order Rules Shelf "Shelf-ish"	5. Observation of student behavior Completion of assigned tasks	5. Define and chart good work habits. Read a selection of literature or view a video clip that demonstrates proper usage of materials (i.e. "We're Going on A Book Hunt") Respond to literature by completing a worksheet identifying proper care of the library facility. Discuss and chart examples of good work habits, (i.e. returning materials to the places they belong, completing assigned tasks in a timely manner, always doing your personal best and cleaning up after yourself,) and maintaining a quiet atmosphere using Library voices.	5. Chart paper/ markers Teacher selected literature/ United Streaming clip Clear rewards and consequences for demonstrating good work habits	5. Properly labeled areas in the library where materials are to be returned Repetition of desired behavior

Library and Information Literacy Curriculum- First

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Shelf markers Spine label Work habits **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Differentiate among a limited set of resources for a defined purpose. • Locate materials from a limited set of resources. • Select from a limited set of resources that provide information.				

Library and Information Literacy Curriculum- First

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	• Build and apply a robust vocabulary to construct meaning.
	• Recognize text features.
	• Distinguish various types of genres.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Make connections and form a personal response to the speaker's message.				

Library and Information Literacy Curriculum- First

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1 B Preview the text formats (e.g., title, headings, chapters and table of contents). 1.8.1 B Locate information using appropriate sources and strategies. **Anchors:** Demonstrate independent library use.	**Big Ideas:** Independent library users understand how library books are arranged and came identify the parts of a book. **Concepts/Essential Questions:** 1. Students will locate the easy fiction and easy nonfiction sections with assistance. • Where is the easy fiction section? • Where is the easy nonfiction section?	1. Observation of student behavior	1. Display a familiar book character like Clifford. Ask students where a matching book could be found (be sure to have a matching picture book on display). Tell students this is the easy fiction section of the library where they may get fiction (made up stories). Display a popular easy nonfiction book on display (like <u>My First Puppy</u>). Ask students where a matching easy nonfiction book can be found (be sure to have pictures of pets near the signage). Tell students this is the easy nonfiction section of the library where they may find real fact books.	1. Sample picture book and matching picture book on display Sample signage pictures	1. Repetition of activity

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	2. Students will identify the arrangement of the picture book section. • How are the books arranged? • What do the author's last names have to do with where the books are on the shelf?	2. Observation of book location behaviors	2. Review the alphabet (sing the ABC's, line up in ABC order). Introduce the "secret code" (structure of an easy fiction call number "E and then the first 3 letters of the author's last name"). Play the game Go around the Alphabet where students make a call number according to the author's last name, and use the shelf signage in the easy fiction area to walk to the shelf where the book is located. Hand out sentence strips with easy fiction call numbers on them (highlight the first letter of the author's last name). Have students go to the shelf where that book would be located. Provide practice time putting authors' last names, and words about the library in alphabetical order.	2. Alphabet chart Go around the Alphabet Game Board ABC order worksheets and author cards Sentence strips with easy fiction call numbers on them	2. Alphabet visual aid

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	3. Students will locate, with assistance, books suitable to their interests. • What are my interests? • How do I find a book that matches my interests? • How can I keep the shelves in order?	3. Observation of student book location behaviors	3. Have students complete an interest inventory. Group students according to interests. Assist students in locating books that match their interests. Review use of shelf markers while selecting books.	3. Interest inventory, shelf markers	3. One-to-one assistance as needed
	4. Students will identify terms to parts of a book. • What are the cover, spine, pages, call number, author and title? **Vocabulary** Alphabetical order Author Call number Cover Pages Picture books Shelf marker	4. Observation of student behavior in written and physical format	4. Sing the "Parts of a Book" song ala "Twinkle, Twinkle, Little Star." Play I Spy Parts of a book game to review parts of a book by name. Complete parts of a book worksheet.	4. Song "Parts of a Book" and demonstration book Parts of a book poster Parts of a book worksheet	4. Repetition of activity

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Spine Title **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Differentiate among a limited set of resources for a defined purpose. • Locate materials from a limited set of resources. • Select from a limited set of resources that provide information. Develop, practice and apply appropriate				

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Clear Standards		Assessments	Instruction	Materials and Resources	Interventions

	strategies within text to construct meaning.
	• Build and apply a robust vocabulary to construct meaning.
	• Recognize text features.
	• Distinguish various types of genres.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate				

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6.1 D Contribute to discussions. 1.6.1 E Participate in small and large group discussion and presentations. **Anchors:** Demonstrate the proper care of library materials.	**Big Ideas:** Proper care of library materials is essential for maintaining the resources within the library. **Concepts/ Essential Questions:** Library books require proper handling to maintain integrity. How is a book properly opened? How are pages turned? How do I use a bookmark correctly? Library books require responsible care when in the possession of the borrower. How are books protected from the weather? How are books protected from younger siblings? How are books protected from pets? How are books protected from art	1. Observation of student behavior 2. Examination of library book upon return	1. Model proper book care techniques. Ask students to demonstrate proper book care techniques. 2. Contrast new books and damaged books. Brainstorm possible reasons how damage occurred. List ways to avoid damage to library books. Design a plan, with the assistance	1. Overhead with picture icon representing proper care of library books and corresponding Book Care Book Mark Demonstration picture books 2. New books Damaged books Book jacket template (Book baby)	1. One-to-one assistance as needed Proximity control 2. Repetition of activity Question scaffolding Contact with parent/ guardian if necessary

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	supplies? • How are books protected from stains (food, drink, etc.). 3. Damaged library books must be returned to the librarian for repair. • What do I do if I know I damaged a book?	3. Observation of student behavior	of parent/guardian, to ensure responsible care of library materials at home (include packing a gallon sized zip lock bag in back pack for library book). 3. Model a responsible borrower examining books for prior damage and reporting to the circulation desk. Model a responsible borrower returning books they have damaged to the circulation desk for repair. Articulate that if books are damaged beyond repair, the borrower will be responsible to pay the replacement cost of the book.	3. Damaged library books Example print out of Damaged Materials Notice	3. One-to-one assistance as needed Contact with parent/ guardian if necessary

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary: Book Jacket Bookmark Circulation Desk Cover Damage Pages Picture books Proper Protect Repair Responsible Spine **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media				

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	formats. • Think critically. Competencies for this grade level are: • Differentiate among a limited set of resources for a defined purpose. • Build and apply a robust vocabulary to construct meaning. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions o Building on the idea of others o Engaging others to participate • Increase one's own understanding by asking questions and/or retelling information. • Make connections and form a personal response to the speaker's message. • Listen politely to the ideas of others.				

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6.1 D Contribute to discussions. 1.6.1 E Participate in small group discussions and presentations. **Anchors:** Demonstrate the procedure for borrowing and returning library materials.	**Big Ideas:** Borrowing and returning library books requires the user to follow a specific procedure. **Concepts/ Essential Questions:** 1. Familiarization with the different areas within the library is essential to optimal utilization of the facility. • What is the circulation desk and what do I do there? • Where are the easy fiction and easy nonfiction sections? • Where is the book return? • Where do I put my books when I return them to the library? 2. Students will complete circulation procedures after returning the mock book jacket, signed by a parent/guardian. • What is a shelf marker and how do I	1. Observation of student behavior 2. Observation of returned mock book jacket as per teacher's instructions Completion of	1. Take a walking tour of the library. Identify the circulation desk, picture book section, book return, instruction area, story area, and hallway book drop. Distribute shape and color coded maps. Announce a table group and colored shape for the students to walk to. Have the students identify the place in the library and what you do there. 2. Demonstrate an example of mock book jacket returned in good condition. Interview the student as to the secret of responsible book care at home. Chart responses.	1. Graphic posters for each area, i.e. Computer-Circ desk) Shape and color coded map (identifying the location of each key book circulation area.) 2. Returned mock book jackets Shelf Markers Name cards	1. Repetition of activity One-to-one assistance 2. Retelling directions back to teacher Proximity control

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	use it? • How do I take a book on and off the shelf? • Once I select a book, what do I do? • Where do I put my name card? • Once I check my book out, what do I do? • When is it due back?	book circulation in a timely manner, demonstrating correct usage of shelf markers, maintaining shelf order, waiting patiently in line and returning to my seat in an orderly manner	Model the steps to proper and timely book selection. (The proper location and usage of shelf markers to maintain shelf order, placement of books on the shelves, name cards, date cards, appropriate line behavior, and completion of post circulation task as assigned by librarian.) Model the self check "Book Selection Steps" as a precursor to book sign out.	Date Cards "Library is on Day" Reminder sheets Book Selection Steps: Make numbered footprint shapes representing the steps of the book selection process, displayed on the floor as a self check	One-to-one assistance
	3. Library materials must be returned according to library protocol. • Where are borrowed books returned? • Where does a name card go when a book is returned? • Where does a date due card go when a book is returned. • What happens if a library book is not returned on time? • What should a student do after he/she completes circulation?	3. Observation of student behavior	3. Model removing date and name cards from the inside book pocket. Place the date cards into the date card return box. Return your borrowed library book to the area designated by the librarian. Tell librarian at this time if you wish to renew a book. Articulate that students who did	3. Date cards Name cards Card return box Designated Book Look Box that students may investigate who have forgotten to return their books Librarian assigned post	3. Peer tutoring One-to-one instruction Reread directions Larger print Chunk information

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• How do I renew a book? **Vocabulary:** Book Look Box Book Return Date Card Instruction Area Name Card Patient Renew Shelf Marker Shelf Order Story Area **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create		not return their borrowed books must do so before they can borrow another book. Review post circulation task to complete after book selection.	circulation task	Word banks

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	information in multiple media formats. • Think critically. Competencies for this grade level are: • Build and apply a robust vocabulary to construct meaning. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions o Building on the idea of others • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions o Building on the idea of others o Engaging others to participate • Increase one's own understanding by asking questions and/or retelling information. • Make connections and form a personal response to the speaker's message.				

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6.1 B Listen to a selection of literature. 1.6.1 D Contribute to discussions. **Anchors:** Demonstrate good listening skills.	• Listen politely to the ideas of others. **Big Ideas:** In order to effectively carry out the processes of location and usage of information, library patrons must employ strong listening skills. **Concepts/ Essential Questions:** 1. Active engagement to a literature selection is necessary to develop a love of literature. • What kinds of questions should a student be able to be answer after listening to a piece of literature? • Is a student able to identify his/her favorite part of the story? • What is the order of events in the story?	1. Class participation Acceptable framework of verbal responses Demonstrate ability to follow directions	1. Define the five W's of story components (Who, what, where, when, why).Sing the Who Are You song. Model identification of each of the five W's as they pertain to a selected story. Using small groups of students, give each group one of the W's to identify within the story. Illustrate a favorite part of the story. Cut and paste the order of events within a story.	1. Five W poster The "Who Are You?" Song: Who are you? Who, who, who, who, I really wanna know. Who are you? Who, What, Where, When and Why? Five W's mini posters Paper, crayons Sequence sheet	1. Picture clues on the poster Book on tape for repetition of story Proximity control Retelling directions Verbalizing steps in story

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. Development of good listening skills requires the ability to exercise attentive and reflective listening skills. • What behaviors do attentive listeners exhibit? • What behaviors do reflective listeners exhibit?	2. Evaluation of student responses	2. Define the posture of attentive listeners by teaching the story time chant: "Criss-cross applesauce, pockets on the floor, hands in my lap, and I talk no more." Mirror attentive listening behaviors through a body posture talk (what should my eyes be doing, what should my body be doing, what should my hands be doing, etc.) Demonstrate hand raising, body in its own space, one voice at a time (listening to peers and teacher). Define reflective listening skills as those that make a personal connection to the story. Instructor will ask guided questions to encourage higher order thinking skills and topical responses. (i.e. What would you do if you had a flying carpet)? Pass the koosh ball or talking stick so that only the person with	2. Body Posture Rules with icons on Poster Board Koosh ball or talking stick	2. Picture clues Large print One –to- One assistance Repetition as needed Preferential seating Peer tutoring

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	3. The ability to listen and respond appropriately to oral directions enables the library user to locate, use, and respond to literature and information appropriately and effectively. • What specific questions must I answer to complete the given task? • What if I do not understand the task I am to complete? • How do I demonstrate that I can engage in attentive and reflective listening behaviors? **Vocabulary:** Listening Events Favorite Task What When Where Who	3. Student observation Correct completion of assigned task	the ball/stick may talk. 3. Introduce the task to be completed. Identify specific questions to be answered. Check for comprehension. Allow other students to restate directions in “kid talk”. Model correct responses and finished products that demonstrate the correct standard of understanding before expecting students to complete the task at hand.	3. Well defined questions regarding the task at hand. Well defined project standards and completed example project.	3. One-to-one assistance Individual student retelling of directions Alternative project demonstrations (drawing pictures vs. writing words) Peer tutoring

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Why **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Build and apply a robust vocabulary to construct meaning. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions o Building on the idea of others o Engaging others to				

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Clear Standards	Curricu ework	Assessments	Instruction	Materials and Resources	Interventions
	participate • Increase one's own understanding by asking questions and/or retelling information. • Make connections and form a personal response to the speaker's message. • Listen politely to the ideas of others. • Identify important ideas and messages to generate meaning from text (text - e.g. read-alouds, shared reading, small group, differentiated reading instruction, independent reading).				

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Standards: 1.1.1 A Identify the purposes and types of text (i.e. literature and informational text) before reading. 1.3.1 B Identify literary elements in stories describing characters, setting, and plot. 1.6.1 B Listen to a selection of literature (fiction and/or nonfiction.)	**Big Ideas:** An appreciation of literature is essential to connecting text to real world experiences and enriching the acquisition of content area knowledge. **Concepts/Essential Questions:** 1. Appreciation of literature can be developed through the recognition of a variety of genre in the library collection that augments classroom resources and expands personal interests. • What is a genre? • What genres reflect my personal interests?	1. Informal question and answer Verbal responses	1. Define and show examples of various genres of literature. Share literature selections that highlight different genres. Have students make generalizations as the stories are being shared so that they may define the genre in their own language. Have students vote to see what they liked or disliked about the genre. Have discussions within the group respecting differing view points.	1. Preselected authors and picture books by genre Genre Power Points Pro/Con genre sheets	1. Rephrasing teaching Periodic and frequent individual questioning for com-prehension One-to-one teaching

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Anchors: Demonstrates an appreciation for literature.	2. Appreciation of literature can be developed through the recognition of well known authors and titles for this grade level. • Who are famous children's authors? • What are well-known titles?	2. Matching activity Verbal responses	2. Identify various famous children's authors and the characters for which they are known. Select famous titles and share them with the class, articulating the author's name. Continuous repetition of exposure to quality children's literature.	2. Preselected books of famous authors Bookmarked websites of famous authors for corporate sharing Public resource lists of famous children's authors in card catalog Author bulletin board displays	2. Picture clues on matching activity and signage in the form of famous characters Preferential seating
	3. The ability to locate books containing favorite stories and characters is crucial to the development of literature appreciation. • Where in the library can favorite authors be found? • Where in the library can favorite titles be found?	3. Teacher observation	3. Review where the easy fiction book section of the library is located. Point out favorite character signage atop specific shelves where these books can be found. Pass out mini character signage and have students match the picture on their character signage to the picture on the shelf.	3. Well labeled picture book section Character signage affixed to the picture book section shelves Mini character signage	3. Peer tutoring Repeat directions to the teacher Fewer number of matches to be made

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	4. Literature appreciation can be fostered by exposure to award winning books. The purpose of the Caldecott Award is to recognize excellence in the illustration of easy fiction books. • What does Caldecott mean? • For what is the award given? • Are Caldecott books good books for me to read? **Vocabulary:** Authors Caldecott Characters Famous Genre Illustrations Picture Book Picture Book Section Matching Signage	4. Class participation	4. Display several Caldecott books and point out the gold and silver medals. Open up the books and talk about the excellent illustrations. Share the history and criteria of the Caldecott Medal by showing the Caldecott Award PowerPoint. Read a book illustrated by Randolph Caldecott. Read selected Caldecott award winning books and point them out on the Caldecott poster. Explain that Caldecott winners are not the only excellent books, but they are an indication of good quality literature. (Make an analogy between fruit rollups and just any fruit snack: the commercial says it is the best, but there may be other good snacks out there).	4. Selected Caldecott books Caldecott Award PowerPoint Caldecott Award poster	4. Book selection dependent on ability level of students Proximity control Preferential seating Listening Center with Caldecott books on tape United Streaming clips or videos for students to review

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	Competencies: By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Build and apply a robust vocabulary to construct meaning. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions o Building on the idea of others o Engaging others to participate • Increase one's own understanding by		Vote on favorite Caldecott Award winners. Distribute paper paint brushes and have students rate the books from 1-5, with 5 being the best. "I give it 4 paint brushes."		

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	asking questions and/or retelling information. • Listen politely to the ideas of others. • Distinguish various types of genres. • Locate materials from a limited set of resources. • List information from resource materials with prompts and scaffolds appropriate to grade level. • Select from a limited set of resources that provide information.				

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Standards: 1.1.3.A Identify the purposes and types of text (e.g., literature, information) before reading. 1.1.3.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text. **Anchors:** Differentiate between fiction and nonfiction text.	**Big Ideas:** Library users will differentiate between fiction and nonfiction, and be able to locate both types of literature for their own informational purposes. **Concepts/ Essential Questions:** 1. Fiction books comprise a major section of each library collection. • What does fiction mean? • What kind of information is in a fiction book? • For what could I use a fiction book?	1. Student participation Observation of student behavior	1. Display a real object and its toy counterpart (toy Barbie tee shirt and a real tee shirt.) Discuss what makes one real and what makes one fake. Chart results. Define **f**iction as **f**ake. Share a fictional story. Discuss what makes this story fictional (walking, talking animals). What type of information is in this book (fun reading). Discuss why a student would choose this story (for fun, feel good story). Discuss the importance of reading	1. Real and play object Chart paper, markers Read aloud fiction book United Streaming Fiction/ Nonfiction videos	1. Preferential seating Restating questions Student restating questions Repeated story readings (books on tape)

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. Nonfiction books also comprise a major section of each library collection. • What does nonfiction mean? • What kind of information is in a nonfiction book? • What could I use a nonfiction book for?	2. Student participation Observation of student behavior	for pleasure. 2. Describe the physical characteristics of an aardvark and play 20 questions with the students. After they guess aardvark ask students how you could learn more information about how to behave around wild animals and stay safe. Display two books about wild animals (The fiction book from last week i.e. Arthur by Marc Brown and Nature's Children Aardvark. Ask students which book they would choose to learn real facts about aardvarks. Define **n**on**f**iction as **n**ot **f**ake or real. Chart definition of nonfiction. Define key questions you want to have answered. Model use of the Table of Contents to locate only that information in the key questions stated. Chart answers to specific questions.	2. Twenty questions game questions Fiction book (i.e. Arthur) and nonfiction book (i.e. Aardvark). Chart Paper/ markers	2. Redirection Proximity seating Picture clues Rephrasing

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	3. There are differences between the information and organization of fiction and nonfiction text. • Can you judge a fiction book by its cover? • Which type of book gives facts about the main character? • Which type of book tells a story about the main character? • What pages are in a nonfiction book that are not in a fiction book? (table of contents, index) • Can there be some facts in a fiction book?	3. Student participation Observation of student behavior	Redefine nonfiction as not fake or real. 3. Display two different books about a topic (i.e. Arthur by Marc Brown and Nature's Children Aardvark.) Ask students to classify the two titles as either fiction or nonfiction (compare illustrations, table of contents, and type of pictures vs. diagrams). Review charts completed in previous lessons defining fiction and nonfiction. Read fiction text (or show United Streaming Video clip of Arthur and define it as fiction, chart reasons on the fiction chart as to why it fits the definition. Read selections of nonfiction text (Nature's Children Aardvark). Begin with the Table of Contents reading the titles and answering	3. Fiction and Nonfiction charts from last two lessons. Selected Fiction and Nonfiction texts Fiction/ Nonfiction Chant: Fiction is Fake! Nonfiction: Just the Facts, Jack! Venn Diagram	3. Large print on charts Different color markers to differentiate between fiction, and nonfiction Proximity control Preferential seating One-to-one instruction Repeated Readings: Books on tape

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			questions specific to the information within. After reading compare the nonfiction chart and add to it traits of this nonfiction book. Have students chant: Fiction is Fake (3x) and Nonfiction: Just the Facts, Jack!		
	4. An information literate library patron understands that there is an entire section in the library devoted to easy nonfiction texts. • Where is the easy nonfiction section? • How is it organized? • What types of books are in this section and for what purpose would I pick them?	4. Observation of student behavior.	4. Display the nonfiction books from the last two lessons. Review the definition of nonfiction by referring to the previously completed charts. Tell students there is an entire section of the library devoted to NONFICTION. Show students the easy nonfiction section of the library. Ask students what type of books they would expect to be in this section of the library? Ask students why they would want to	4. Nonfiction books from previous two lessons Fiction, nonfiction charts Display pictures and matching signage Shelf markers Clearly marked Easy nonfiction section	4. Preferential Seating Peered ability level groups Repetition Proximity control

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	Vocabulary: Easy nonfiction Facts Fake Fiction Information Nonfiction Shelf marker Signage **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically.		read a nonfiction text? Tour the easy nonfiction section of the library matching the display pictures of real subjects to the signage. Assign table groups to find a book, using a shelf marker that matches a specific display picture. Share books.		

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	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Listen politely to the ideas of others.
	• List information from resource materials with prompts and scaffolds appropriate to grade level.
	• Select from a limited set of resources that provide information.
	• Develop, practice and apply appropriate strategies within text to construct meaning.
	• Identify important ideas and messages to generate meaning from text (text - e.g. read-alouds, shared reading, small group, differentiated				

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	reading instruction, independent reading). • Recognize text features. • Respond to text with relevant questions and comments. • Distinguish various types of genres. • Differentiate among a limited set of resources for a defined purpose. • Locate materials from a limited set of resources.				

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Standards: 5.A Digital Citizenship: Advocate and practice safe, legal, and responsible use of information and technology. 5.B Digital Citizenship: Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 5.C Digital Citizenship: Demonstrates personal responsibility for lifelong learning.	**Big Ideas:** Because not all materials for usage in a library are contained within the four walls of the facility, responsibility must be employed on the part of the Library patron in the acquisition and usage of online information. **Concepts/ Essential Questions:** 1. Library patrons who use computers to access online information realize there is a responsibility to handle computers with care. • What is a computer? • What do I use Library computers for at my grade level? • What are the basic parts of a computer? • What are the rules of usage for Library computers? • How can I be a considerate computer user?	1. Parts of a computer diagram Observation of student behavior Correct coloring of Computer workstation Rules sheet	1. Play the twenty questions game to define the computer and its basic parts. Display a Computer Parts poster and refer to it as students define each part. Explain when students would use a computer at this grade level. Discuss rules of usage for library users (workstation rules). Outline ways students may be considerate of the next user at the workstation. (Define considerate by shaking a student's hand while yours is full of hand sanitizer-	1. Parts of a computer poster/ diagram worksheet Twenty questions game questions Workstation Rules, and matching coloring sheet	1. Preferential seating Peer groupings with tutors in each group Restating directions Breaking down tasks into smaller groupings Fewer choices

Library and Information Literacy Curriculum- First

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Anchors: Demonstrate safe and appropriate usage of online library materials.	2. There is a safe way to access and use information on the internet. • What is the internet? • How do I safely use the internet at school? • What am I allowed to do at school? • How do I safely use the internet at home? • What is safe to do at home? • What about Ads on the internet? • What information can I share with others?	2. Teacher observation of student behavior Class participation	yuck)! Students complete The Library lesson from http://www.cybersmart.org 2. Define the internet as a road that information travels on (put two jump ropes on the floor facing each other and have students use it as a road to the story area). Discuss the term safe and explain there is a SAFE way to use the internet at school. (Stay on the road). Explain that appropriate places to go online at school are those places your librarian tells you to go to, ONLY. (Stay on the road your teacher tells you to. Don't go anywhere else). Discuss safe ways to use the internet at home are on sites that	The Library lesson student worksheet 2. 2 jump ropes Internet Safety power point Complete a virtual field trip in Go Places Safely (Museum of Modern Art) from the www.cybersmartcurriculum.org website. Explain that students will go with the librarian, an adult, and learn interesting things. Emphasize going with an adult, just like you would go with your parents/teacher on a field trip for real IPL (Internet Public Library) Parents' Guide to	on multiple choice tasks 2. Peer tutors Preferential seating Proximity control Restating directions

Library and Information Literacy Curriculum- First

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			parents approve, never talking to strangers or sharing private information. Complete Go Places Safely Cyber Space Safety Sheet http://www.cybersmartcurriculum.org Discuss the purpose of ads on the internet and complete cybersmarts lesson plan Find the ad.	Practicing Safe Internet Surfing Go Places Safely Sheet Find the Add Worksheet	
	3. It is understood that the use of the internet to find and complete online research through library computers is a privilege that will be afforded users provided they engage in appropriate usage. • How can a librarian help me with online materials? • What types of sites am I able to go on in the Library? • What does privilege mean?	3. Observation of student behavior Correct coloring of Online Privilege worksheet	3. Define the types of sites students will be permitted to use as per librarians instructions. Tell students librarians have preselected any sites student may go on while in the library. Explain students will not be able to access the internet without supervision and direction by the librarian. At NO time are students permitted to surf the web without a particular address specified.	3. IPL's Cyberguide for Safe Internet Access Instructional Resources tab on ESASD homepage Username/ password cards for students Is It Yours? worksheet from Cyber Smart	3. One-to-one teaching Redirection as needed Preferential seating Retelling of directions in students words

Library and Information Literacy Curriculum- First

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• What does appropriate mean? • Can I go on the internet unsupervised? • How can anyone tell if I go somewhere I am not allowed to? • Can my internet access ever be taken away? • Who owns this computer anyway? **Vocabulary:** Adds Computer Considerate Internet Online Responsible Privilege Safe Supervised Unsupervised **Competencies:** By the end of high school students will:		Explain the username/ passwords structure for the library user. Explain internet usage is monitored by ESASD technology department. Internet accounts have been and can be revoked. Complete The Library worksheet from Cyber Smart Complete the "Is This Yours?" Lesson plan from www.cybersmart.org To emphasize who owns the property and what a privilege it is to use it.		Repetition Visual aides

Library and Information Literacy Curriculum- First

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	• Read widely with fluency and understanding.
	• Write effectively for a variety of purposes and audiences.
	• Speak articulately with purpose.
	• Listen attentively and critically.
	• Find, evaluate, use and create information in multiple media formats.
	• Think critically.
	
	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Listen politely to the ideas of others.
	• Locate materials from a limited set				

Library and Information Literacy Curriculum- First

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	of resources. • List information from resource materials with prompts and scaffolds appropriate to grade level. • Select from a limited set of resources that provide information. • Differentiate among a limited set of resources for a defined purpose.				

Library and Information Literacy Curriculum- First

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.8.3.A Select a topic for research. 1.8.3.B Locate information using appropriate sources and strategies. **Anchors:** Demonstrate the usage of a standard research model to answer research questions.	**Big Ideas:** Utilization of a standardized research model will increase the success of research exercises. **Concepts/Essential Questions:** 1. A standardized research model will be used as a framework to answer research questions. • What does research mean? • What is a research model? • What is the Super 3?	1. Class participation Observation of student behavior	1. Define research as a question students need to have answered (i.e. ask students what country their grandparents came from. Outline a plan if they needed to find that information out). Identify the Super 3 as a plan to use every time you need to answer a research question. (Ask students what a good homework area looks like at home- pencils, crayon, scissors, glue, tape all in one quiet area. Draw parallels between a good homework space and a good plan to answer research questions).	1. Super 3 poster Overhead to record steps of the research process Poster saying Good Homework Space = Good Job on Homework Good Research Plan= Good Research	1. Preferential seating Proximity to teacher

Library and Information Literacy Curriculum- First

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. The Super 3 contains three specific steps to answer research questions. • What are the three steps to the Super 3? • What does each step mean? • How can I tell if I have answered the research question? 3. The Super 3 can be used to answer specific research questions. • Using the three steps to the Super 3, can I answer a research question? • Do my questions have to be answered in order? • What can I do if I don't have my question answered?	2. Class participation Observation of student behavior Super 3 Coloring sheet 3. Class participation Observation of student behavior Super 3 Research Question Report	2. Outline the steps to the Super 3. Define each step of the Super 3. Play the Super 3 Matching Game Explain that if the student has a meaningful answer to each step of the Super 3 and it makes sense they have completed good research. 3. Introduce a research question about Rainy Day Fun. Complete the Rainy Day Fun activity from the Big 6 website. Review the steps of the Super 3 on the poster. Model the research process by completing the steps: Plan, Do,	2. Super 3 Poster Words to Super 3-0 on poster board Super 3 Coloring sheet Bookmarks with Super 3 Steps for self check. Super 3 Matching Game 3. Super 3 Poser Rainy Day Fun activity @ www.big6.com Easy nonfiction book Super 3 bookmarks	2. Preferential Seating Restating directions Student redirection Repetition Slider to cover sections of bookmark 3. Redirection Preferential seating Retelling of directions in student's words Proximity

Library and Information Literacy Curriculum- First

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary: Do Model Research Review Plan Self Check Super 3 Standardized **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats.		and Review together. Find the easy nonfiction book that answers the question and read the table of contents to find the page where the answer is. Record the answer to the research question. Using the bookmark for self check purposes, determine as a group if the research question is answered.		control

Library and Information Literacy Curriculum- First

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• Think critically. Competencies for this grade level are: • Build and apply a robust vocabulary to construct meaning. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions o Building on the idea of others o Engaging others to participate • Increase one's own understanding by asking questions and/or retelling information. • Listen politely to the ideas of others. • Locate materials from a limited set of resources. • Select from a limited set of resources that provide information. • Differentiate among a limited set of resources for a defined purpose. • List information from resource materials with prompts and scaffolds appropriate to grade level. • Identify important ideas and				

Library and Information Literacy Curriculum- First

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	messages to generate meaning from text (text - e.g. read-alouds, shared reading, small group, differentiated reading instruction, independent reading). • Recognize text features. • Respond to text with relevant questions and comments. • Select and focus on a topic to research with prompts and scaffolds appropriate to grade level.				

COMMON VOCABULARY - FIRST

Ads **-** advertisements that appear somewhere on the webpage , can present as an unwanted pop –up

Alphabetical order - placing objects in order according to the first letter

Appropriate – suitable, correct or right

Author – a person who writes a book

Behavior – the way in which someone behaves

Book Jacket – a paper or laminate that protects the cover of a book

Book Look Box – a box of books selected specifically for use by students who can not take out a book to use while other students in their class are searching for their new book

Book Return **-** area or receptacle used to collect books that returned to the library

Bookmark – a strip of paper or other material used to mark the place in the book the reader has stopped

Caldecott – an honor awarded yearly to the book published (in that year) and after careful review decided to have the best illustrations

Call number – a series of letters, numbers or both that spear on the spine label of the book that indicates where in the library that book can be located

Characters – people or animals that appear in a work of fiction

Circulation Desk - the area that is used by the librarian to check in library materials as well as check out library materials

Citizenship – the state of being a citizen and conducting yourself in a way that either benefits or doesn't harm other members within your group

Computer – a machine that is used for word processing and access software programs and databases

COMMON VOCABULARY - FIRST

Considerate – mindful of the needs, wishes and the consideration of others

Cover – the protective binding whether it is paper or boards at the front and back of a book or magazine

Damage – something that makes the book less useful or valuable (could be caused by food spills, animals, water, babies etc.)

Date Card – the card in the back pocket of the book that indicates when the book is due back in the library

Easy nonfiction – factual books written on a reading level geared to lower primary

Etiquette – rules of acceptable behavior

Events – things that occur within a story that help to make it interesting

Facts - something known to be true

Fake - something known not to be true

Famous – well known and recognized by a lot of people

Favorite - favored by many people, most liked

Fiction – literary work of imagination

Five W's - students are asked to identify the Five W's (who, what when, where and why) after listening to a story

Genre - category of style based on form, style, or subject matter

Illustrations – artistic renderings located on the pages of the book that help the reader or listener to better "see" the story the author is trying to tell

Inappropriate – not suitable or acceptable

COMMON VOCABULARY - FIRST

Information – knowledge, facts or data about a specific subject

Instructional Area – place or area within the library where teaching takes place

Internet – a global network connecting millions of computers.

Library voices – a voice whose volume is lowered for the purpose of not disturbing other people as they read, research or study within the library

Listening – the conscious act of hearing somebody or something

Manners – behaving in a way that is considered socially acceptable

Matching – seeing things or objects that are similar or exactly alike

Model – something that is copied or used as the basis for an idea, process or system

Name Card - a 3" x 5" card containing the name of the student for purposes of checking out library materials

Nonfiction – a book that contains factual information and is not based on creative imagination

Online – connected to a computer network or through a stand – alone computer

Order – the way in which several items are arranged

Pages – sheets of paper bound together within a book on which the story and illustrations are printed

Patient – capable of enduring without becoming annoyed

Picture Book – a book containing a greater proportion of illustrations as compared to text

COMMON VOCABULARY - FIRST

Picture Book Section - the area in the library where a high concentration of picture books is shelved

Privilege - an advantage, right or benefit that is not available to everyone

Proper – appropriate to the circumstance or condition

Protect – to keep from harm or damage

Renew – to extend the circulation period of a library book

Repair – to fix the damage incurred to a library book or library materials

Research - diligent and systematic inquiry or investigation into a subject in order to discover or revise facts, theories or applications

Responsible – being accountable for an action or a duty

Review – to look at something critically

Rules – a principle or condition that usually governs behavior

Safe – unlikely to cause or result in harm, injury or damage

Self Check – making sure that you are doing what you are supposed to be doing

Shelf - a flat, usually rectangular board on which books are displayed

Shelf marker – a long flat object that students use to mark a book's place on the shelf when a student removes it for examination. Helps to maintain shelf order.

Shelf Order – the order that books stand on the shelf according to ALA's filing rules. It exists only in a perfect world and never in a public school.

"Shelf-ish" – placing yourself in front of a shelf of books in a way that prohibits another person's access to that shelf

COMMON VOCABULARY - FIRST

Signage – graphics posted on library shelving to assist the staff or student in the location of library materials

Spine – the part of the book facing you when a book is placed in the customary upright position on a shelf. It is the point on the book where the pages are joined by sewing or glue.

Spine label – the label located on the spine of the book containing that book's call number

Standardized – to remove variations in something and make all types or examples of it the same

Story Area – the place in the library where stories are read, told or acted out with children

Super 3 – think, do review, the early framework of the Big6

Supervised – to watch over an activity and ensure that it is performed within acceptable parameters

Task – work that needs to be completed

Title - a name of a book or other artistic piece of work

Unsupervised – students working on completing an activity without a person of authority watching over them

Work habits - method and style a person uses to complete a task or job

Scope and Sequence Library and Information Literacy Curriculum- Second

Anchor: Demonstrates Proper Library Citizenship and Etiquette

- Acceptable Library etiquette will be reviewed.
- Proper library behavior will be consistently demonstrated.
- Consideration of other library patrons and librarians will be required.
- Implicit in library usage will be the personal onus to maintain shelf order and general appearance of the facility.
- Demonstrate good work habits.

Anchor: Demonstrates Independent Library Use

- Students will locate the easy fiction and easy nonfiction picture book section with assistance
- Students will review the arrangement of the picture book section and locate favorite easy fiction books on the shelves.
- Students will identify the arrangement of easy nonfiction books and locate books of interest within this area.
- Students will identify terms to parts of a book

Anchor: Demonstrate The Proper Care of Library Materials

- Library books require proper handling to maintain integrity.
- Library books require responsible care when in the possession of the borrower.
- Damaged library books must be returned to the librarian for repair.

Anchor: Demonstrate The Procedure for Borrowing and Returning Library Materials

- Familiarization with the different areas within the library is essential to optimal utilization of the facility.
- Students will complete circulation procedures after returning the mock book jacket, signed by a parent/guardian.
- Library materials must be returned according to library protocol.

Scope and Sequence Library and Information Literacy Curriculum- Second

Anchor: Demonstrate Good Listening Skills

- Active engagement to a literature selection is necessary to develop a love of literature.
- Development of good listening skills requires the ability to exercise attentive and reflective listening skills.
- The ability to listen and respond appropriately to oral directions enables the library user to locate, use, and respond to literature and information appropriately and effectively.

Anchors: Demonstrates An Appreciation for Literature

- Recognition of a variety of genre in the library collection that augments classroom resources and expands personal interests.
- Recognition of well known authors and titles for this grade level.
- Location of books containing favorite stories and characters.
- Recognition that the purpose of the Caldecott Award is to recognize excellence in the illustration of easy fiction books.

Anchor: Differentiate Between Fiction and Nonfiction Text

- Fiction books comprise a major section of each library collection.
- Nonfiction books also comprise a major section of each library collection.
- There are differences between the information and organization of fiction and nonfiction text.
- There is an entire section in the library devoted to easy nonfiction texts.

Anchor: Demonstrate Safe and Appropriate Usage of Online Library Materials

- Library patrons who use computers to access online information realize there is a responsibility to handle computers with care.
- There is a safe way to access and use information on the internet.
- It is understood that the use of the internet to find and complete online research through library computers is a privilege that will be afforded users provided they engage in appropriate usage.

Anchors: Demonstrate the usage of a standard research model to answer research questions.

- A standardized research model will be used as a framework to answer research questions.
- The Super 3 contains three specific steps to answer research questions.
- The Super 3 can be used to answer specific research questions.

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6.2 A Listen to others. 1.6.2 C Use appropriate volume. 1.6.2 D Contribute to discussions. 1.6.2 E Participate in small and large group discussions and presentations. **Anchors:** Demonstrates proper Library citizenship and etiquette.	**Big Ideas:** Adhering to a standard set of rules of library etiquette enables all users to contribute to a positive corporate learning environment. **Concepts/ Essential Questions:** 1. Acceptable Library etiquette is required of all library patrons. • What is etiquette? • Is Library etiquette different from classroom etiquette? • How does the way I act affect other people?	1. Observation of student behavior	1. Define etiquette as synonymous with manners. Read the book Manners by Aliki. Discuss examples of exhibiting good manners in the library. Chart good manners. Identify feelings caused by the inappropriate concern for others, acting out postures of sadness, anger, etc. Identify feelings caused by the appropriate concern for others, acting out postures of happiness, increased self esteem, etc. Discuss personal responsibility in	1. Role playing script of positive manner scenarios specific to the Library and basic life situations (please, thank you, etc)	1. Student self check list Clear behavior system in place containing picture clues Restate class rules in own words back to the teacher

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			using appropriate manners.		
	2. Proper library behavior will be consistently demonstrated. • What are proper library rules of behavior? • What happens if I do follow the rules? • What happens if I do not follow the rules?	2. Observation of student behavior	2. Brainstorm appropriate library rules and chart them. List rewards for following Library rules. List consequences for not following Library rules.	2. Chart paper, markers Reward system in place Consequence system in place	2. Repetition Positive peer mentor
	3. Consideration of other library patrons and librarians will be required. • What is consideration? • How do I show consideration to others? • How will it help me to show consideration to others? • How does it feel when others lack consideration to me? • What happens if I chose not to show consideration to others?	3. Observation of student behavior	3. Have students act out consideration and what it looks like in a real library situation. (waiting in line, talking to a table buddy, getting a book when two people want the same one, etc.) Chart feelings associated with positive and negative actions. Discuss realistic consequences for impolite behavior.	3. List of real library situations Chart Paper/ Markers List of appropriate realistic consequences	3. Proximity control Preferential seating Classroom supplied individual behavior chart
	4. Implicit in library usage will be the personal onus to maintain shelf order and general	4. Observation of student behavior	4. Compare two shelves in the library, one messy and one neat. Analyze the precursors to both	4. Two shelves arranged as needed	4. Repeated instruction

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	appearance of the facility. • What does a shelf look like when it is in order? • What do I do when I see a shelf out of order? • How can I help keep the facility orderly?	Observation of facility at conclusion of class	conditions. Identify personal role in maintaining shelf order. Define not being "shelf-ish" (messy with the shelves). Practice maintaining order in the facility by pushing in your own chair, picking up things you have dropped, etc. Ask students to identify a shelf in the library that they can adopt and take care of all year long.	Award system in place when students are caught being good (by maintaining the shelves and/or facility.) Adopt a Shelf poster	One-to-one tutoring
	5. Demonstration of good work habits will increase the ability for patrons to become information literate. • What are good work habits? • How can I demonstrate good work habits? • How can I show I can take care of the materials I have used in the library? • What happens if I chose not to clean up after myself**?**	5. Observation of student behavior Completion of assigned tasks	5. Define and chart good work habits. Read a selection of literature or view a video clip that demonstrates proper usage of materials (i.e. "Arthur's Lost Library Book") Respond to literature by completing a worksheet identifying proper care of the	5. Chart paper/ markers Teacher selected literature/ United Streaming clip Clear rewards and	5. Properly labeled areas in the library where materials are to be returned Repetition of desired behavior

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary: Adopt-a-shelf Appropriate Behavior Citizenship Consideration Etiquette Inappropriate Library voices Manners Order Rules Shelf "Shelf-ish" Shelf markers Spine label Work habits **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences.		library facility. Discuss and chart examples of good work habits, (i.e. returning materials to the places they belong, completing assigned tasks in a timely manner, always doing your personal best and cleaning up after yourself), and maintaining a quiet atmosphere using Library voices.	consequences for demonstrating good work habits	

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Build and apply a robust vocabulary to construct meaning. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions o Building on the idea of others o Engaging others to participate • Increase one's own understanding by asking questions and/or retelling information. • Make connections and form a personal response to the speaker's message.				

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.2 B Preview the text formats (e.g., title, headings, chapters and table of contents). 1.8.2 B Locate information using appropriate sources and strategies. **Anchors:** Demonstrate independent library use.	**Big Ideas:** Knowledge of the parts of a book and understanding of how picture books are arranged is essential to independent library use. **Concepts/Essential Questions:** 1. Independent library users are able to locate the easy fiction and easy nonfiction sections with assistance. • Where is the easy fiction section? • Where is the easy nonfiction section?	1. Observation of student behavior	1. Display a familiar book such as Arthur. Review locating the easy fiction section by playing the Rhyme Time Game: Read a card that states a fill in the blank author rhyme such as "Fiction books don't get me down; I like Arthur by Marc Brown." Ask students where Arthur books can be found. Remind students this is the easy fiction section of the library where they may get fiction (made up stories). Display a popular easy nonfiction book on display (My Pet Puppy). Ask students where a matching easy nonfiction book can be found (be sure to have pictures of	1. Sample picture book on display Rhyme Time Game Cards Nonfiction signage with picture aides	1. Repetition of activity

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. Students will review the arrangement of the picture book section and locate favorite easy fiction books on the shelves. • How are the books arranged? • What do the author's last names have to do with where the books are on the shelf? • How do I find a book I want on the shelf?	2. Observation of book location behaviors	pets near the signage). Remind students this is the easy nonfiction section of the library where they may find real fact books. 2. Review the alphabet (silent line up in ABC order by first name) Reinforce the "secret code" (structure of an easy fiction call number "E and then the first 3 letters of the author's last name"). Play the Secret Code Game. Hand out white boards/ markers to each student. Hold up an author card with the last name of the author on it. Students must write the call number of the book and display it. Point out signage on the shelves. Explain the letters on the shelf signage tell us what author's books live on what shelves. (Show the Grocery Store Signage	2. Alphabet chart ABC order worksheets with library terms and author cards Author cards for Secret Code Game Sentence strips with easy fiction call numbers on them Grocery Store Signage: Power point with	Repetition

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction		Interventions
			Power Point. Talk about grocery store signs and how meat would not be found in the cereal isle. Discuss the alphabetical arrangement of author's last names and matching signage). Hand out sentence strips with easy fiction call numbers on them (highlight the first letter of the author's last name). Have students locate a book with the call number on the shelf and show it to the librarian.	grocery signs and matching products as well as author's last names and Library signage	
	3. Independent library users can identify the arrangement of easy nonfiction books and locate books of interest within this area. • How are easy nonfiction books arranged? • Is it different from fiction books? • Why is it different from fiction books? • What is numerical order? • What nonfiction subjects am I interested in?	3. Observation of student book location behaviors	3. Display several easy nonfiction books on student work tables. Have students observe the structure of the call numbers and compare it to easy fiction call numbers. Chart their responses. Explain to students Easy Nonfiction (ENF) books are arranged according to SUBJECT first, then author's last name. (You don't care who wrote the	3. Interest inventory, shelf markers Rulers, Number lines ENF Signage Posters Practice ENF call numbers (one pack per	3. One-to-one assistance as needed Individual number lines on tables Repetition, peer tutors

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			book about Hermit Crabs, you just want to know how to care for one). Students will review basic numerical order. (single, double digit, and hundreds.) Display signage for the ENF section emphasizing the first digit of the hundreds category. Practice matching ENF call numbers to the signage where it belongs. (Hold up signage posters and have students hold up the practice ENF call numbers that would belong on that shelf). Have students complete an interest inventory. Group students according to interests. Based on these interests, give them a hundreds range where their books may be located (200's shelf). Assist students in locating books that match their interests.	table) Interest inventory	

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	4. Information literate students are able to identify terms to parts of a book. • What are the cover, spine, call number, title page, dedication page, author, illustrator and title? **Vocabulary:** Alphabetical order Author Call number Cover Pages Picture books Shelf marker Spine Title **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences.	4. Observation of student behavior in written and physical format	4. After students have selected books, play the "Who Am I?" game. (Define what a certain part of a book does for the book and the players point to it- i.e. "I protect the pages of my book. Who am I?"). Complete parts of a book worksheet.	4. Parts of a book poster for Who Am I? Game Parts of a book worksheet	4. Proximity to teacher

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Differentiate among a limited set of resources for a defined purpose. • Locate materials from a limited set of resources. • Select from a limited set of resources that provide information. • Develop, practice and apply appropriate strategies within text to construct meaning. • Build and apply a robust vocabulary to construct meaning. • Recognize text features. • Distinguish various types of genres. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions o Building on the idea of others o Engaging others to participate				

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6.2 D Contribute to discussions. 1.6.2 E Participate in small and large group discussion and presentations. **Anchors:** Demonstrate the proper care of library materials.	**Big Ideas:** Proper care of library materials is essential for maintaining the resources within the library. **Concepts/ Essential Questions:** 1. Library books require proper handling to maintain integrity. • How is a book properly opened? • How are pages turned? • How do I use a bookmark correctly?	1. Observation of student behavior	1. Students will be called to model proper book care techniques when shown a rule for book care. Once the behavior is modeled for the class, students must guess what book care rule the "teacher" is modeling. Chart responses. At the end of class after students have selected library books, call the name of a book care rule and have all students act out the appropriate care of library books with their own book.	1. Book Care Rules on index cards for "Teacher" Modeling Demonstration picture books.	1. One-to-one assistance as needed Proximity control
	2. Library books require responsible care when in the possession of the borrower. • How are books protected from the weather? • How are books protected from younger	2. Examination of library book upon return	2. Contrast new books and damaged books. Brainstorm possible reasons how damage occurred.	2. New books Damaged books Book jacket template (Book	2. Repetition of activity Question scaffolding

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	siblings? • How are books protected from pets? • How are books protected from art supplies? • How are books protected from stains (food, drink, etc).		List ways to avoid damage to library books. Design a plan, with the assistance of parent/guardian, to ensure responsible care of library materials at home (include packing a gallon sized zip lock bag in back pack for library book).	Baby)	Contact with parent/guardian if necessary
	3. Damaged library books must be returned to the librarian for repair. • What do I do if I know I damaged a book? **Vocabulary:** Book Jacket Bookmark Circulation Desk Cover Damage Pages Picture books Proper	3. Observation of student behavior	3. Model a responsible borrower examining books for prior damage and reporting to the circulation desk. Model a responsible borrower returning books they have damaged to the circulation desk for repair. Articulate that if books are damaged beyond repair, the borrower will be responsible to pay the replacement cost of the book.	3. Damaged library books Example print out of Damaged Materials Notice	3. One-to-one assistance as needed Contact with parent/ guardian if necessary

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Protect Repair Responsible Spine **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Differentiate among a limited set of resources for a defined purpose. • Build and apply a robust vocabulary to construct meaning. • Interact effectively in discussions by o Focusing on the topic				

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	○ Asking relevant questions ○ Building on the idea of others ○ engaging others to participate • Increase one's own understanding by asking questions and/or retelling information. • Make connections and form a personal response to the speaker's message. • Listen politely to the ideas of others.				

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6.1 D Contribute to discussions. 1.6.1 E Participate in small group discussions and presentations. **Anchors:** Demonstrate the procedure for borrowing and returning library materials.	**Big Ideas:** Borrowing and returning library books requires the user to follow a specific procedure. **Concepts/ Essential Questions:** 1. Familiarization with the different areas within the library is essential to optimal utilization of the facility. • What is the circulation desk and what do I do there? • Where are the easy fiction and easy nonfiction sections? • Where is the book return? • Where do I put my books when I return them to the library?	1. Observation of student behavior	1. Take a walking tour of the library. Identify the circulation desk, easy fiction section, easy nonfiction section, book return, instruction area, story area, and hallway book drop. Distribute Library Scavenger Hunt sheet. At each area of the library have a manila folder taped with the name of the area on the outside (Circulation desk) and what that area is on the inside (You check books out and return them here). Have students complete the scavenger hunt by table groups. Share results.	1. Manila envelopes/ lift the flap answer sheet for each area, i.e. Computer-Circ desk) Library scavenger hunt (identifying the location of each key Library area)	1. Repetition of activity One-to-one assistance
	2. Students will complete circulation procedures after returning the mock book jacket, signed by	2. Observation of returned mock book jacket as per	2. Demonstrate an example of mock book jacket returned in good condition.	2. Returned mock book jackets	2. Retelling directions back to teacher

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	a parent/guardian. • What is a shelf marker and how do I use it? • How do I take a book on and off the shelf? • Once I select a book, what do I do? • Where do I put my name card? • Once I check my book out, what do I do? • When is it due back?	teacher's instructions Completion of book circulation in a timely manner, demonstrating correct usage of shelf markers, maintaining shelf order, waiting patiently in line and returning to my seat in an orderly manner	Interview the student as to the secret of responsible book care at home. Chart responses. Model the steps to proper and timely book selection. (The proper location and usage of shelf markers to maintain shelf order, placement of books on the shelves, name cards, date cards, appropriate line behavior, and completion of post circulation task as assigned by librarian). Students may review the Steps to Book Selection Poster prior to book check out.	Shelf Markers Name cards Date Cards Steps to Book Selection Poster	Proximity control One-to-one assistance
	3. Library materials must be returned according to library protocol. • Where are borrowed books returned? • Where does a name card go when a book is returned? • Where does a date due card go when a book is returned. • What happens if a library book is not	3. Observation of student behavior	3. Model removing date and name cards from the inside book pocket. Place the date cards into the date card return box. Return your borrowed library book to the area designated by the librarian. Tell librarian at this time if you	3. Date cards Name cards Card return box Designated Book Look Box that students may investigate	3. Peer tutoring One-to-one instruction Reread directions Larger print

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	returned on time? • What should a student do after he/she completes circulation? • How do I renew a book? **Vocabulary:** Book Look Box Book Return Date Card Instruction Area Name Card Patient Renew Shelf Marker Shelf Order Story Area **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose.		wish to renew a book. Articulate that students who did not return their borrowed books must do so before they can borrow another book. Review post circulation task to complete after book selection.	who have forgotten to return their books Librarian assigned post circulation task	Chunk information Word banks

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	• Listen attentively and critically.
	• Find, evaluate, use and create information in multiple media formats.
	• Think critically.
	
	Competencies for this grade level are:
	
	• Differentiate among a limited set of resources for a defined purpose.
	• Build and apply a robust vocabulary to construct meaning.
	• Locate materials from a limited set of resources.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Make connections and form a personal response to the speaker's message.
	• Listen politely to the ideas of others.				

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6.2 B Listen to a selection of literature. 1.6.2 D Contribute to discussions. **Anchors:** Demonstrate good listening skills.	**Big Ideas:** In order to effectively carry out the processes of location and usage of information, library patrons must employ strong listening skills. **Concepts/ Essential Questions:** 1. Active engagement to a literature selection is necessary to develop a love of literature. • What kinds of questions should a student be able to be answer after listening to a piece of literature? • Is a student able to identify his/her favorite part of the story? • What is the order of events in the story? • How would the main character act in a different story or real life situation?	1. Class participation Acceptable framework of verbal responses Demonstrate ability to follow directions 2. Evaluation of student	1. Define the five W's of story components (Who, what, where (setting), when, why). Using a story map, identify each of the five W's as they pertain to a selected story. Illustrate a favorite part of the story. Number the order of events within a story. Brainstorm how Cam Jansen would do her math homework if she forgot her book?	1. Five W poster Laminated Story Map Paper, crayons Sequence sheet Laminated Character Trait poster	1. Picture clues on the poster Book on tape for repetition of story Proximity control Retelling directions Verbalizing steps in story

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. Development of good listening skills requires the ability to exercise attentive and reflective listening skills. • What behaviors do attentive listeners exhibit? • What behaviors do reflective listeners exhibit?	responses 3. Student observation	2. Define the posture of attentive listeners. Mirror attentive listening behaviors through a body posture talk (what should my eyes be doing, what should my body be doing, what should by hands be doing, etc). Demonstrate hand raising, body in its own space, one voice at a time (listening to peers and teacher). Define reflective listening skills as those that make a personal connection to the story. Read a selection of literature (i.e. Mrs. Piggle Wiggle). Instructor will ask guided questions to encourage higher order thinking skills and topical responses. (i.e. How would you live differently if your house were upside down?) Instruct student to stand up to answer the question. Only the person standing may be talking.	2. Body Posture Rules with icons on poster board Mrs. Piggle Wiggle	2. Picture clues Large print One –to- One assistance Repetition as needed Preferential seating Peer tutoring

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	3. The ability to listen and respond appropriately to oral directions enables the library user to locate, use, and respond to literature and information appropriately and effectively. • What specific questions must I answer to complete the given task? • What if I don't understand the task I am to complete? • How do I demonstrate that I can engage in attentive and reflective listening behaviors?	Correct completion of assigned task	3. Play the Clap Game. Clap a certain pattern and have the class clap back. Play the Echo Game (teacher will say a four word sentence, students must repeat it back). Play the Largest to Smallest Game (teacher will name three objects; students must repeat them in order from largest to smallest. Introduce the task to be completed. Identify specific questions to be answered. Check for comprehension. Allow other students to restate directions in "kid talk." Write specific steps in task on "Task Completion chart." Model correct responses and finished products that demonstrate the correct standard of understanding before expecting	3. Well-defined questions regarding the task at hand Well-defined project standards and completed example project Laminated Task Completion Chart (for display each time an assignment is asked to be completed)	3. One-to-one assistance Individual student retelling of directions Alternative project demonstrations (drawing pictures vs. writing words) Continuous reinforcement of expected listening behaviors

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary: Listening Events Favorite Task What When Where Who Why **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically.		students to complete the task at hand. If students are observed not completing the task, ask them to point to the "Task Completion Chart" and identify what part of the task they are working on. Whenever students do not exhibit correct listening skills, go back to playing the Clap Game, Echo Game or Largest to Smallest so that students will be reminded of correct listening behaviors.		

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Make connections and form a personal response to the speaker's message.
	• Listen politely to the ideas of others.
	• Identify important ideas and messages to generate meaning from text (text - e.g. read-alouds, shared reading, small group, differentiated reading instruction, independent reading).				

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.2 A Identify the purposes and types of text (i.e. literature and informational text) before reading. 1.3.2 B Identify literary elements in stories describing characters, setting, and plot. 1.6.2 B Listen to a selection of literature (fiction and/or nonfiction.) **Anchors:** Demonstrates an appreciation for literature.	**Big Ideas:** An appreciation of literature is essential to connecting text to real world experiences and enriching the acquisition of content area knowledge. **Concepts/Essential Questions:** 1. Appreciation of literature can be developed through the recognition of a variety of genre in the library collection that augments classroom resources and expands personal interests. • What is a genre? • What genres reflect my personal interests?	1. Informal question and answer Verbal responses	1. Define and show examples of various genres of literature. Share literature selections that highlight different genres. Have students make generalizations as the stories are being shared so that they may define the genre in their own language. Have students vote to see what they liked or disliked about the genre. Have discussions within the group respecting differing view points. Students may color in their Genre Wheels after different genres are	1. Preselected authors and picture books by genre Genre power points Genre Wheels with name of genre and literature selections on them (save for repeated usage)	1. Rephrasing teaching Periodic and frequent individual questioning for comprehension One-to-one teaching

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			shared so they may keep track of which genres they have been exposed to.		
	2. Appreciation of literature can be developed through the recognition of well known authors and titles for this grade level. • Who are famous children's authors? • What are well-known titles?	2. Matching activity Verbal responses	2. Identify various famous children's authors and the characters for which they are known. Select famous titles and share them with the class, articulating the author's name. Expose students continuously to quality children's literature.	2. Preselected books of famous authors Bookmarked websites of famous authors for corporate sharing Public resource lists of famous children's authors in card catalog Author bulletin board displays	2. Picture clues on matching activity and signage in the form of famous characters Preferential seating
	3. Appreciation of literature can be developed through the recognition and location of books containing favorite stories and characters.	3. Teacher observation	3. Review where the easy fiction book section of the library is located.	3. Well-labeled picture book section	3. Peer tutoring Repeat directions to

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• Where in the library can favorite authors be found? • Where in the library can favorite titles be found?		Distribute call numbers of favorite literature and have students locate them on the shelves.		the teacher Fewer number of matches to be made
	4. Awareness of award winning books can aid in the development of literature appreciation. One such honor, the Caldecott Award, is bestowed to distinguish excellence in the illustration of easy fiction books. • What does Caldecott mean? • For what is the award given? • Are Caldecott books good books for me to read? **Vocabulary:** Authors Caldecott Characters Famous Genre Illustrations Picture Book	4. Class participation	4. Display several Caldecott books and point out the gold and silver medals. Open up the books and talk about the excellent illustrations. Share the history and criteria of the Caldecott Medal by showing the Caldecott Award power point. Read a book illustrated by Randolph Caldecott. Read selected Caldecott award winning books and point them out on the Caldecott poster. Explain that Caldecott winners are not the only excellent books, but they are an indication of good quality literature. (Make an	4. Selected Caldecott books Caldecott Award power point Caldecott Award poster	4. Book selection dependent on ability level of students Proximity control Preferential seating Listening Center with Caldecott books on tape United Streaming clips or videos for students to review

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Picture Book Section Matching Signage **Competencies:** By the end of high school students will: • Read widely with fluency and understanding • Write effectively for a variety of purposes and audiences • Speak articulately with purpose • Listen attentively and critically • Find, evaluate, use and create information in multiple media formats • Think critically Competencies for this grade level are: • Build and apply a robust vocabulary to construct meaning. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions o Building on the idea of others o Engaging others to participate		analogy between fruit rollups and just any fruit snack: the commercial says it is the best, but there may be other good snacks out there). Vote on favorite Caldecott Award winners. Distribute paper paint brushes and have students rate the books from 1-5, with 5 being the best. "I give it 4 paint brushes."		

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• Increase one's own understanding by asking questions and/or retelling information. • Listen politely to the ideas of others. • Locate materials from a limited set of resources. • List information from resource materials with prompts and scaffolds appropriate to grade level. • Select from a limited set of resources that provide information.				

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.3.A Identify the purposes and types of text (e.g., literature, information) before reading. 1.1.3.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text. **Anchors:** Differentiate between fiction and nonfiction text.	**Big Ideas:** Library users will differentiate between fiction and nonfiction, and be able to locate both types of literature for their own informational purposes. **Concepts/ Essential Questions:** 1. Fiction books comprise a major section of each library collection. • What does fiction mean? • What kind of information is in a fiction book? • For what could I use a fiction book?	1. Student participation Observation of student behavior	1. Display a real object and its toy counterpart (real dollar bill and monopoly money). Discuss what makes one real and what makes one fake. Chart results. Define **f**iction as **f**ake. Share a fictional story (i.e. Bill and Pete Go down the Nile). Discuss what makes this story fictional (walking, talking animals). What type of information is in this book (fun reading)? Discuss why a student would choose this story (for fun, feel good story).	1. Real and play object Chart paper, markers Read aloud fiction book United Streaming Fiction/ Nonfiction videos	1. Preferential seating Restating questions Student restating questions Repeated story readings (books on tape)

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. Nonfiction books also comprise a major section of each library collection. • What does nonfiction mean? • What kind of information is in a nonfiction book? • What could I use a nonfiction book for?	2. Student participation Observation of student behavior	Discuss the importance of reading for pleasure. 2. Describe the physical characteristics of a crocodile and play 20 questions with the students. After they guess crocodile ask students how you could learn more information about how to behave around wild animals and stay safe. Display two books about wild animals (The fiction book from last week i.e. Bill and Pete Go down the Nile by Tomie DePaola and Nature's Children Crocodiles. Ask students which book they would choose to learn real facts about crocodiles. Define **n**on**f**iction as **n**ot **f**ake or real. Chart definition of nonfiction. Define key questions you want to have answered. Model use of the Table of Contents to locate only	2. Twenty questions game questions Fiction book (i.e. Bill and Pete Go down the Nile) and nonfiction book (i.e. Crocodiles) Chart Paper/ markers	2. Redirection Proximity seating Picture clues Rephrasing

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	3. There are differences between the information and organization of fiction and nonfiction text. • Can you judge a fiction book by its cover? • Which type of book gives facts about the main character? • Which type of book tells a story about the main character? • What pages are in a nonfiction book that are not in a fiction book? (table of contents, index)	3. Student participation Observation of student behavior	that information in the key questions stated. Chart answers to specific questions. Redefine nonfiction as not fake or real. 3. Display two different books about a topic (i.e. Bill and Pete Go down the Nile and Nature's Children Crocodiles). Ask students to classify the two titles as either fiction or nonfiction (compare illustrations, table of contents, type of pictures vs. diagrams). Review charts completed in previous lessons defining fiction and nonfiction. Read fiction text (or show United Streaming Video clip of Bill and Pete to the Rescue and define it as fiction, chart reasons on the fiction chart as to why it fits the definition.	3. Fiction and Nonfiction charts from last two lessons. Selected Fiction and Nonfiction texts Fiction/ Nonfiction Chant: Fiction is Fake! Nonfiction: Just the Facts, Jack! Venn Diagram	3. Large print on charts Different color markers to differentiate between fiction, and nonfiction. Proximity control Preferential seating One-to-one instruction Repeated

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			Read selections of nonfiction text (Nature's Children Crocodiles or watch United Streaming segments on crocodile facts). Begin with the Table of Contents reading the titles and answering questions specific to the information within. After reading compare the nonfiction chart and add to it traits of this nonfiction book. Have students chant: Fiction is Fake (3x) and Nonfiction: Just the Facts, Jack!		Readings: Books on tape
	4. There is an entire section in the library devoted to easy nonfiction texts. • Where is the easy nonfiction section? • How is it organized? • What types of books are in this section and for what purpose would I pick them?	4. Observation of student behavior	4. Display the nonfiction books from the last two lessons. Review the definition of nonfiction by referring to the previously completed charts. Tell students there is an entire section of the library devoted to NONFICTION. Show students the easy nonfiction section of the library.	4. Nonfiction books from previous two lessons Fiction, nonfiction charts Display pictures and	4. Preferential Seating Peered ability level groups Repetition Proximity control

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary: Easy nonfiction Facts Fake Fiction Information Nonfiction Shelf marker Signage **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically.		Ask students what type of books would they expect to be in this section of the library? Ask students why they would want to read a nonfiction text? Tour the easy nonfiction section of the library matching the display pictures of real subjects to the signage. Assign table groups to find a book, using a shelf marker that matches a specific display picture. Share books.	matching signage Shelf markers Clearly marked Easy nonfiction section	

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	Competencies for this grade level are:
	
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	• Increase one's own understanding by asking questions and/or retelling information.
	• Listen politely to the ideas of others.
	• Locate materials from a limited set of resources.
	• List information from resource materials with prompts and scaffolds appropriate to grade level.
	• Develop, practice and apply appropriate strategies within text to construct meaning.
	• Build and apply a robust vocabulary to construct meaning.
	• Identify important ideas and messages to generate meaning from text (text - e.g. read-alouds, shared reading, small group, differentiated reading instruction, independent reading).
	• Recognize text features.
	• Respond to text with relevant questions and comments.				

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 5.A Digital Citizenship: 5.B Digital Citizenship: Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 5.C Digital Citizenship: Demonstrates personal responsibility for lifelong learning.	**Big Ideas:** Because not all materials for usage in a library are contained within the four walls of the facility, responsibility must be employed on the part of the Library patron in the acquisition and usage of online information. **Concepts/ Essential Questions:** 1. Library patrons who use computers to access online information realize there is a responsibility to handle computers with care. • What is a computer? • What do I use Library computers for at my grade level? • What are the basic parts of a computer? • What are the rules of usage for Library computers? • How can I be a considerate computer user? • How can a librarian help me find information on a computer?	1. Parts of a computer diagram Observation of student behavior Correct coloring of Computer workstation Rules sheet	1. Play the twenty questions game to define the computer and its basic parts. Display a Computer Parts poster and refer to it as students define each part. Explain when students would use a computer at this grade level. Discuss rules of usage for library users (workstation rules). Outline ways students may be considerate of the next user at the workstation. (Define considerate by shaking a student's hand while yours is full of hand sanitizer-	1. Parts of a computer poster/ diagram worksheet Twenty questions game questions Workstation Rules, and matching coloring sheet Ask a Librarian Student Sheet (Cybersmart)	1. Preferential seating Peer groupings with tutors in each group Restating directions Breaking down tasks into smaller groupings

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Anchors: Demonstrate safe and appropriate usage of online library materials.	2. There is a safe way to access and use information on the internet. • What is the internet? • How do I safely use the internet at school? • What am I allowed to do at school? • How do I safely use the internet at home? • What is safe to do at home? • What about Ads on the internet? • What information can I share with others?	2. Teacher observation of student behavior Class participation	yuck)! Students complete The Library Lesson Ask a Librarian from http://www.cybersmart.org 2. Define the internet as a road that information travels on (put two jump ropes on the floor facing each other and have students use it as a road to the story area.) Discuss the term safe and explain there is a SAFE way to use the internet at school. (Stay on the road). Discuss appropriate places to go online at school are those places your librarian tells you to go to, ONLY. (Stay on the road your teacher tells you to. Don't go anywhere else). Discuss safe ways to use the internet at home are on sites that parents approve, never talking to strangers or sharing private	2. 2 jump ropes Internet Safety power point IPL (Internet Public Library) Parents' Guide to Practicing Safe Internet Surfing What's Private (Cybersmart) Find the Add Worksheet	2. Peer tutors Preferential seating Proximity control Restating directions

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			information. Complete What's Private Lesson from Cybersmart to identify what information should not be shared online. Complete Filling Out a Form Ask to discuss what a form looks like online and what info is ok to share. Discuss the purpose of ads on the internet and complete cybersmarts lesson plan "Find the Ad". http://www.cybersmartcurriculum.org		
	3. It is understood that the use of the internet to find and complete online research through library computers is a privilege that will be afforded users provided they engage in appropriate usage. • How can a librarian help me with online materials?	3. Observation of student behavior Correct coloring of Online Privilege worksheet	3. Define the types of sites students will be permitted to use as per librarians instructions. Tell students librarians have preselected any sites student may go on while in the library. Explain students will not be able to access the internet without	3. IPL's Cyberguide for Safe Internet Access Instructional Resources tab on ESASD	3. One-to-one teaching Redirection as needed Preferential seating

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• What types of sites am I able to go on in the Library? • What does privilege mean? • What does appropriate mean? • Can I go on the internet unsupervised? • How can anyone tell if I go somewhere I am not allowed to? • Can my internet access ever be taken away? • Who owns this computer anyway? **Vocabulary:** Adds Computer Considerate Internet Online Responsible Privilege Safe Supervised Unsupervised		supervision and direction by the librarian. At NO time are students permitted to surf the web without a specific address specified. Explain the username/ passwords structure for the library user. Explain internet usage is monitored by ESASD technology department. Internet accounts have been and can be revoked. Complete The Library worksheet from Cyber Smart. Complete the Is This Yours? Lesson plan from www.cybersmart.org to emphasize who owns the property and what a privilege it is to use it.	homepage Username/ password cards for students Is It Yours? worksheet from Cyber Smart	Retelling of directions in students words Repetition Visual aides

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	Competencies:
	
	By the end of high school students will:
	
	• Read widely with fluency and understanding.
	• Write effectively for a variety of purposes and audiences.
	• Speak articulately with purpose.
	• Listen attentively and critically.
	• Find, evaluate, use and create information in multiple media formats.
	• Think critically.
	
	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Listen politely to the ideas of others.
	• Locate materials from a limited set of				

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	resources. • List information from resource materials with prompts and scaffolds appropriate to grade level. • Select from a limited set of resources that provide information. • Differentiate among a limited set of resources for a defined purpose.				

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.8.3.A Select a topic for research. 1.8.3.B Locate information using appropriate sources and strategies. **Anchors:** Demonstrate the usage of a standard research model to answer research questions.	**Big Ideas:** Utilization of a standardized research model will increase the success of research exercises. **Concepts/Essential Questions:** 1. A standardized research model will be used as a framework to answer research questions. • What does research mean? • What is a research model? • What is the Super 3?	1. Class participation Observation of student behavior	1. Define research as a question students need to have answered (i.e. ask students what country their grandparents came from. Outline a plan if they needed to find that information out). Identify the Super 3 as a plan to use every time you need to answer a research question. (Ask students what a good homework area looks like at home- pencils, crayon, scissors, glue, and tape all in one quiet area. Draw parallels between a good homework space and a good plan to answer research questions).	1. Super 3 poster Overhead to record steps of the research process Poster saying Good Homework Space = Good Job on Homework Good Research Plan= Good Research	1. Preferential seating Proximity to teacher

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. The Super 3 contains three specific steps to answer research questions. • What are the three steps to the Super 3? • What does each step mean? • How can I tell if I have answered the research question?	2. Class participation Observation of student behavior Super 3 Coloring sheet	2. Outline the steps to the Super 3. Define each step of the Super 3. Play the Super 3 Matching Game. Explain that if the student has a meaningful answer to each step of the Super 3 and it makes sense they have completed good research.	2. Super 3 Poster Words to Super 3-0 on poster board Super 3 Coloring sheet Bookmarks with Super 3 Steps for self check Super 3 Matching Game	2. Preferential Seating Restating directions Student redirection Repetition Slider to cover sections of bookmark
	3. The Super 3 can be used to answer specific research questions. • Using the three steps to the Super 3, can I answer a research question? • Do my questions have to be answered in order? • What can I do if I do not have my question answered?	3. Class participation Observation of student behavior Super 3 Research Question Report	3. Introduce a research question about Rainy Day Fun. Complete the Rainy Day Fun activity from the Big 6 website. Review the steps of the Super 3 on the poster. Model the research process of "Plan, Do, and Review" together.	3. Super 3 Poster Rainy Day Fun activity @ www.big6.com Easy nonfiction book Super 3	3. Redirection Preferential seating Retelling of directions in student's words

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary: Do Model Research Review Plan Self Check Super 3 Standardized **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically.		Find the easy nonfiction book that answers the question and read the table of contents to find the page where the answer is. Record the answer to the research question. Using the bookmark for self check purposes, determine as a group if the research question is answered.	bookmarks	Proximity control

Library and Information Literacy Curriculum- Second

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	• Increase one's own understanding by asking questions and/or retelling information.
	• Listen politely to the ideas of others.
	• Locate materials from a limited set of resources.
	• List information from resource materials with prompts and scaffolds appropriate to grade level.
	• Recognize text features.
	• Respond to text with relevant questions and comments.
	• Select and focus on a topic to research with prompts and scaffolds appropriate to grade level.				

COMMON VOCABULARY – GRADE 2

Adopt-a-shelf – a section of shelving within the elementary library that is the responsibility of a student or small group of students to maintain in shelf order and general neatness

Ads – advertisements that may appear on a webpage with the information that you are researching or pop-up on a webpage whether you want them to or not

Alphabetical order – placing objects in order according to the letters of the alphabet

Appropriate – suitable, correct or right

Author – a person who writes a book, magazine, article or other work

Behavior – the way in which a person conducts himself

Book Jacket - a paper or laminate that protects the cover of a book

Book Look Box – a selected box of books used by students during the circulation period who are unable to take out library materials

Book Return – area or receptacle which collects returned library material

Bookmark - a strip of paper used to place between the pages of a book to mark the reader's place in the book

Caldecott – an annual award presented to the illustrator whose work is selected which represents the best illustrations in a children's book

Call number – a series of letters, numbers or both that appear on the spine label of the book that indicate where in the library that book can be located

Characters – people (or animals) that appear in a work of fiction

Circulation Desk – the area that is used by the librarian to circulate library materials

Citizenship – the state of being a citizen and conducting yourself in a way that either benefits or doesn't harm other members within your group

Computer – a machine that is used for word processing and accessing software programs and databases

COMMON VOCABULARY – GRADE 2

Considerate – mindful of the needs, wishes and consideration of others

Cover – the protective binding whether it is paper or boards at the front and back of a book or magazine

Damage – something that occurs which makes the book less valuable; could be caused by water, food spillage, animals, babies or young children etc.

Date Card – the card in the back pocket of the book that indicates when the book is due back in the library

Easy nonfiction – factual books written on a reading level

Etiquette – rules of acceptable behavior

Events – occurrences within the story that help to make it interesting

Facts – something known to be true

Fake – something known not to be true

Famous – well-known and recognized by many people

Favorite – favored by many people, most liked

Fiction – literary work of the author's imagination

Five W's - students are asked to identify the Five W's (who, what, when, where, and why) after listening to a story

Genre - category of style based on form , type or subject matter

Illustrations - artistic renderings located on the pages of the book that help the reader or listener to better "see" the story the author is trying to tell

COMMON VOCABULARY – GRADE 2

Inappropriate – not suitable or acceptable

Information knowledge, facts or data about a specific subject

Instructional Area – place or area within the library where teaching takes place

Internet – a global network connecting millions of computers

Library voices - a voice whose volume is lowered for the purpose of not disturbing other people as they read, research or study within the library

Listening – the conscious act of hearing someone or something

Manners – behaving in a way that is considered socially acceptable

Matching – seeing things or objects that are similar or exactly alike

Model – something that is copied or used as the basis for an idea, process or system

Name Card - a 3”x5” card containing the name of the student for purposes of checking out library materials

Nonfiction – a book that contains factual information and is not based on creative imagination

Online – connected to a computer network or through a stand alone computer

Order – the way in which several items are arranged

Pages – sheets of paper bound together within a book on which the story and illustrations are printed

Patient – capable of enduring without becoming annoyed

Picture Book – a book containing a greater proportion of illustrations as compared to text

COMMON VOCABULARY – GRADE 2

Picture Book Section – the area in the library where a high concentration of picture books is shelved

Privilege – an advantage, right or benefit that is not available to everyone\

Proper –appropriate to the circumstance or condition

Protect - to keep from harm or damage

Renew – to extend the circulation period of a library book

Repair – to fix the damage incurred to a library book or library materials

Research – diligent and systematic inquiry or investigation into a subject in order to discover or revise facts, theories or applications

Responsible – being accountable for an action or a duty

Rules – a prescribed guide for conduct or an action

Safe – unlikely to cause or result in harm, injury or damage

Self Check – making sure that you are doing what you are supposed to be doing

Shelf – a flat, usually rectangular board on which books are displayed

Shelf Marker - long flat object that students use to mark a book's place on the shelf when a student removes it for examination; helps to maintain shelf order

Shelf Order – the order that books stand on the shelf according to ALA's filing rules. It exists only in a perfect world and never in a public school.

"Shelf-ish" – placing yourself in front of a shelf of books in a way that prohibits another person's access to that shelf

COMMON VOCABULARY – GRADE 2

Signage – graphics posted on library shelving to assist the staff or student(s) in the location of library materials

Spine - the part of the book facing you when a book is placed in the customary upright position on a shelf. It is the point on the book where the pages are joined by sewing or glue

Spine label – the label located on the spine of the book containing that book's call number

Standardized – to remove variations in something and make all types or examples of it the same

Story Area the place in the library where stories are read, told or acted out with children

Super 3 – think, do, review……the primary framework of the Big6

Supervised – to watch over an activity and ensure that it is performed within acceptable parameters

Task - work that needs to be completed

Title – a name of a book or other artistic piece of work

Unsupervised – students working on completing an activity without a person of authority watching over them

Work habits – the method and style a person uses to complete a task or job

Scope and Sequence Library and Information Literacy Curriculum- Third

Anchor: Demonstrates Proper Library Citizenship and Etiquette

- Acceptable Library etiquette will be reviewed.
- Proper library behavior will be consistently demonstrated.
- Consideration of other library patrons and librarians will be required.
- Implicit in library usage will be the personal onus to maintain shelf order and general appearance of the facility.
- Demonstrate good work habits.

Anchor: Demonstrates Independent Library Use

- Students will locate the easy fiction, easy nonfiction, fiction, nonfiction, and reference sections of the library.
- Students will locate easy fiction and fiction books by call number, using shelf signage
- Students will identify the arrangement of easy nonfiction and nonfiction books.
- Students will be able to identify which section of the library a book is housed based on its call number structure.

Anchor: Demonstrate The Proper Care of Library Materials

- Library books require proper handling to maintain integrity.
- Library books require responsible care when in the possession of the borrower.
- Damaged library books must be returned to the librarian for repair.

Anchor: Demonstrate The Procedure for Borrowing and Returning Library Materials

- Familiarization with the different areas within the library is essential to optimal utilization of the facility.
- Students will complete circulation procedures after returning the mock book jacket, signed by a parent/guardian.
- Library materials must be returned according to library protocol.

Scope and Sequence Library and Information Literacy Curriculum- Third

Anchor: Demonstrate Good Listening Skills

- Active engagement to a literature selection is necessary to develop a love of literature.
- Development of good listening skills requires the ability to exercise attentive and reflective listening skills.
- The ability to listen and respond appropriately to oral directions enables the library user to locate, use, and respond to literature and information appropriately and effectively.
-

Anchors: Demonstrates An Appreciation for Literature

- Recognition of a variety of genre in the library collection that augments classroom resources and expands personal interests.
- Recognition of well known authors and titles for this grade level.
- Location of books containing favorite stories and characters.
- Recognition that the purpose of the Caldecott and Newbery Award is to recognize excellence in illustrations and story lines of children's literature.
-

Anchor: Differentiate Between Fiction, Nonfiction, Biography and Periodical Text

- Fiction books comprise a major section of each library collection.
- Nonfiction books also comprise a major section of each library collection.
- Review the differences between the information and organization of fiction and nonfiction text.
- There is an entire section in the library devoted to easy nonfiction texts.
- Students will practice finding biography books on the shelf.
- Periodicals can be used as a source of current information.

Anchor: Demonstrate Safe and Appropriate Usage of Online Library Materials

- Library patrons who use computers to access online information realize there is a responsibility to handle computers with care.
- There is a safe way to access and use information on the internet.
- It is understood that the use of the internet to find and complete online research through library computers is a privilege that will be afforded users provided they engage in appropriate usage.

Scope and Sequence Library and Information Literacy Curriculum- Third

Anchor: Demonstrate the usage of a standard research model to answer research questions.

- A standardized research model will be used as a framework to answer research questions.
- The Big 6 contains six specific steps to answer research questions.
- The Big 6 can be used to answer specific research questions.
- I can use the Elementary Library Materials Organizer (ELMO) to answer teacher directed research questions using the Big 6 research model.

Anchor: Demonstrate The Usage of the Dewey Decimal System to Locate Resources.

- The Dewey Decimal System is divided into ten main groups.
- There is a standard way to organize all nonfiction books in the Library and it is called the Dewey Decimal System.

Anchor: Demonstrate How to Use Reference Tools to Access Information

- A dictionary is a reference tool that is arranged in alphabetical order and uses guidewords to aide in locating entry words. How are dictionaries arranged?
- I can use a dictionary to find pronunciations and definitions of specific words.
- General Encyclopedias are sources of information about people, places, and things.
- The alphabetical arrangement of both volumes and individual articles in a print encyclopedia can be used to locate information about a research topic.
- The index of an encyclopedia can help to locate difficult to find information.

Anchor: Demonstrate How To Use the Electronic Card Catalog by Completing Subject, Author, and Title Searches, and Locating Materials on the Shelves

- The electronic card catalog is a computerized index to the library's collection
- Important information about the book and its location are found in a title entry in the electronic card catalog.
- I can complete subject, author and title searches in the electronic card catalog.
- I can find the books on the shelves that I searched for in the card catalog.

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6.3 A Listen to others. 1.6.3 C Use appropriate volume. 1.6.3 D Contribute to discussions. 1.6.3 E Participate in small and large group discussions and presentations. **Anchors:** Demonstrates proper Library citizenship and etiquette.	**Big Ideas:** Adhering to a standard set of rules of library etiquette enables all users to contribute to a positive corporate learning environment. **Concepts/ Essential Questions:** 1. Acceptable Library etiquette will be reviewed. • What is etiquette? • Is Library etiquette different from classroom etiquette? • How does the way I act affect other people?	1. Observation of student behavior	1. Define etiquette as synonymous with manners. Discuss examples of exhibiting good manners with What is Respect? Activities from black line masters in United Streaming. Generalize good manners in life with good manners in the library. Chart examples. View the United Streaming video Respect Series: Uncommon Courtesy. Discuss aspects of the video and how they apply to library behavior. Discuss personal responsibility in using appropriate manners.	1. United Streaming black line masters What Is Respect? (esasd library curriculum moodle page) United Streaming video Respect Series: Uncommon Courtesy (esasd library curriculum moodle page)	1. Student self check list Clear behavior system in place containing picture clues Restate class rules in own words back to the teacher

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. Proper library behavior will be consistently demonstrated. • What are proper library rules of behavior? • What happens if I do follow the rules? • What happens if I do not follow the rules?	2. Observation of student behavior	2. Brainstorm appropriate library rules and chart them. List rewards for following Library rules. List consequences for not following Library rules.	2. Chart paper, markers Reward system in place Consequence system in place	2. Repetition Positive peer mentor
	3. Consideration of other library patrons and librarians will be required. • What is consideration? • How do I show consideration to others? • How will it help me to show consideration to others? • How does it feel when others lack consideration to me? • What happens if I chose not to show consideration to others? • How do I show respect for adults by the way I ask questions? • What does it mean to be “shelf-ish”?	3. Observation of student behavior	3. Have students act out consideration and what it looks like in a real library situation (waiting in line, talking to a table buddy, getting a book when two people want the same one, respectfully asking librarian or library aide for help, etc.). Chart feelings associated with positive and negative actions. Discuss realistic consequences for impolite behavior.	3. List of real library situations Chart Paper/ Markers List of appropriate realistic consequences	3. Proximity control Preferential seating Classroom supplied individual behavior chart

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	4. Implicit in library usage will be the personal onus to maintain shelf order and general appearance of the facility. • What does a shelf look like when it is in order? • What do I do when I see a shelf out of order? • How can I help keep the facility orderly?	4. Observation of student behavior Observation of facility at conclusion of class	4. Compare two shelves in the library, one messy and one neat. Analyze the precursors to both conditions. Identify personal role in maintaining shelf order. Define not being "shelf-ish" (messy with the shelves). Practice maintaining order in the facility by pushing in your own chair, picking up things you have dropped, etc. Ask students to identify a shelf in the library that they can adopt and take care of all year long.	4. Two shelves arranged as needed Award system in place when students are caught being good (by maintaining the shelves and/or facility). Adopt a Shelf poster	4. Repeated instruction One-to-one tutoring
	5. Demonstrate good work habits. • What are good work habits? • How can I demonstrate good work habits? • How can I show I can take care of the materials I have used in the library? • What happens if I chose not to clean up	5. Observation of student behavior Completion of assigned tasks	5. Define and chart good work habits. Show a power point demonstrating good work habits in the library. Discuss the work habits being exhibited such as returning materials to the places	5. Chart paper/ markers Teacher selected literature/ United Streaming clip	5. Properly labeled areas in the library where materials are to be returned

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	after myself**?** **Vocabulary:** Adopt a shelf Appropriate Behavior Citizenship Consideration Etiquette Inappropriate Library voices Manners Order Rules Shelf "Shelf-ish" Shelf markers Spine label Work habits **Competencies:** By the end of high school students will: • Read widely with fluency and understanding.		they belong, completing assigned tasks in a timely manner, always doing your personal best and cleaning up after yourself, and maintaining a quiet atmosphere using Library voices.	Clear rewards and consequences for demonstrating good work habits	Repetition of desired behavior

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	• Write effectively for a variety of purposes and audiences.
	• Speak articulately with purpose.
	• Listen attentively and critically.
	• Find, evaluate, use and create information in multiple media formats.
	• Think critically.
	
	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Make connections and form a personal response to the speaker's message.				

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.3 B Preview the text formats (e.g., title, headings, chapters and table of contents). 1.8.3 B Locate information using appropriate sources and strategies. **Anchors:** Demonstrate independent library use.	**Big Ideas:** Understanding how books are arranged in the library and on the shelves is essential to independent library use. **Concepts/Essential Questions:** 1. Students will locate the easy fiction, easy nonfiction, fiction, nonfiction, and reference sections of the library. • Where is the easy fiction section? • Where is the easy nonfiction section? • Where is the fiction section? • Where is the nonfiction section? • Where is the reference section?	1. Observation of student behavior Completed scavenger hunts	1. Given a scavenger hunt, example book on display, and numbered posters at each different library sections (easy fiction, fiction, easy nonfiction, nonfiction, and reference), students will complete a table asking for the example title and description of what type of book can be found at each station. Complete the Third Grade Library Scavenger Hunt by table. Reconvene and discuss the types of books that can be found at each station and purposes for these kinds of books. Chart responses.	1. Numbered posters, example books for easy fiction, fiction, easy nonfiction, nonfiction and reference Third Grade Library Scavenger Hunt Tables Type/ Purposes Chart	1. Repetition of activity Limit number of students in groups Stagger groups at stations

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. Students will locate easy fiction and fiction books by call number, using shelf signage. • How are books arranged in the fiction sections of the library? • What do the author's last names have to do with where the books are on the shelf? • How does a call number help me find a book? • What is signage and how does it help me to find my book? • How do I read books on a shelf?	2. Observation of book location behaviors	2. Review alphabetizing words to the third letter. Reinforce the structure of an easy fiction call number "E and then the first 3 letters of the author's last name", and a fiction call number (FIC and the first three letters of the author's last name) Display two stacks of books on each table. Practice arranging a stack of Easy fiction books and Fiction books in order by call number. Chart a master list of all call numbers and make two library shelves in order by call number. Define signage. Brainstorm signage that would go above each of these two shelves. Point to signage on the shelves. Explain the letters on the shelf signage tell us what author's books live on what shelves. (Show the Grocery Store Signage Power Point. Talk about grocery	2. Alphabet chart ABC order worksheets with library terms and author cards Sentence strips with easy fiction and fiction call numbers on them Grocery Store Signage: Power point with grocery signs and matching products as well as author's last names and Library signage	2. Alphabet visual aid Repetition

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			store signs and how meat would not be found in the cereal aisle. Discuss the alphabetical arrangement of author's last names and matching signage) Convene at a tall shelf and show students how to read a shelf (left to right, diagonal down.) Hand out sentence strips with easy fiction and then fiction call numbers on them. Have students locate a book with the call number on the shelf and show it to the librarian as their ticket to book selection.		
	3. Identify the arrangement of easy nonfiction and nonfiction books. • How are easy nonfiction books arranged? • Is it different from fiction books? • Why is it different from fiction books? • What is numerical order?	3. Observation of student book location behaviors	3. Display several easy nonfiction and nonfiction books on student work tables. Have students observe the structure of the call numbers and compare it to easy fiction call numbers. Chart their responses. Explain to students in Easy	3. Interest inventory, shelf markers Rulers, Number lines Numerical order to tenths place worksheets	3. One-to-one assistance as needed Individual number lines on tables Repetition,

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	4. Students will locate easy nonfiction and nonfiction books by call number, using signage. • How do I match the call number to the shelf signage? • How do I read books on a shelf?	4. Observation of student behavior in written and physical format	Nonfiction (ENF) books are arranged according to SUBJECT first, then author's last name. (You don't care who wrote the book about Hermit Crabs, you just want to know how to care for one.) Students will review basic numerical order. (single, double digit, hundreds, and tenths). 4. Display signage for the ENF and nonfiction sections emphasizing the first digit of the hundreds category. Practice matching ENF and nonfiction call numbers to the signage where it belongs. (Hold up signage posters and have students hold up the practice ENF call numbers that would belong on that shelf.) Convene at a tall shelf and show students how to read a shelf (left to right, diagonal down.)	4. ENF , nonfiction Signage Posters Practice ENF and nonfiction call numbers (one pack per table) Sentence strips with ENF and nonfiction call numbers	peer tutors One on one assistance 4. Proximity to teacher

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	5. Students will be able to identify which section of the library a book is housed based on its call number structure. • What are the two basic forms for fiction and nonfiction call numbers? • What is the basic structure for each of the library's main sections, easy fiction, fiction, easy nonfiction, nonfiction, and reference? **Vocabulary** Alphabetical order Author Call number Cover Pages Picture books	5. Student responses	Distribute sentence strips with ENF and nonfiction call numbers on them. As a ticket to book selection students must locate books. Review use of shelf markers while selecting books. 5. Using white boards for students, ask them to write responses to the following questions: Write a fiction call number. Write a nonfiction call number. Discuss all appropriate answers being easy fiction, fiction, ENF, or nonfiction. Chart all examples. Show Call Number Structure Power point. Flash a category and three choices. Students must write the correct call number on the white board.	5. White boards/markers/erasers 1 per student Call Number Structure Power Point Call Number Walk the Walk Power Point	5. Peer tutor Partner Groups Limited choices One type of call number at a time

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Shelf marker Spine Title **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Differentiate among a limited set of resources for a defined purpose. • Locate materials from a limited set of resources. • Select from a limited set of resources that provide information. Develop, practice and apply appropriate strategies within		Show Call Number Walk the Walk Power Point. Number each student at each table. Call a number. Flash a call number and that student whose number you called must walk to that section that the call number represents in the library.		

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	text to construct meaning. • Build and apply a robust vocabulary to construct meaning. • Recognize text features. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions o Building on the idea of others o Engaging others to participate				

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6.3 D Contribute to discussions. 1.6.3 E Participate in small and large group discussion and presentations. **Anchors:** Demonstrate the proper care of library materials.	**Big Ideas:** Proper care of library materials is essential for maintaining the resources within the library. **Concepts/ Essential Questions:** 1. Library books require proper handling to maintain integrity. • How is a book properly opened? • How are pages turned? • How do I use a bookmark correctly?	1. Observation of student behavior	1. Play the How Come game. Type sentences on the computer that demonstrates the proper care of library books. Ask students how come this is true (ex.: The pages in our books are never torn.) Continue game until all book care rules are discussed. (No food or drink, no writing in books, arts and crafts away from books, handle carefully with clean hands, turn pages by corner, keep away from pets, small children, return on time, show damage to librarian.)	1. Statement of Book Care Rules for How Come Game	1. One-to-one assistance as needed Proximity control

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. Library books require responsible care when in the possession of the borrower. • How are books protected from the weather? • How are books protected from younger siblings? • How are books protected from pets? • How are books protected from art supplies? • How are books protected from stains (food, drink, etc.) 3. Damaged library books must be returned to the librarian for repair. • What do I do if I know I damaged a book?	2. Examination of library book upon return 3. Observation of student behavior	2. Contrast new books and damaged books. Brainstorm possible reasons how damage occurred. List ways to avoid damage to library books. Design a plan, with the assistance of parent/guardian, to ensure responsible care of library materials at home (include packing a gallon sized zip lock bag in back pack for library book.) 3. Model a responsible borrower examining books for prior damage and reporting to the circulation desk. Model a responsible borrower returning books they have damaged to the circulation desk for repair.	2. New books Damaged books Book jacket template (Book Bud) 3. Damaged library books Example print out of Damaged Materials Notice	2. Repetition of activity Question scaffolding Contact with parent/guardian if necessary 3. One-to-one assistance as needed Contact with parent/ guardian if necessary

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary: Book Jacket Bookmark Circulation Desk Cover Damage Pages Picture books Proper Protect Repair Responsible Spine **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats.		Articulate that if books are damaged beyond repair, the borrower will be responsible to pay the replacement cost of the book.		

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	• Think critically.
	
	Competencies for this grade level are:
	
	• Differentiate among a limited set of resources for a defined purpose.
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Make connections and form a personal response to the speaker's message.
	• Listen politely to the ideas of others.				

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6.3 D Contribute to discussions. 1.6.3 E Participate in small group discussions and presentations. **Anchors:** Demonstrate the procedure for borrowing and returning library materials.	**Big Ideas:** Borrowing and returning library books requires the user to follow a specific procedure. **Concepts/ Essential Questions:** 1. Familiarization with the different areas within the library is essential to optimal utilization of the facility. • What is the circulation desk and what do I do there? • Where are the areas from which I may take out books? • Where is the book return? • Where do I put my books when I return them to the library? 2. Students will complete circulation procedures after returning the mock book jacket, signed by a parent/guardian. • What is a shelf marker and how do I use it? • How do I take a book on and off the	1. Observation of student behavior 2. Observation of returned mock book jacket as per teacher's instructions Completion of book circulation in a timely manner,	1. Review areas of the library involved in book selection/ returning of books (circulation desk, book return, sections from which students may get books). 2. Demonstrate an example of mock book jacket returned in good condition. Interview the student as to the secret of responsible book care at home. Chart responses.	1. Well-labeled areas of the library: Circulation Desk, Book Return, Fiction, Easy Fiction, Nonfiction, Easy Nonfiction 2. Returned mock book jackets Shelf Markers Date Cards Steps to Book	1. Repetition of activity Proximity to teacher 2. Retelling directions back to teacher Proximity control One-to-one

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	shelf? • Once I select a book, what do I do? • Why do books have barcodes? • How do I scan my own book out? • Once I check my book out, what do I do? • When is it due back?	demonstrating correct usage of shelf markers, maintaining shelf order, waiting patiently in line, scanning the barcode, and returning to my seat in an orderly manner	Model the steps to proper and timely book selection (proper location and usage of shelf markers to maintain shelf order, placement of books on the shelves, name cards, date cards, appropriate line behavior, and completion of post circulation task as assigned by librarian). Students may review the Steps to Book Selection Poster prior to book check out. Chart What To Do after Book Selection Activities. Students must exhibit one of the behaviors on this chart after book selection.	Selection Poster What To Do after Book Selection Chart	assistance
	3. Library materials must be returned according to library protocol. • Where are borrowed books returned? • Where does a name card go when a book is returned? • Where does a date due card go when a book is returned.	3. Observation of student behavior	3. Model removing date and name cards from the inside book pocket. Place the date cards into the date card return box. Return your borrowed library book to the area designated by the librarian.	3. Date cards Card return box Designated Book Look Box that students may investigate who have forgotten to	3. Peer tutoring One-to-one instruction Reread directions Larger print

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	• What happens if a library book is not returned on time? • What should a student do after he/she completes circulation? • How do I renew a book? **Vocabulary:** Book Look Box Book Return Date Card Instruction Area Name Card Patient Renew Shelf Marker Shelf Order Story Area **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes		Tell librarian at this time if you wish to renew a book. Articulate that students who did not return their borrowed books must do so before they can borrow another book. Review post circulation task to complete after book selection.	return their books Librarian assigned post circulation task	Chunk information Word banks

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Build and apply a robust vocabulary to construct meaning. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions o Building on the idea of others • Locate materials from a limited set of resources. • Increase one's own understanding by asking questions and/or retelling information. • Make connections and form a personal response to the speaker's message. • Listen politely to the ideas of others.				

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6.3 B Listen to a selection of literature. 1.6.3 D Contribute to discussions. **Anchors:** Demonstrate good listening skills.	**Big Ideas:** In order to carry out effectively the processes of location and usage of information, library patrons must employ strong listening skills. **Concepts/ Essential Questions:** 1. Active engagement to a literature selection is necessary to develop a love of literature. • What kinds of questions should a student be able to be answer after listening to a piece of literature? • Is a student able to identify his/her favorite part of the story? • What is the order of events in the story? • How would the main character act in a different story or real life situation?	1. Class participation Demonstrate ability to follow directions Acceptable framework of verbal responses	1. Define the five W's of story components (Who, what, where (setting), when, why). Using a story map, identify each of the five W's as they pertain to a selected story. Illustrate a favorite part of the story. Number the order of events within a story. Brainstorm how Encyclopedia Brown would help find homework lost on the way to school.	1. Five W poster Laminated Story Map Paper, crayons Sequence sheet Laminated Character Trait poster	1. Picture clues on the poster Book on tape for repetition of story Proximity control Retelling directions Verbalizing steps in story

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	2. Development of good listening skills requires the ability to exercise attentive and reflective listening skills. • What behaviors do attentive listeners exhibit? • What behaviors do reflective listeners exhibit?	2. Evaluation of student responses	2. Define the posture of attentive listeners. Mirror attentive listening behaviors through a body posture talk (what should my eyes be doing, what should my body be doing, what should by hands be doing, etc.) Remind students about behavior by just stating hand, eyes, feet, etc. Demonstrate hand raising, body in its own space, one voice at a time (listening to peers and teacher). Define reflective listening skills as those that make a personal connection to the story. Read a selection of literature (i.e. Beezus and Ramona.) Instructor will ask guided question to encourage higher order thinking skills and topical responses. (i.e. How would you live differently if you had a little sister like Ramona?) Instruct student to stand up to	2. Body Posture Rules with icons on Poster Board Mrs. Piggle Wiggle	2. Picture clues Large print One –to- One assistance Repetition as needed Preferential seating Peer tutoring

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			answer the question. Only the person standing may be talking.		
	3. The ability to listen and respond appropriately to oral directions enables the library user to locate, use, and respond to literature and information appropriately and effectively. • What specific questions must I answer to complete the given task? • What if I don't understand the task I am to complete? • How do I demonstrate that I can engage in attentive and reflective listening behaviors? **Vocabulary:** Listening Events Favorite Task What When	3. Student observation Correct completion of assigned task	3. Pre-task Listening Skill Games: Play the Out of Order Game. Say three words that are out of order and students must repeat them in order (example homework, school, breakfast.) Have students repeat back to you in order. Play the Largest to Smallest Game. List three objects, have student repeat in size order Largest to Smallest. Play the Natural/ Man Made Game: List three objects, have students answer by repeating the object and then whether it is natural or man made. Practice these listening skills as needed to refocus the group. Introduce the task to be completed. Identify specific	3. Well defined questions regarding the task at hand Well defined project standards and completed example project Laminated Task Completion Chart (for display each time an assignment is asked to be completed)	3. One-to-one assistance Individual student retelling of directions Alternative project demonstrations (drawing pictures vs. writing words) Peer tutoring Continuous reinforcement of expected listening behaviors

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Where Who Why **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Build and apply a robust vocabulary to construct meaning. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions o Building on the idea of others o Engaging others to participate		questions to be answered. Check for comprehension. Allow other students to restate directions in “kid talk”. Write specific steps in task on Task Completion chart. Model correct responses and finished products that demonstrate the correct standard of understanding before expecting students to complete the task at hand. If students are observed not completing the task, ask them to point to the Task Completion Chart and identify what part of the task they are working on. Whenever students do not exhibit correct listening skills, go back to playing the Pre-task Games.		

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• Increase one's own understanding by asking questions and/or retelling information. • Make connections and form a personal response to the speaker's message. • Listen politely to the ideas of others. • Identify important ideas and messages to generate meaning from text (text - e.g. read-alouds, shared reading, small group, differentiated reading instruction, independent reading).				

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.3 A Identify the purposes and types of text (i.e. literature and informational text) before reading. 1.3.3 B Identify literary elements in stories describing characters, setting, and plot. 1.6.3 B Listen to a selection of literature (fiction and/or nonfiction). **Anchors:** Demonstrates an appreciation for literature.	**Big Ideas:** An appreciation of literature is essential to connecting text to real world experiences and enriching the acquisition of content area knowledge. **Concepts/Essential Questions:** 1. Appreciation of literature can be developed through the recognition of a variety of genre in the library collection that augments classroom resources and expands personal interests. • What is a genre? • What genres reflect my personal interests?	1. Informal question and answer Verbal responses	1. Define and show examples of various genres of literature. Share literature selections that highlight different genres. Have students make generalizations as the stories are being shared so that they may define the genre in their own language. Have students vote to see what they liked or disliked about the genre. Have discussions within the group respecting differing view points. Students may color in their Genre Wheels after different genres are	1. Pre-selected authors and picture books by genre Genre power points Genre Wheels with name of genre and literature selections on them (save for repeated usage)	1. Rephrasing teaching Periodic and frequent individual questioning for comprehension One-to-one teaching

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			shared so they may keep track of which genres they have been exposed to.		
	2. Appreciation of literature can be developed through the recognition of well known authors and titles for this grade level. • Who are famous children's authors? • What are well-known titles?	2. Matching activity Verbal responses	2. Identify various famous children's authors and the characters for which they are known. Select famous titles and share them with the class, articulating the author's name. Continuous repetition of exposure to quality children's literature.	2. Pre-selected books of famous authors Bookmarked websites of famous authors for corporate sharing Public resource lists of famous children's authors in card catalog Author bulletin board displays	2. Picture clues on matching activity and signage in the form of famous characters Preferential seating
	3. Appreciation of literature can be developed through the location of books containing favorite stories and characters. • Where in the library can favorite authors be found?	3. Teacher observation	3. Review where the easy fiction and fiction book sections of the library are located. Distribute call numbers of favorite works of literature and have students locate them on the	3. Well-labeled picture book section	3. Peer tutoring Repeat directions to the teacher Fewer number

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• Where in the library can favorite titles be found? 4. Awareness of book awards such as Caldecott and Newbery can aid in the development of literature appreciation. The purpose of the Caldecott and Newbery Award is to recognize excellence in illustrations and story lines of children's literature. • What does Caldecott mean? • For what is the award given? • Are Caldecott books good books for me to read? • Who was Newbery? • For what is the award given? • What are some good books that won the Newbery Award? **Vocabulary:** Authors Caldecott Characters Famous Genre	4. Class participation	shelves. 4. Display several Caldecott books and point out the gold and silver medals. Open up the books and talk about the excellent illustrations. Share the history and criteria of the Caldecott Medal by showing the Caldecott Award power point. Read a book illustrated by Randolph Caldecott Read selected Caldecott award winning books and point them out on the Caldecott poster. Explain that Caldecott winners are not the only excellent books, but they are an indication of good quality literature. (Make an analogy between fruit rollups and just any fruit snack: the commercial says it's the best, but	4. Selected Caldecott books Caldecott Award power point Caldecott Award poster Novel List Newbery Poster Selected Newbery books	of matches to be made 4. Book selection dependent on ability level of students Proximity control Preferential seating Listening Center with Caldecott books on tape United Streaming clips or videos for students to review Listening Center with

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Illustrations Newbery Picture Book Picture Book Section Signage **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Build and apply a robust vocabulary to construct meaning. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions		there may be other good snacks out there). Display several Newbery books and hold a book talk (Use Novel List book talks) pointing out the strengths of various Newbery winners. Point them out on the Newbery Poster. Explain that Newbery books are often books whose story line transports you and often makes you feel like you lost a best friend when the story is through.		selections from Newbery winners on tape United Streaming clips for students to review Newbery award winners on tape

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	○ Building on the idea of others ○ Engaging others to participate • Increase one's own understanding by asking questions and/or retelling information. • Listen politely to the ideas of others. • Distinguish various types of genres. • Locate materials from a limited set of resources. • List information from resource materials with prompts and scaffolds appropriate to grade level. • Select from a limited set of resources that provide information.				

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.3.A Identify the purposes and types of text (e.g., literature, information) before reading. 1.1.3.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text. **Anchors:** Differentiate between fiction, nonfiction, biography texts, and periodicals.	**Big Ideas:** Library users will differentiate between fiction and nonfiction, and be able to locate both types of literature for their own informational purposes. **Concepts/ Essential Questions:** 1. Fiction books comprise a major section of each library collection. • What does fiction mean? • What kind of information is in a fiction book? • What could I use a fiction book for?	1. Student participation Observation of student behavior	1. Display a word document with a picture of a real object and a cartoon object. Discuss what makes one real and what makes one fake. Chart results. Define **f**iction as **f**ake. Share a fictional story (i.e. Toad Rage, selected chapter. Discuss what makes this story fictional (Staged story, acting, etc.) What type of information is in this book (fun reading.) Discuss why a student would choose this story (for fun, feel good story). Discuss the importance of reading for pleasure.	1. Word Document with Real and play object Read aloud fiction book United Streaming Fiction/ Nonfiction videos	1. Preferential seating Restating questions Student restating questions Repeated story readings (books on tape)

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. Nonfiction books also comprise a major section of each library collection. • What does nonfiction mean? • What kind of information is in a nonfiction book? • For what could I use a nonfiction book?	2. Student participation Observation of student behavior	2. Show the United Streaming video The Toad. Define it as real. Define **n**on**f**iction as **n**ot **f**ake or real. Chart definition of nonfiction. Define key questions you want to have answered. Model use of the Video segments or Table of Contents to locate only that information in the key questions stated. Chart answers to specific questions. Redefine nonfiction as not fake or real.	2. United Streaming video "The Frog" Chart Paper/ markers	2. Redirection Proximity seating Picture clues Rephrasing
	3. Review the differences between the information and organization of fiction and nonfiction text. • Can you judge a fiction book by its cover? • Which type of book gives facts about the main character?	3. Student participation Observation of student behavior	3. Display two different books about a topic (Jon Scieszka's Baloney and Alien Encounters.) Ask students to classify the two titles as either fiction or nonfiction (compare illustrations, table of contents, type of pictures vs. diagrams.)	3. Fiction and Nonfiction charts from last two lessons Selected Fiction and Nonfiction texts	3. Large print on charts Different color markers to differentiate between fiction, and nonfiction.

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	• Which type of book tells a story about the main character? • What pages are in a nonfiction book that are not in a fiction book? (table of contents, index) • Can there be some facts in a fiction book?		Review charts completed in previous lessons defining fiction and nonfiction. Read Baloney and Alien Encounters and define it as fiction, chart reasons on the fiction chart as to why it fits the definition. Read selections of nonfiction text (Alien Encounters). Begin with the Table of Contents reading the titles and answering questions specific to the information within. After reading compare the nonfiction chart and add to it traits of this nonfiction book. Have students chant: Fiction is Fake (3x) and Nonfiction: Just the Facts, Jack!	Fiction/ Nonfiction Chant: Fiction is Fake! Nonfiction: Just the Facts, Jack! Venn Diagram	Proximity control Preferential seating One-to-one instruction Repeated Readings: Books on tape

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	4. There are entire sections in the library devoted to nonfiction texts. • What is nonfiction? • Where are the sections where I can get a nonfiction book? • How is it organized? • What is a biography book? • For what purpose would I pick a nonfiction or biography book?	4. Observation of student behavior	4. Display the nonfiction books from the last two lessons. Review the definition of nonfiction by referring to the previously completed charts. Tell students there is an entire section of the library devoted to NONFICTION. Show students the easy nonfiction section of the library. Ask students what type of books would they expect to be in this section of the library? Ask students why they would want to read a nonfiction text?	4. Nonfiction books from previous two lessons Shelf markers Clearly marked Easy nonfiction, nonfiction, and biography section	4. Preferential Seating Peered ability level groups Repetition Proximity control
	5. Students will practice finding biography books on the shelf. • How are biography books arranged? • Where can I find them within the nonfiction section? • What if I have no ideas to pick out a biography book?	5. Observation of student behavior	5. Display several biographies and record their call numbers. Have students determine how the call number came to be (92 first three letters of the subject's last name). Demonstrate the Biography public list in the card catalog to give students an idea of a	5. Biography call numbers on sentence strips Biography Public List in Card Catalog	5. Partner Groups One-to-one assistance

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			biography that they may find. Given a call number of a biography book, students must locate a biography book on the shelf. (Review call number order, biography section, reading the shelves- left, right, diagonal)		
	6. Periodicals can be used as a source of current information. • What is a periodical? • What can be the fixed amount of time between issues? • How can periodicals meet my needs and interests? • What kinds of periodicals can I use for research? **Vocabulary:** Biography Easy nonfiction Facts Fake	6. Observation of appropriate usage of periodicals for pleasure and research reading Completed magazine questionnaires for pleasure reading and research	6. Define a periodical as a magazine and explain most are printed monthly or bimonthly. Review the advantage is current information. Specify that most magazines contain nonfiction. Tour the periodical section of the library and review titles found there. As a group organize the titles into pleasure reading titles (fiction) and research titles (nonfiction). Break into groups to fill out the Magazine questionnaire. Given one research question, students	6. Clearly marked periodical section in the Library Magazine questionnaires Single research questions per group	6. Easy reader magazines Modified questionnaires

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	Fiction Information Nonfiction Shelf marker Signage **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Build and apply a robust vocabulary to construct meaning. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions		will determine which magazine would be most apt to answer the research questions. Students must use the index of the magazines to aide in finding the answers to their research questions.		

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	○ Building on the idea of others ○ Engaging others to participate • Increase one's own understanding by asking questions and/or retelling information. • Listen politely to the ideas of others. • Locate materials from a limited set of resources. • List information from resource materials with prompts and scaffolds appropriate to grade level. • Select from a limited set of resources that provide information. • Develop, practice and apply appropriate strategies within text to construct meaning. • Identify important ideas and messages to generate meaning from text (text - e.g. read-alouds, shared reading, small group, differentiated reading instruction, independent reading). • Recognize text features. • Respond to text with relevant questions and comments. • Distinguish various types of genres. • Differentiate among a limited set of resources for a defined purpose.				

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Standards: 5.A Digital Citizenship: Advocate and practice safe, legal, and responsible use of information and technology. 5.B Digital Citizenship: Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 5.C Digital Citizenship: Demonstrates personal responsibility for lifelong learning.	**Big Ideas:** Because not all materials for usage in a library are contained within the four walls of the facility, responsibility must be employed on the part of the Library patron in the acquisition and usage of online information. **Concepts/ Essential Questions:** **1.** Library patrons who use computers to access online information realize there is a responsibility to handle computers with care. • What do I use Library computers for at my grade level? • What are the basic parts of a computer? • What are the rules of usage for Library computers? • How can I be a considerate computer user? • How can a librarian help me find information on a computer?	1. Parts of a computer diagram Observation of student behavior Correct coloring of Computer workstation Rules sheet	1. Play the What I Do for You Game to define the computer and its basic parts. (Game: Give students the definition of a computer part and then ask for the name of the part.) Display a Computer Parts poster and refer to it as students define each part. Explain when students would use a computer at this grade level. Discuss rules of usage for library users (workstation rules). Outline ways students may be considerate of the next user at the	1. Parts of a computer poster/ diagram worksheet What I Do for You Game questions Workstation Rules, and matching coloring sheet Ask a Librarian Student Sheet (Cybersmart)	1. Preferential seating Peer groupings with tutors in each group Restating directions Breaking down tasks into smaller groupings Fewer choices on multiple

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Anchors: Demonstrate safe and appropriate usage of online library materials.	2. There is a safe way to access and use information on the internet. • What is the internet? • How do I safely use the internet at school? • What am I allowed to do at school? • How do I safely use the internet at home? • What is safe to do at home? • What information can I share with others? • Whose permission is needed before I share private information with others?	2. Teacher observation of student behavior Class participation	workstation. (Define considerate by shaking a student's hand while yours is full of hand sanitizer- yuck!) Students complete The Ask a Librarian lesson from http://www.cybersmart.org 2. Define the internet as a road that information travels on (put two jump ropes on the floor facing each other and have students use it as a road to the story area.) Discuss the term safe and explain there is a SAFE way to use the internet at school. (Stay on the road.) Discuss appropriate places to go online at school are those places your librarian tells you to go to, ONLY. (Stay on the road your teacher tells you to. Don't go anywhere else.) Discuss safe ways to use the internet at home	2. 2 jump ropes Internet Safety power point IPL (Internet Public Library) Parents Guide to Practicing Safe Internet Surfing What's Private (Cybersmart) Filling Out a Form Ask Worksheet (cybersmart)	choice tasks 2. Peer tutors Preferential seating Proximity control Restating directions

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			are on sites that parents approve, never talking to strangers or sharing private information. Complete What's Private Lesson from Cybersmart to identify what information should not be shared online. Complete Filling Out a Form. Ask to discuss what a form looks like online, what information is okay to share, and asking a parent or teacher what information you can share. http://www.cybersmartcurriculum.org		
	3. It is understood that the use of the internet to find and complete online research through library computers is a privilege that will be afforded users provided they engage in appropriate usage. • How can a librarian help me with online materials? • What types of sites am I able to go on in	3. Observation of student behavior Correct coloring of Online Privilege worksheet	3. Define the types of sites students will be permitted to use as per librarians instructions. Tell students librarians have preselected any sites student may go on while in the library. Explain students will not be able to access the internet without	3. IPL's Cyberguide for Safe Internet Access Instructional Resources tab on ESASD homepage Username/	3. One-to-one teaching Redirection as needed Preferential seating

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	the Library? • What does privilege mean? • What does appropriate mean? • Can I go on the Internet unsupervised? • How can anyone tell if I go somewhere I am not allowed to? • Can my Internet access ever be taken away? • Who owns this computer anyway? **Vocabulary:** Adds Computer Considerate Internet Online Responsible Privilege Safe Supervised Unsupervised		supervision and direction by the librarian. At NO time are students permitted to surf the web without a specific address specified. Explain the username/ passwords structure for the library user. Explain internet usage is monitored by ESASD technology department. Internet accounts have been and can be revoked. Complete Whose Property Is This lesson and worksheet from Cyber Smart www.cybersmart.org to emphasize who owns the property and what a privilege it is to use it.	password instructions for students (posted) Whose Property Is This? worksheet from Cyber Smart	Retelling of directions in students words Repetition Visual aides

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	Competencies:
	
	By the end of high school students will:
	
	• Read widely with fluency and understanding.
	• Write effectively for a variety of purposes and audiences.
	• Speak articulately with purpose.
	• Listen attentively and critically.
	• Find, evaluate, use and create information in multiple media formats.
	• Think critically.
	
	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.				

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	• Listen politely to the ideas of others. • Locate materials from a limited set of resources. • List information from resource materials with prompts and scaffolds appropriate to grade level. • Select from a limited set of resources that provide information. • Differentiate among a limited set of resources for a defined purpose.				

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Standards: 1.8.3.A Select a topic for research. 1.8.3.B Locate information using appropriate sources and strategies. **Anchors:** Demonstrate the usage of a standard research model to answer research questions.	**Big Ideas:** Using a process model such as the Big6™ students can solve any information problem. **Concepts/Essential Questions:** 1. A standardized research model will be used as a framework to answer research questions. • What does research mean? • What is a research model? • What is the Big 6?	1. Class participation Observation of student behavior	1. Define research as a question students need to have answered (i.e. ask students what vacation would be the best choice for their family. Outline a plan if they needed to find that information out.) Identify the Big 6 as a plan to use every time you need to answer a research question. (Ask students what their parents have to know before they go on vacation: directions, time, money, budget, etc.) Draw parallels between a well planned vacation and a good plan to answer research questions. (Without good directions for vacation you can get lost and have NO FUN. Without a good	1. Big 6 poster Overhead to record steps of the research process Poster saying Vacation Planning = Good Vacation Good Research Plan= Good Research Don't Worry, Be Happy Big 6 Song To answer questions, have a plan in place, Get that smile back on your face,	1. Preferential seating Proximity to teacher

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			plan for research you can also get lost and have NO FUN. Sing the “Don’t Worry, Be Happy Big 6 Song”	Don’t worry Be Happy! You Simply Must Use the Big 6 Info problem solving is the trick Don’t Worry Be happy **Task Definition** get the info you need **Info Seeking**, through resources you weed Don’t Worry Be happy **Location Access**: Now find books and read **Use Information**: write only the facts Don’t Worry Be happy **Synthesis**: Present Project Let your teacher smile **Evaluation**: Good grades all the while, Don’t worry, Be Happy OOO, OOOO ooo ooo hooo ooooo Don’t worry Be Happy!	

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	2. The Big6™ contains six specific steps to answer research questions. • What are the six steps to the Big6™? • What does each step mean? • How can I tell if I have answered the research question?	2. Class participation Observation of student behavior Big 6 Book marks	2. Outline the steps to the Big 6. Define each step of the Big 6. Play the Match the Big 6 Game. Explain that if the student has a meaningful answer to each step of the Big 6 and it makes sense they have completed good research.	2. Big6™ Poster Words to "Big6™ Don't Worry, Be Happy Song" power point (Library Curriculum Moodle page) Bookmarks with Big6™ steps for self check. Match the Big6™ Game	2. Preferential Seating Restating directions Student redirection Repetition Slider to cover sections of bookmark
	3. The Big6™ can be used to answer specific research questions. • Using the six steps to the Big6™, can I answer a research question? • Do my questions have to be answered in order? • What can I do if I don't have my question	3. Class participation Observation of student behavior Big6™ Research Question Report	3. Introduce a research question about planning an awesome birthday party. Review the steps of the Big6™ on the poster. Model the research process involving all of the steps of the Big 6 together.	3. Big6™ Poser Big6™ book marks List of Party Planning considerations	3. Redirection Preferential seating Retelling of directions in student's words

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	answered?		Determine what information is already known about the party (i.e. budget, space, time, seasonal constraints) Assign the same constraints to each group. Provide party facility fliers to each group and have them vote on which party they would like to throw. Provide each group with a party cookbook and party supplies book and have them plan a party. Record the answer to the research question. Present the party plan and have the audience evaluate for following the Big6 TM. Have a class vote and analyze the effectiveness of the project (import sound clips applause or a gong) and play as per groups' findings. Using the bookmark for self check purposes, determine as a group if the research question is	Party City Fliers Area Party Center Fliers ie. Big Wheel, Great Wolf Lodge, etc Nonfiction cookbooks Big6 TM Party Planning Template Sheet	Proximity control Highlighted information in fliers

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	4. I can use the Elementary Library Materials Organizer (ELMO) to answer teacher directed research questions using the Big6 TM research model. • What is and where can I find ELMO? • What research question does my teacher want me to answer? • Do I understand all of the requirements of the research process? • How do I evaluate my work before the teacher does? **Vocabulary:** Big6 TM Research Model Elementary Library Materials Organizer (ELMO**)** Evaluation Information seeking strategies Location and access Model Research Self Check Standardized	4. Completed Big6 TM research model report template Teacher observation of student behavior Student participation	answered. 4. Introduce ELMO as a collection of research paths where students will find all available materials to answer teacher directed research questions. Navigate to the ELMO section of the Library home page websites. (www.esasd.net- Library- Library name- ELMO tab.) Demonstrate there are book lists, united streaming videos and websites that students can use to answer their research questions. Using the Big6 TM template record the teacher requirements. Students may go about gathering information they need using the resources in ELMO. Model the Trash to Treasure approach (www.big6.com)	4. Navigation path to ELMO typed on top of Big 6 research template paper Teacher directed research questions Updated ELMO research paths into individual library card catalog	4. Teacher accommodations for specialized instruction Easy Nonfiction materials United Streaming videos Available modifications for recording knowledge (i.e. tape recorder vs. print)

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Synthesis Task definition Trash to Treasure Use of information **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Build and apply a robust vocabulary to construct meaning. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions o Building on the idea of others				

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	○ Engaging others to participate • Increase one's own understanding by asking questions and/or retelling information. • Listen politely to the ideas of others. • Locate materials from a limited set of resources. • List information from resource materials with prompts and scaffolds appropriate to grade level. • Select from a limited set of resources that provide information. • Differentiate among a limited set of resources for a defined purpose. • Identify important ideas and messages to generate meaning from text (text - e.g. read-alouds, shared reading, small group, differentiated reading instruction, independent reading). • Recognize text features. • Respond to text with relevant questions and comments. • Select and focus on a topic to research with prompts and scaffolds appropriate to grade level.				

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.3A Identify the purpose and types of text. 1.6.3E Participate in small and large group discussions and presentations. 1.8.3.B Locate information using appropriate sources and strategies. **Anchors:** Demonstrate the usage of the Dewey Decimal System to locate resources.	**Big Ideas:** Independent library users understand and can use the Dewey Decimal System to locate resources. **Concepts/Essential Questions:** 1. There is a standard way to organize all nonfiction books in the Library and it is called the Dewey Decimal System. • What is it like to organize objects into a certain number of objects? • Who was Melvil Dewey? • What does the Dewey Decimal System do? • Where else is this system used? • Why is important that I learn about the Dewey Decimal System?	1. Observation of student behavior Completed groupings of object and reasoning	1. Give student teams the task to group a collection of objects into three and only three groups (i.e. keys, bottle caps). Have groups of students come up with specific reasons as to the rules of the groupings. Have the class determine if their rules are accurate. Record results of all groups. Introduce Melvil Dewey. Show a picture of him. Explain that he organized ALL nonfiction information into only 10 groups. This system is used all over the world. It is important to know how it works so you can walk into ANY library and know how to find the information you need.	1. Collection of similar objects for groups of students Picture of Melvil Dewey	1. Smaller groupings of students Limited number of attributes in objects Direct teacher assistance

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. The Dewey Decimal System is divided into ten main groups. • What are the ten main groups for the Dewey Decimal system? • What books fit into what category? **Vocabulary:** Category Classification Dewey Decimal System Melvil Dewey Organization Standardized System **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically.	2. Completed Dewey Category Name Game Sheet	2. Divide the class into ten groups. Distribute several books from one hundreds category onto the tables. Have students group why these books all belong to the same category. Have them come up with a modern label for each group. Share current day word for each category. Compare it to Dewey's Category and explain the similarities. Sing the "Dewey's The Man Song." Play Dewey bingo or Dewey Match game for practice	2. Dewey's The Man Song Power Point (Moodle- Library Curriculum) Sing ala The Adam's Family Dewey bingo template Questions for Dewey bingo Dewey Match Game cards	2. Teacher proximity One-to-one assistance Scaffolding student's reasoning

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	• Find, evaluate, use and create information in multiple media formats.
	• Think critically.
	
	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Listen politely to the ideas of others.
	• Locate materials from a limited set of resources.
	• Differentiate among a limited set of resources for a defined purpose.
	• Identify important ideas and messages to generate meaning from text (text - e.g. read-alouds, shared reading, small group, differentiated reading instruction, independent reading).				

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.2.3A Read and understand essential content of informational texts and documents in all academic areas. 1.6.3D Participate in small and large group discussions. 1.8.3.B Locate information using appropriate sources and strategies **Anchors:** Demonstrate how to use reference tools to access information.	**Big Ideas:** Reference tools are a valuable resource for locating needed information. **Concepts/Essential Questions:** 1. A dictionary is a reference tool that is arranged in alphabetical order and uses guidewords to aide in locating entry words. • How are dictionaries arranged? • For what do I use a dictionary? • What does alphabetical order mean? • How do I put words in alphabetical order? • What is a guide word? • How can guide words help me find words in the dictionary?	1. Completed alphabetical order worksheet Ordering guide word/ entry word cards into before, on the page, and after categories Entry word/ Guide word worksheet	1. Introduce the most widely read reference book in any language… the Dictionary. Ask students why they use the dictionary (pronunciation, spelling, meanings). Point out these parts of a dictionary entry by using the overhead example. Explain to students they must exhibit alphabetical order skills to be successful in finding entry words. Have students complete an abc to the fourth letter worksheet. Introduce Guide Words as book ends that tell you what words are contained on the page. As a	1. Student Dictionary Example Dictionary entry on overhead ABC order sheet to the fourth letter Guide word entry word Cards (whole group example set, individual table sets)	1. Posted alphabet strip Individual alphabet strips per student as needed Index card file folder box with letter cards to cut and file individual words in order to alphabetize them Adapted worksheets limiting

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. I can use a dictionary to find pronunciations and definitions of specific words. • How can I use a pronunciation guide in a dictionary? • What are thumb indexes in a dictionary and how do they help me to find words more quickly? • Can I find words in a dictionary independently?	2. Participation in the Pronouncer Announcer Awards Completed dictionary worksheet	group, organize entry words around two guide words, as either before the page, on the page, or after the page. Next have students work in table groups to organize their own entry words and guidewords into on the page, before the page or after the page. Finally have students independently complete a guide word/ entry word activity sheet. 2. Write a unique word on the overhead such as "rogue." Now invite students to pronounce it as is. Hear all results. Next write the pronunciation guide for the word as it appears in the dictionary definition. Have students consult the pronunciation guide, which is page one of the dictionary. Next have students try again to pronounce the word. Discuss if the pronunciation guide	Guide word/ entry word worksheet 2. Unique word and pronunciation guide on the overhead A different difficult word for each table group Recorded claps for each group	number of letters to alphabetize to Fewer words to alphabetize 2. Limit the difficulty level of the word Specially selected partners in groups One to one assistance

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			was of much help Play the Pronouncer Announcer Awards. Distribute a word to each table group that is hard to pronounce. Have the groups look up the word and consult the pronunciation guide in the front of their dictionaries. Have each group select an MC to pronounce their word at the Pronouncer Announcer Awards. Record two claps on the computer, one spattered and one VERY enthusiastic. Play the appropriate clip as students share. Practice pronouncing the word as you write it on the overhead. Demonstrate how to use the color coded thumb indexes to guess where to begin looking for a word. Distribute specific words for students to look up definitions and pronunciations.	Dictionary Word Look Up Worksheet	Limit number of words to look up One to one assistance Individual alphabet strips

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	3. General Encyclopedias are sources of information about people, places, and things. • Is an encyclopedia best used when a lot of detailed information is required? • What kind of information can I find out about in an encyclopedia? • Can I trust information I find in an encyclopedia?	3. Observation of student behavior Participation in discussion	3. Hold up a single volume of an encyclopedia and explain this is THE resource to use for DETAILED reports. What kind of information is included? Flip open the pages of any volume of an encyclopedia and read article headings. Write them on the board. Record several headings and group them into three categories (people, places, and things). Explain some of the best research is accidental (you are looking for information on helicopters and you see a picture of the human heart). Encyclopedias are the most trusted resources that teachers direct students to in order to find information for reports.	3. Encyclopedia set Access to chalkboard/ overhead	3. Preferential seating

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	4. The alphabetical arrangement of both volumes and individual articles in a print encyclopedia can be used to locate information about a research topic. • Why are there so many books in one encyclopedia set? • What do the letters on the spine of an encyclopedia mean? • How is the information in an encyclopedia arranged? • How do I skim the page for only information I need?	4. Student participation Completed Volume arrangement of an encyclopedia sheet Completed skim page	4. Tour the encyclopedia section of the Library. Ask students to observe the arrangement of individual books in an encyclopedia set. Point out volume letters and the subjects they represent. Open up any encyclopedia and show that the information is written in article format with headings for each subject. Return to seats and complete the Volume Arrangement of An Encyclopedia Set worksheet together. Given a topic, ask students how they would proceed in looking up information about said topic (talk through the alphabetical arrangement of the topic and volume, using the guide words at the top of the page, and finding the article. Display the article on the overhead for all to see. Teach the students to skim for	4. Encyclopedia section Encyclopedia set Volume Arrangement of An Encyclopedia Set worksheet and overhead Overhead of article page in encyclopedia Markers to highlight keywords	4. Preferential seating One to one assistance Large print on overhead

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			information looking for keywords in the question. Reading the article and highlighting keywords, find the answer to a research question.		
	5. The index of an encyclopedia can help to locate difficult to find information. • What if I have trouble finding information about my research topic in the volume where I would expect it to appear? • What is an encyclopedia index? • How is it different from an index in a regular book? • How do I use the encyclopedia index?	5. Student participation	5. Attempt to do find information the next class period using the search term manatee. Model the process of going to the "M" volume and then explain it is not in there! This is a common animal it has to be. There is a way to find it. Introduce the index to the encyclopedia. Explain this is the index to EVERY book in the encyclopedia set. Show on the overhead what an index looks like. Look up the search term and find it is under s for sea cow. Explain the index is important for hard to find topics. Practice looking up topics in a copy of the index.	5. Print out of index for "M" Encyclopedia Index worksheet and overhead Nonfiction book with an index	5. Enlarged print on index overhead/ worksheet

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary: Article Column Encyclopedia Index Keywords Skim **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Build and apply a robust vocabulary to construct meaning.				

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Listen politely to the ideas of others.
	• Locate materials from a limited set of resources.
	• List information from resource materials with prompts and scaffolds appropriate to grade level.
	• Differentiate among a limited set of resources for a defined purpose.
	• Identify important ideas and messages to generate meaning from text (text - e.g. read-alouds, shared reading, small group, differentiated reading instruction, independent reading).
	• Recognize text features.
	• Respond to text with relevant questions and comments.				

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.2.3B Use and understand a variety of media and evaluate the quality of material produced. 1.8.3.B Locate information using appropriate sources and strategies. **Anchors:** Demonstrate how to use the electronic card catalog by completing subject, author, and title searches, and locating materials on the shelves.	**Big Ideas:** The electronic catalog is the tool to use to locate print materials. **Concepts/Essential Questions**: 1. The electronic card catalog is a computerized index to the library's collection. • What was searching like before computers? • Why is it important I navigate to my school's card catalog page before I run a search? • What is the advantage of having the card catalog computerized?	1. Observation of student listening behaviors Participation	1. Explain that there was a time before computers when people had to find books the old fashioned way. Display a picture of an old fashioned card catalog drawer system and an old card. Explain how students could find books by knowing the author, title, or subject in which they were interested. Display navigation to the district library page. Stop on the page that lists all district libraries and explain that whatever library name you select is the catalog you will be searching. (It is a waste of time to search another catalog.)	1. Picture of an old card catalog drawer system Overhead of an old card catalog entry	1. Preferential seating Redirection to task Enlarged overheads as needed

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. Important information about the book and its location are found in a title entry in the electronic card catalog. • What information is important in a card catalog entry? • What is a call number and how can it help me find the book? • Where can I find the author, title, number of pages, and the availability of the book right from the entry? • Why would it be helpful to know how many pages are in a book before I search for it?	2. Completed Card Catalog Entry Sheet	Illicit responses as to how a computerized catalog would save searching time for 25 plus students at the same time. Point out the advantage to having this on the computer is also that you can access the card catalog wherever there is a computer with an Internet connection. 2. Look up the title of a book in the card catalog. Distribute the print out of the title search. Have students circle the following components of a card catalog entry as they are being discussed. (Call number, author, title, number of pages, if the book is available.) Discuss reasons why this information would be important to know.	2. Title search print out per student LCD projector and computer with Internet access Crayons per table	2. Preferential seating Peer tutors

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	3. I can complete subject, author and title searches in the electronic card catalog. • How do I run a title search (what must I know to run a title search?) • How do I run an author search (what must I know to run an author search?) • How do I run a subject search (what must I NOT know to have to run a subject search?)	3. Completed title, author and subject search worksheets	3. Using a worksheet as a guide, assign partners to run a subject, author, and title search in the card catalog.	3. Subject, author, and title search worksheets	3. Break up the searches into different days if needed Assign easy fiction books and easy nonfiction books for ease of finding on the shelves
	4. I can find the books on the shelves that I searched for in the card catalog. • Where is the call number located on a book? • How do I use the call number to locate a book? **Vocabulary:** Author Search Availability	4. Correctly located books	4. Demonstrate the tiny sticker on the spine of every Library book. Explain this little piece of information is the MOST important in finding the books on the shelves. Using completed worksheets from the previous lesson, have teams of students find the books they have searched for using the call numbers. Review call number structure, sections of the library, signage and its relation to	4. Corrected and completed worksheets from the card catalog searches	4. One on one assistance as needed Careful teaming of partner groups Peer tutors

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Call number Electronic Card Catalog Subject Search Title Search **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Build and apply a robust vocabulary to construct meaning. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions o Building on the idea of others		the call number, and the left, right, diagonal way to read the shelves.		

Library and Information Literacy Curriculum- Third

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	○ Engaging others to participate • Increase one's own understanding by asking questions and/or retelling information. • Listen politely to the ideas of others. • Locate materials from a limited set of resources. • Select from a limited set of resources that provide information. • Differentiate among a limited set of resources for a defined purpose. • List information from resource materials with prompts and scaffolds appropriate to grade level. • Recognize text features. • Respond to text with relevant questions and comments. • Select and focus on a topic to research with prompts and scaffolds appropriate to grade level.				

COMMON VOCABULARY – GRADE 3

Adopt-a-shelf – a section of shelving within the elementary library that is the responsibility of a student or small group of students to maintain in shelf order and general neatness

Ads – advertisements that may appear on a webpage with the information that you are researching or pop-up on a webpage whether you want them to or not

Alphabetical order – placing objects in order according to the letters of the alphabet

Article – a piece of nonfiction writing in a newspaper or reference piece

Appropriate – suitable, correct or right

Author – a person who writes a book, magazine, article or other work

Author Search – the process by which the author's last name is used as a search word in a library management system for the purpose of locating desired works written by that Author

Availability – the condition of being accessible or obtainable. If after searching on Destiny for a book within a library, a book is found to be available, then it is not checked out and can be located within the library

Behavior – the way in which a person conducts himself

Big6™ Research Model – the most widely-known and widely-used approach to teaching information and technology literacy skills in the world. This process provides the student with a simple student-driven approach for finding the information needed and evaluating whether the information that is found best fits his/her needs

Biography – An account of someone's life written by another person

Book Jacket - a paper or laminate that protects the cover of a book

Book Look Box – a selected box of books used by students during the circulation period who are unable to take out library materials

COMMON VOCABULARY – GRADE 3

Book Return – area or receptacle which collects returned library material

Bookmark - a strip of paper used to place between the pages of a book to mark the reader's place in the book

Caldecott – an annual award presented to the illustrator whose work is selected which represents the best illustrations in a children's book

Call number – a series of letters, numbers or both that appear on the spine label of the book that indicate where in the library that book can be located

Category – a group or set of things, people or actions that are grouped together because of common characteristics

Characters – people (or animals) that appear in a work of fiction

Circulation Desk – the area that is used by the librarian to circulate library materials

Citizenship – the state of being a citizen and conducting yourself in a way that either benefits or doesn't harm other members within your group

Classification – the process of sorting items into groups according to a characteristic that they have in common

Column- a vertical arrangement of words usually arranged in alphabetical order, i.e. words in an index

Computer – a machine that is used for word processing and accessing software programs and databases

Considerate – mindful of the needs and wishes of others

Consideration - respect

Cover – the protective binding whether it is paper or boards at the front and back of a book or magazine

Damage – something that occurs which makes the book less valuable; could be caused by water, food spillage, animals, babies or young children etc.

Date Card – the card in the back pocket of the book that indicates when the book is due back in the library

COMMON VOCABULARY – GRADE 3

Dewey Decimal System - a system of classifying library books that divides them into ten sections for the purpose of easier location

Easy nonfiction – factual books written on a reading level

Electronic Card Catalog – software for the purpose of locating books, periodicals or other material within a library

Elementary Library Materials Organizer (ELMO)- authored by Bobbi Nordmark of Resica Elementary Library ,in the early 2000's, created for the purpose of creating easy access of instructional materials for elementary students and staff in the East Stroudsburg School District. Materials include video clips, Power Point programs, online databases and unit-based book lists etc.

Encyclopedia – a reference work offering comprehensive information on all or specialized areas of knowledge

Etiquette – rules of acceptable behavior

Evaluation – the process of examining something in order to judge its value, quality or importance based on set criteria

Events – occurrences within the story that help to make it interesting

Facts – something known to be true

Fake – something known not to be true

Famous – well-known and recognized by many people

Favorite – favored by many people, most liked

Fiction – literary work of the author's imagination

Five W's - students are asked to identify the Five W's (who, what, when, where, and why) after listening to a story

COMMON VOCABULARY – GRADE 3

Genre - category of style based on form , type or subject matter

Illustrations - artistic renderings located on the pages of the book that help the reader or listener to better "see" the story the author is trying to tell

Inappropriate – not suitable or acceptable

Index – an alphabetical list of topics usually located at the end of a book giving location of where they are mentioned in the text

Information - knowledge, facts or data about a specific subject

Information Seeking Strategies – plans of action that a student follows for the purpose of locating the information he/she needs to complete an assignment or satisfy their need to know

Instructional Area – place or area within the library where teaching takes place

Internet – a global network connecting millions of computers

Keywords – when searching for books or information, keywords are entered into the software program or browser to serve as a reference point to pull a needed title or information

Library voices - a voice whose volume is lowered for the purpose of not disturbing other people as they read, research or study within the library

Location and Access – term which describes finding a book or piece of information and using it for your intended purpose

Manners – behaving in a way that is considered socially acceptable

Melvil Dewey- the individual who devised the Dewey Decimal System which organizes nonfiction works into ten basic categories

Model – something that is copied or used as the basis for an idea, process or system

Name Card - a 3"x5" card containing the name of the student for purposes of checking out library materials

COMMON VOCABULARY – GRADE 3

Newberry – an annual award to a book for its story or content

Nonfiction – a book that contains factual information and is not based on creative imagination

Online – connected to a computer network or through a stand alone computer

Order – the way in which several items are arranged

Organization – the coordinating of separate components into a unit or structure

Pages – sheets of paper bound together within a book on which the story and illustrations are printed

Patient – capable of enduring without becoming annoyed

Picture Book – a book containing a greater proportion of illustrations as compared to text

Picture Book Section – the area in the library where a high concentration of picture books is shelved

Privilege – an advantage, right or benefit that is not available to everyone\

Proper –appropriate to the circumstance or condition

Protect - to keep from harm or damage

Renew – to extend the circulation period of a library book

Repair – to fix the damage incurred to a library book or library materials

Research – diligent and systematic inquiry or investigation into a subject in order to discover or revise facts, theories or applications

Responsible – being accountable for an action or a duty

COMMON VOCABULARY – GRADE 3

Rules – a prescribed guide for conduct or an action

Safe – unlikely to cause or result in harm, injury or damage

Self Check – making sure that you are doing what you are supposed to be doing

Shelf – a flat, usually rectangular board on which books are displayed

Shelf Marker - long flat object that students use to mark a book's place on the shelf when a student removes it for examination; helps to maintain shelf order

Shelf Order – the order that books stand on the shelf according to ALA's filing rules. It exists only in a perfect world and never in a public school.

Shelfish – placing yourself in front of a shelf of books in a way that prohibits another person's access to that shelf

Signage – graphics posted on library shelving to assist the staff or student(s) in the location of library materials

Skim – to read very quickly, looking at occasional lines or words in order to get a general idea of its contents

Spine - the part of the book facing you when a book is placed in the customary upright position on a shelf. It is the point on the book where the pages are joined by sewing or glue

Spine label – the label located on the spine of the book containing that book's call number

Standardized – to remove variations in something and make all types or examples of it the same

Story Area - the place in the library where stories are read, told or acted out with children

Subject Search – entering the topic or category of the type of book you are trying to find into an online card catalog

Super 3 – think, do, review……the primary framework of the Big6

COMMON VOCABULARY – GRADE 3

Supervised – to watch over an activity and ensure that it is performed within acceptable parameters

Synthesis – the process of combining different ideas and/or pieces of information into something new and unified

Task - work that needs to be completed

Task Definition – the result of identifying what the assignment or task is that you are to complete

Title – a name of a book or other artistic piece of work

Title Search – entering the title of a book into the search box of an online card catalog when trying to locate a specific work

Trash to Treasure – a term from the Big6 which is used to describe the methods students use to identify and separate the relevant information from information that is not relevant to their assignment or topic

Unsupervised – students working on completing an activity without a person of authority watching over them

Use Information - a term from the Big6 to describe the skill of selecting only data specific to your information need or assignment

Work habits – the method and style a person uses to complete a task or job

Scope and Sequence Library and Information Literacy Curriculum- Fourth

Anchor: Demonstrates Proper Library Citizenship and Etiquette

- Acceptable Library etiquette will be reviewed.
- Proper library behavior will be consistently demonstrated.
- Consideration of other library patrons and librarians will be required.
- Implicit in library usage will be the personal onus to maintain shelf order and general appearance of the facility.
- Demonstrate good work habits.

Anchor: Demonstrates Independent Library Use

- Students will locate the easy fiction, easy nonfiction, fiction, nonfiction, and reference sections of the library.
- Students will locate easy fiction and fiction books by call number, using shelf signage
- Students will identify the arrangement of easy nonfiction and nonfiction books.
- Students will locate easy nonfiction and nonfiction books by call number, using signage.
- Students will be able to identify the arrangement of biography books and locate them on the shelves.
- Students will be able to identify which section of the library a book is housed based on its call number structure.

Anchor: Demonstrate The Proper Care of Library Materials

- Library books require proper handling to maintain integrity.
- Library books require responsible care when in the possession of the borrower.
- Damaged library books must be returned to the librarian for repair.

Scope and Sequence Library and Information Literacy Curriculum- Fourth

Anchor: Demonstrate The Procedure for Borrowing and Returning Library Materials

- Familiarization with the different areas within the library is essential to optimal utilization of the facility.
- Students will complete circulation procedures after returning the mock book jacket, signed by a parent/guardian.
- Library materials must be returned according to library protocol.

Anchors: Demonstrates An Appreciation for Literature

- Recognition of a variety of genre in the library collection that augments classroom resources and expands personal interests.
- Recognition of well known authors and titles for this grade level.
- Location of books containing favorite stories and characters.
- Recognition that the purpose of the Caldecott and Newbery Award is to recognize excellence in illustrations and story lines of children's literature.

Anchor: Differentiate Between Fiction, Nonfiction, Biography and Periodical Text

- Fiction books comprise a major section of each library collection.
- Nonfiction books also comprise a major section of each library collection.
- Review the differences between the information and organization of fiction and nonfiction text.
- Define biography materials as nonfiction works about a famous person's life.
- Review the differences between the information and organization of fiction, biography, and nonfiction text.
- Periodicals can be used as a source of current information.

Anchor: Demonstrate Safe and Appropriate Usage of Online Library Materials

- Library patrons who use computers to access online information realize there is a responsibility to handle computers with care.
- There is a safe way to access and use information on the internet.
- It is understood that the use of the internet to find and complete online research through library computers is a privilege that will be afforded users provided they engage in appropriate usage.
- There is a specific way information is organized online.

Scope and Sequence Library and Information Literacy Curriculum- Fourth

Anchor: Demonstrate the usage of a standard research model to answer research questions.

- A standardized research model will be used as a framework to answer research questions.
- The Big6™ contains six specific steps to answer research questions.
- The Big6 ™ can be used to answer specific research questions.
- I can use the Elementary Library Materials Organizer (ELMO) to answer teacher directed research questions using the Big6 ™ research model.

Anchor: Demonstrate The Usage of the Dewey Decimal System to Locate Resources.

- There is a standard way to organize all nonfiction books in the Library and it is called the Dewey Decimal System.
- The Dewey Decimal System is divided into ten main groups.

Anchor: Demonstrate How to Use Reference Tools to Access Information

- A **dictionary** is a reference tool that is arranged in alphabetical order and uses guidewords to aide in locating entry words.
- I can use a dictionary to find pronunciations and definitions of specific words. .
- A **thesaurus** is used for finding synonyms and antonyms that can be used to enhance writing.
- General **Encyclopedias** are sources of information about people, places, and things.
- The alphabetical arrangement of both volumes and individual articles in a print encyclopedia can be used to locate information about a research topic.
- The index of an encyclopedia can help to locate difficult to find information.
- Students will complete research using print and electronic encyclopedias.
- An **almanac** is an up to date collection of many kinds of facts.
- Key to using an almanac is to understand keyword and subject searching.
- There are **online periodical databases** that may be used for research.

Anchor: Demonstrate How To Use the Electronic Card Catalog by Completing Subject, Author, and Title Searches, and Locating Materials on the Shelves

- The electronic card catalog is a computerized index to the library's collection
- Important information about the book and its location are found in a title entry in the electronic card catalog.
- I can complete subject, author and title searches in the electronic card catalog.
- I can find the books on the shelves that I searched for in the card catalog.

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6.4 A Listen to others. 1.6.4 C Use appropriate volume. 1.6.4 D Contribute to discussions. 1.6.4 E Participate in small and large group discussions and presentations. **Anchors:** Demonstrates proper Library citizenship and etiquette.	**Big Ideas:** Adhering to a standard set of rules of library etiquette enables all users to contribute to a positive corporate learning environment. **Concepts/ Essential Questions:** 1. Acceptable Library etiquette will be reviewed. • What is etiquette? • Is Library etiquette different from classroom etiquette? • How does the way I act effect other people?	1. Observation of student behavior	1. Define etiquette as synonymous with manners. Discuss examples of exhibiting good manners with Respect to Yourself and Others Activities (black line masters in United Streaming). Generalize good manners in life with good manners in the library. Chart examples. View the United Streaming video “Respect Series: Respect Yourself and Others.” Discuss aspects of the video and how they apply to library behavior. Discuss personal	1. United Streaming black line masters Respect Yourself and Others (ESASD library curriculum Moodle page)	1. Student self check list Clear behavior system in place containing picture clues Restate class rules in own words back to the teacher

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			responsibility in using appropriate manners.		
	2. Proper library behavior will be consistently demonstrated. • What are proper library rules of behavior? • What happens if I do follow the rules? • What happens if I don't follow the rules?	2. Observation of student behavior	2. Brainstorm appropriate library rules and chart them. List rewards for following Library rules. List consequences for not following Library rules.	2. Chart paper, markers Reward system in place Consequence system in place	2. Repetition Positive peer mentor
	3. Consideration of other library patrons and librarians will be required. • What is consideration? • How do I show consideration to others? • How will it help me to show consideration to others? • How does it feel when others lack consideration to me? • What happens if I chose not to show consideration to others? • How do I show respect for adults by the way I ask questions? • What does it mean to be "shellfish"?	3. Observation of student behavior	3. Have students act out consideration and what it looks like in a real library situation (waiting in line, talking to a table buddy, getting a book when two people want the same one, respectfully asking librarian or library aide for help, etc.). Chart feelings associated with positive and negative actions. Discuss realistic consequences for impolite	3. List of real library situations Chart Paper/ Markers List of appropriate realistic consequences	3. Proximity control Preferential seating Classroom supplied individual behavior chart

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			behavior.		
	4. Implicit in library usage will be the personal onus to maintain shelf order and general appearance of the facility. • What does a shelf look like when it is in order? • What do I do when I see a shelf out of order? • How can I help keep the facility orderly?	4. Observation of student behavior Observation of facility at conclusion of class	4. Compare two shelves in the library, one messy and one neat. Analyze the precursors to both conditions. Identify personal role in maintaining shelf order. Define not being "shelf-ish" (messy with the shelves.) Practice maintaining order in the facility by pushing in your own chair, picking up things you have dropped, etc. Ask students to identify a shelf in the library that they can adopt and take care of all year long.	4. Two shelves arranged as needed Award system in place when students are caught being good (by maintaining the shelves and/or facility) Adopt-a-Shelf poster	4. Repeated instruction One-to-one tutoring
	5. Demonstrate good work habits. • What are good work habits? • How can I demonstrate good work habits?	5. Observation of student behavior Completion of assigned tasks	5. Define and chart good work habits. Show a power point demonstrating good work	5. Chart paper/ markers Teacher selected literature/ United	5. Properly labeled areas in the library where materials are to

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• How can I show I can take care of the materials I have used in the library? • What happens if I chose not to clean up after myself**?** **Vocabulary:** Adopt-a-shelf Appropriate Behavior Citizenship Consideration Etiquette Inappropriate Library voices Manners Order Rules Shelf "Shelf-ish" Shelf markers Spine label Work habits		habits in the library. Discuss the work habits being exhibited such as returning materials to the places they belong, completing assigned tasks in a timely manner, always doing your personal best and cleaning up after yourself, and maintaining a quiet atmosphere using library voices.	Streaming clip Clear rewards and consequences for demonstrating good work habits	be returned Repetition of desired behavior

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	Competencies:
	
	By the end of high school students will:
	
	• Read widely with fluency and understanding.
	• Write effectively for a variety of purposes and audiences.
	• Speak articulately with purpose.
	• Listen attentively and critically.
	• Find, evaluate, use and create information in multiple media formats.
	
	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Make connections and form a personal response to the speaker's message.				

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.4 B Preview the text formats (e.g., title, headings, chapters and table of contents). 1.8.4 B Locate information using appropriate sources and strategies. **Anchors:** Demonstrate independent library use.	**Big Ideas:** Knowledge of how books are arranged in the library and on the shelves is essential to independent library use. **Concepts/Essential Questions:** 1. Students will locate the easy fiction, easy nonfiction, fiction, nonfiction, reference and biography sections of the library. • Where is the easy fiction section? • Where is the easy nonfiction section? • Where is the fiction section? • Where is the nonfiction section? • Where is the reference section? • Where is the biography section?	1. Observation of student behavior Completed scavenger hunts	1. Given a scavenger hunt, example book on display, and numbered posters at each different library section (easy fiction, fiction, easy nonfiction, nonfiction, reference, biography), students will complete a table asking for the example title and description of what type of book can be found at each station. Complete the Fourth Grade Library Scavenger Hunt by table. Reconvene and discuss the types of books that can be found at each station and purposes for these kinds of books. Chart responses.	1. Numbered posters, example books for easy fiction, fiction, easy nonfiction, nonfiction, reference, and biography Fourth Grade Library Scavenger Hunt (“Who Wants to Be A Millionaire” style- record a title and call number for each section) Tables	1. Repetition of activity Limit number of students in groups Stagger groups at stations

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. Students will locate easy fiction and fiction books by call number, using shelf signage. • How are books arranged in the fiction sections of the library? • What do the author's last names have to do with where the books are on the shelf? • How does a call number help me find a book? • What is signage and how does it help me to find my book? • How do I read books on a shelf?	2. Observation of book location behaviors	2. Review alphabetizing words to the third letter. Reinforce the structure of an easy fiction call number "E and then the first 3 letters of the author's last name", and a fiction call number (FIC and the first three letters of the author's last name). Given color coded author cards (red dot easy fiction, green dot fiction) have students build call numbers. Have each child record a fiction and easy fiction call number on paper strips. Discuss the alphabetical arrangement of author's last names and matching signage. Convene at a tall shelf and show students how to read a shelf (left to right, diagonal down).	Type/ Purposes Chart 2. Alphabet chart ABC order worksheets with library terms and author cards Sentence strips with easy fiction and fiction call numbers on them.	2. Alphabet visual aid Repetition

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			Next have them file the call number on the correct place on the shelf as a ticket to book selection. For added practice as needed: hand out sentence strips with easy fiction and then fiction call numbers on them. Have students locate a book with the call number on the shelf and show it to the librarian as their ticket to book selection.		
	3. Identify the arrangement of easy nonfiction and nonfiction books. • How are easy nonfiction books arranged? • Is it different from fiction books? • Why is it different from fiction books? • What is numerical order?	3. Observation of student book location behaviors	3. Display several easy nonfiction and nonfiction books on student work tables. Have students observe the structure of the call numbers and compare it to easy fiction call numbers. Chart their responses. Explain to students in Easy Nonfiction (ENF) books are arranged according to SUBJECT first, then author's	3. Chart paper Rulers, Number lines Numerical order cards Numerical order to hundredths place worksheets	3. One-to-one assistance as needed Individual number lines on tables Repetition, peer tutors One on one assistance

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			last name. (You don't care who wrote the book about hermit crabs, you just want to know how to care for one). Students will review basic numerical order. (Single, double digit, hundreds, and tenths). Practice ordering numbers with decimals to the 100th place. Students line up in order practicing single, double digit, hundreds and tenths places.		
	4. Students will locate easy nonfiction and nonfiction books by call number, using signage. • How do I match the call number to the shelf signage? • How do I read books on a shelf?	4. Observation of student behavior in written and physical format	4. Display signage for the ENF and nonfiction sections emphasizing the first digit of the hundreds category. Practice matching ENF and nonfiction call numbers to the signage where it belongs. (Hold up signage posters and	4. ENF , nonfiction Signage Posters Practice ENF and nonfiction call numbers (one pack per table)	4. Proximity to teacher

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			have students hold up the practice ENF call numbers that would belong on that shelf. Order nonfiction call numbers within the correct shelf). Convene at a tall shelf and show students how to read a shelf (left to right, diagonal down). Distribute sentence strips with ENF and nonfiction call numbers on them. As a ticket to book selection students must locate books. Review use of shelf markers while selecting books.	Sentence strips with ENF and nonfiction call numbers	
	5. Students will be able to identify the arrangement of biography books and locate them on the shelves. • How are call numbers arranged for biography books?	5. Observation of student responses and behavior	5. Display several popular biography books on library tables. Ask students to analyze the call numbers of each book. Have them record their call numbers on index	5. Biography books per table, index cards, markers, biography signage strips	5. Shelf buddies/peer tutors Highlighted first letter of

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• Why is it different from other nonfiction books?		cards. Have students share the structure as 92 plus the first three letters of the subject's last name. Explain it is arranged by the subject of the book, because we don't care who wrote the book about JFK, we care about information about JFK. Hang signage on the board and have students line up in order holding their call numbers by the appropriate signage. As a ticket to book selection students will bring their index cards with the biography call numbers to the biography shelves. Demonstrate how to read the shelves, matching the first letter of the subject's last name with the signage and then search alphabetically from there.		call number and signage One on one assistance as needed

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	6. Students will be able to identify which section of the library a book is housed based on its call number structure. • What are the two basic forms for fiction and nonfiction call numbers? • What is the basic structure for each of the library's main sections, easy fiction, fiction, easy nonfiction, nonfiction, biography and reference?	6. Student responses	Read the shelves left, right, diagonally down. Students must insert their call numbers onto the shelf in the proper place. 6. Using white boards for students, ask them to write responses to the following instructions: Write a fiction call number. Write a nonfiction call number. Discuss all appropriate answers being easy fiction, fiction, ENF, or nonfiction. Chart all examples. Show Call Number Structure Power Point. Flash a category and three choices. Students must write the correct call number on the white board.	6. White boards/markers/erasers per student Call Number Structure Power Point Call Number Walk the Walk Power Point	6. Peer tutor Partner Groups Limited choices One type of call number at a time

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary Alphabetical order Author Call number Cover Pages Picture books Shelf marker Spine Title **Competencies:** By the end of high school students will: • Read widely with fluency and understanding • Write effectively for a variety of purposes and audiences • Speak articulately with purpose • Listen attentively and critically • Find, evaluate, use and create information in multiple media formats • Think critically		Show Call Number Walk the Walk Power Point. Number each student at their table. Call a number. Flash a call number and that student whose number you called must walk to that section that the call number represents in the library.		

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	Competencies for this grade level are:
	
	• Differentiate among a limited set of resources for a defined purpose.
	• Locate materials from a limited set of resources.
	• Select from a limited set of resources that provide information.
	• Build and apply a robust vocabulary to construct meaning.
	• Recognize text features.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate				

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6.4 D Contribute to discussions. 1.6.4 E Participate in small and large group discussion and presentations. **Anchors:** Demonstrate the proper care of library materials.	**Big Ideas:** Proper care of library materials is essential for maintaining the resources within the library. **Concepts/ Essential Questions:** 1. Library books require proper handling to maintain integrity. • How is a book properly opened? • How are pages turned? • How do I use a bookmark correctly?	1. Observation of student behavior	1. Play the scrambled sentence game. Type a scrambled sentence on the computer and have students unscramble them to make a book care rule. Discuss the importance of the rule. Continue game until all book care rules are discussed. (No food or drink, no writing in books, arts and crafts away from books, handle carefully with clean hands, turn pages by corner, keep away from pets, small children, return on time, show damage to librarian).	1. Statement of Book Care Rules for Scrambled Sentence Game	1. One-to-one assistance as needed Proximity control

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. Damaged library books must be returned to the librarian for repair. • What do I do if I know I damaged a book? **Vocabulary:** Book Jacket Bookmark Circulation Desk Cover Damage Pages Picture books Proper Protect Repair Responsible Spine **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes	2. Observation of student behavior	2. Model a responsible borrower examining books for prior damage and reporting to the circulation desk. Model a responsible borrower returning books they have damaged to the circulation desk for repair. Articulate that if books are damaged beyond repair, the borrower will be responsible to pay the replacement cost of the book.	2. Damaged library books Example print out of Damaged Materials Notice	2. One-to-one assistance as needed Contact with parent/ guardian if necessary

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Build and apply a robust vocabulary to construct meaning. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions o Building on the idea of others o Engaging others to participate • Increase one's own understanding by asking questions and/or retelling information. • Make connections and form a personal response to the speaker's message. • Listen politely to the ideas of others.				

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6.4 D Contribute to discussions. 1.6.4 E Participate in small group discussions and presentations. **Anchors:** Demonstrate the procedure for borrowing and returning library materials.	**Big Ideas:** Borrowing and returning library books requires the user to follow a specific procedure. **Concepts/ Essential Questions:** 1. Familiarization with the different areas within the library is essential to optimal utilization of the facility. • What is the circulation desk and what do I do there? • Where are the areas from which I may take out books? • Where is the book return? • Where do I put my books when I return them to the library? 2. Students will complete circulation procedures after returning the mock book jacket, signed by a parent/guardian. • What is a shelf marker and how do I use it? • How do I take a book on and off the shelf? • Once I select a book, what do I do?	1. Observation of student behavior 2. Observation of returned mock book jacket as per teacher's instructions Completion of book circulation in a timely manner,	1. Review areas of the library involved in book selection/ returning of book (circulation desk, book return, sections from which students may get books). 2. Demonstrate an example of mock book jacket returned in good condition. Interview the student as to the secret of responsible book care at home. Chart responses.	1. Well labeled areas of the library: Circulation Desk, Book Return, Fiction, Easy Fiction, Nonfiction, Easy Nonfiction 2. Returned mock book jackets. Shelf Markers Date Cards Steps to Book Selection Poster	1. Repetition of activity Proximity to teacher 2. Retelling directions back to teacher Proximity control One-to-one

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• Why do books have barcodes? • How do I scan my own book out? • Once I check my book out, what do I do? • When is it due back?	demonstrating correct usage of shelf markers, maintaining shelf order, waiting patiently in line, scanning the barcode, and returning to my seat in an orderly manner	Model the steps to proper and timely book selection. (The proper location and usage of shelf markers to maintain shelf order, placement of books on the shelves, name cards, date cards, appropriate line behavior, and completion of post circulation task as assigned by librarian). Students may review the Steps to Book Selection Poster prior to book check out. Chart What To Do after Book Selection Activities. Students must exhibit one of the behaviors on this chart after book selection.	What To Do After Book Selection Chart	assistance
	3. Library materials must be returned according to library protocol. • Where are borrowed books returned?	3. Observation of student behavior	3. Model removing date and name cards from the inside book pocket. Place the date cards into the date card return box.	3. Date cards Card return box Designated Book	3. Peer tutoring One-to-one instruction

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• Where does a date due card go when a book is returned. • What happens if a library book is not returned on time? • What should a student do after he/she completes circulation? • How do I renew a book? **Vocabulary:** Book Look Box Book Return Date Card Instruction Area Name Card Patient Renew Shelf Marker Shelf Order Story Area		Return your borrowed library book to the area designated by the librarian. Tell librarian at this time if you wish to renew a book. Articulate that students who did not return their borrowed books must do so before they can borrow another book. Review post circulation task to complete after book selection.	Look Box that students may investigate who have forgotten to return their books Librarian assigned post circulation task	Reread directions Larger print Chunk information Word banks

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	Competencies:
	
	By the end of high school students will:
	
	• Read widely with fluency and understanding.
	• Write effectively for a variety of purposes and audiences.
	• Speak articulately with purpose.
	• Listen attentively and critically.
	• Find, evaluate, use and create information in multiple media formats.
	• Think critically.
	
	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	• Locate materials from a limited set of resources.
	• Increase one's own understanding by asking questions and/or retelling information.				

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.3 A Identify the purposes and types of text (i.e. literature and informational text) before reading. 1.3.3 B Identify literary elements in stories describing characters, setting, and plot. 1.6.3 B Listen to a selection of literature (fiction and/or nonfiction). **Anchors:** Demonstrates an appreciation for literature.	**Big Ideas:** An appreciation of literature is essential to connecting text to real world experiences and enriching the acquisition of content area knowledge. **Concepts/Essential Questions:** 1. Appreciation of literature can be developed through the recognition of a variety of genre in the library collection that augments classroom resources and expands personal interests. • What is a genre? • What genres reflect my personal interests?	1. Informal question and answer Verbal responses	1. Define and show examples of various genres of literature. Share literature selections that highlight different genres. Have students make generalizations as the stories are being shared so that they may define the genre in their own language. Have students vote to see what they liked or disliked about the genre. Have discussions within the group respecting differing view points.	1. Pre-selected authors and advanced picture books/ chapter books by genre Genre power points Genre Wheels with name of genre and literature selections on them (save for repeated usage)	1. Rephrasing teaching Periodic and frequent individual questioning for comprehension One-to-one teaching

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			Students may color in their Genre Wheels after different genres are shared so they may keep track of which genres they have been exposed to.		
	2. Appreciation of literature can be developed through the recognition of well-known authors and titles for this grade level. • Who are famous children's authors? • What are well-known titles?	2. Verbal responses	2. Identify various famous children's authors and the characters for which they are known. Select famous titles and share them with the class, articulating the author's name. Continuous repetition of exposure to quality children's literature.	2. Pre-selected books of famous authors Bookmarked websites of famous authors for corporate sharing Public resource lists of famous children's authors in card catalog Author bulletin board displays Novel List Power Library 3. Well-labeled	2. One to one assistance Peer tutors Preferential seating

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	3. Appreciation of literature can be developed through the location of books containing favorite stories and characters. • Where in the library can favorite authors be found? • Where in the library can favorite titles be found?	3. Teacher observation	3. Review where the easy fiction and fiction book sections of the library are located. Distribute call numbers of favorite literature and have students locate them on the shelves.	fiction book section	3. Peer tutoring Repeat directions to the teacher Fewer number of matches to be made
	4. Recognition of award winning books can assist in fostering literature appreciation. The Caldecott and Newbery Awards are designed to recognize excellence in illustrations and story lines of children's literature. • What does Caldecott mean? • For what is the award given? • Are Caldecott books good books for me to read? • Who was Newbery? • For what is the award given? • What are some good books that won the Newbery Award?	4. Class participation	4. Display several advanced Caldecott books and Newbery winners. Point out the gold and silver medals. Open up the books and talk about the excellent illustrations/story lines. Share the history and criteria of the Caldecott/ Newbery Medal by showing the Caldecott/ Newbery Award power point. Reiterate good Caldecott stories, reminding students they are for the best	4. Selected Caldecott/ Newbery books power point Caldecott/Newbery Award poster Novel List Selected Newbery books	4. Book selection dependent on ability level of students Proximity control Preferential seating Listening Center with Caldecott/ Newbery books on tape

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary: Authors Caldecott Characters Famous Genre Illustrations Newbery Picture Book Picture Book Section Signage **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically.		illustrations. Have students compare several illustration types represented within a variety of Caldecott Award winning books. Focus on and display several Newbery books and hold a book talk (use Novel List book talks) pointing out the strengths of various Newbery winners. Point them out on the Newbery Poster. Explain that Newbery books are often books whose story line transports you and often makes you feel like you lost a best friend when the story is through.		United Streaming clips or videos for students to review Listening Center with selections from Newbery winners on tape United Streaming clips for students to review Newbery award winners on tape

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Listen politely to the ideas of others.
	• Distinguish various types of genres.
	• Locate materials from a limited set of resources.
	• List information from resource materials with prompts and scaffolds appropriate to grade level.
	• Select from a limited set of resources that provide information.				

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.3.A Identify the purposes and types of text (e.g., literature, information) before reading. 1.1.3.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text. **Anchors:** Differentiate between fiction, nonfiction, biography texts, and periodicals.	**Big Ideas:** Library users will differentiate between fiction and nonfiction, and be able to locate both types of literature for their own informational purposes. **Concepts/ Essential Questions:** 1. Fiction books comprise a major section of each library collection. • What does fiction mean? • What kind of information is in a fiction book? • For what could I use a fiction book?	1. Student participation Observation of student behavior	1. Display a word document with a picture of a real object and a cartoon object. Discuss what makes one real and what makes one fake. Chart results. Define **f**iction as **f**ake. Share a fictional story (i.e. The Garden of Abdul Gasazi. Discuss what makes this story fictional. (Staged story, acting, etc.). What type of information is in this book (fun reading) Discuss why a student would choose this story (for fun, feel good story.) Discuss the importance of reading for pleasure.	1. Word Document with Real and play object Read aloud fiction book United Streaming Fiction/ Nonfiction videos	1. Preferential seating Restating questions Student restating questions Repeated story readings (books on tape)

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. Nonfiction books also comprise a major section of each library collection. • What does nonfiction mean? • What kind of information is in a nonfiction book? • For what could I use a nonfiction book?	2. Student participation Observation of student behavior	2. Show the United Streaming video, The Gardens of Williamsburg. Define it as real. Define **n**on**f**iction as **n**ot **f**ake or real. Chart definition of nonfiction. Define key questions you want to have answered. Model use of the video segments or table of contents to locate only that information in the key questions stated. Chart answers to specific questions. Redefine nonfiction as not fake or real.	2. United Streaming video, "The Gardens of Williamsburg." Chart Paper/ markers	2. Redirection Proximity seating Picture clues Rephrasing
	3. Define biography materials as nonfiction works about a famous person's life. • What is a biography? • Is it always nonfiction? • When would I read a biography?	3. Student participation Observation of student behavior	3. Display biography books by category (actors, sports figures, teachers, explorers). Have students guess the category and what an assignment may be in which they would have to use these	3. Biography books by category	3. Preferential seating One to one assistance

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	4. Review the differences between the information and organization of fiction, biography, and nonfiction text. • Can you judge a fiction book by its cover? • Which type of book gives facts about the main character? • Which type of book tells a story about the main character? • What pages are in a nonfiction book that are not in a fiction book? (table of contents, index) • Can there be some facts in a fiction book?	4. Student participation Observation of student behavior	books. Analyze the structure of the book (table of contents, index, timelines). Determine it is nonfiction entirely about ONE person's life. 4. Display three different books about a topic (Jon Scieszka's Time Warp Trio: Viking It and Liking It and The Vikings and Eric the Red. Ask students to classify the titles as fiction, nonfiction, or biography (compare illustrations, table of contents, and type of pictures vs. diagrams.) Review charts completed in previous lessons defining fiction and nonfiction. Read a chapter of Viking It and Liking It and define it as fiction, chart reasons on the fiction chart as to why it fits the definition.	4. Fiction and Nonfiction charts from last two lessons Selected Fiction and Nonfiction texts Fiction/ Nonfiction Chant: Fiction is Fake! Nonfiction: Just the Facts, Jack!	4. Large print on charts Different color markers to differentiate between fiction, and nonfiction. Proximity control Preferential seating One-to-one instruction Repeated Readings:

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			Read selections of nonfiction text (The Vikings). Begin with the Table of Contents reading the titles and answering questions specific to the information within. After reading compare the nonfiction chart and add to it traits of this nonfiction book. Next, read selections of Eric the Red, determining it is mostly about the history of ONE person's life. It is a biography. Have students chant: Fiction is Fake (3x) and Nonfiction: Just the Facts, Jack!		Books on tape
	5. Periodicals can be used as a source of current information. • What is a periodical? • What can be the fixed amount of time between issues?	5. Observation of appropriate usage of periodicals for pleasure and research reading	5. Define a periodical as a magazine and explain most are printed monthly or bimonthly. Review the advantage is current information. Specify that	5. Clearly marked periodical section in the Library Magazine questionnaires	5. Easy reader magazines Modified questionnaires

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	• How can periodicals meet my needs and interests? • What kinds of periodicals can I use for research? **Vocabulary:** Biography Easy nonfiction Facts Fake Fiction Information Nonfiction Shelf marker Signage **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically.	Completed magazine questionnaires for pleasure reading and research	most magazines contain nonfiction. Tour the periodical section of the library and review titles found there. As a group organize the titles into pleasure reading titles (fiction) and research titles (nonfiction). Break into groups to fill out the magazine questionnaire. Given one research question, students will determine which magazine would be most apt to answer the research questions. Students must use the index of the magazines to aid in finding the answers to their research questions.	Single research questions per group	

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	• Find, evaluate, use and create information in multiple media formats.
	• Think critically.
	
	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Listen politely to the ideas of others.
	• Locate materials from a limited set of resources.
	• List information from resource materials with prompts and scaffolds appropriate to grade level.
	• Select from a limited set of resources that provide information.
	• Develop, practice and apply appropriate strategies within text to construct meaning.
	• Identify important ideas and messages to generate meaning from text (text - e.g. read-				

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	alouds, shared reading, small group, differentiated reading instruction, independent reading). • Recognize text features. • Respond to text with relevant questions and comments. • Differentiate among a limited set of resources for a defined purpose.				

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 5.A Digital Citizenship: Advocate and practice safe, legal, and responsible use of information and technology. 5.B Digital Citizenship: Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 5.C Digital Citizenship: Demonstrates personal responsibility for lifelong learning.	**Big Ideas:** Because not all materials for usage in a library are contained within the four walls of the facility, responsibility must be employed on the part of the library patron in the acquisition and usage of online information. **Concepts/ Essential Questions:** 1. Library patrons who use computers to access online information realize there is a responsibility to handle computers with care. • What do I use Library computers for at my grade level? • What are the basic parts of a computer? • What are the rules of usage for Library computers? • How can I be a considerate computer user?	1. Parts of a computer diagram Observation of student behavior	1. Review the basic parts of a computer by playing 20 questions. Explain when students would use a computer at this grade level. Discuss rules of usage for library users (workstation rules.) Outline ways students may be considerate of the next user at the workstation.	1. Parts of a computer poster/ diagram worksheet 20 Questions Game questions Workstation Rules	1. Preferential seating Peer groupings with tutors in each group Restating directions Breaking down tasks into smaller groupings Fewer choices on multiple choice tasks

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Anchors: Demonstrate safe and appropriate usage of online library materials.	2. There is a safe way to access and use information on the internet. • What is the internet? • How do I safely use the internet at school? • What am I allowed to do at school? • How do I safely use the internet at home? • What is safe to do at home? • What information can I share with others? • Whose permission is needed before I share private information with others?	2. Teacher observation of student behavior Class participation	2. Discuss the term safe and explain there is a SAFE way to use the internet at school. Stay on the assigned task.) Discuss appropriate places to go online at school are those places your librarian tells you to go to, ONLY. (Stay on the road your teacher tells you to. Don't go anywhere else). Discuss safe ways to use the internet at home are on sites that parents approve, never talking to strangers or sharing private information. Complete Private Information Lesson from Cybersmart to identify what information should not be shared online. http://www.cybersmart curriculum	2. Internet Safety power point Private Information (Cybersmart)	2. Peer tutors Preferential seating Proximity control Restating directions

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	3. It is understood that the use of the internet to find and complete online research through library computes is a privilege that will be afforded users provided they engage in appropriate usage. • What types of sites am I able to go on in the Library? • What does privilege mean? • What does appropriate mean? • Can I go on the Internet unsupervised? • How can anyone tell if I go somewhere I am not allowed to? • Can my Internet access ever be taken away? • Who owns this computer anyway? • Is my password really that important?	3. Observation of student behavior	3. Define the types of sites students will be permitted to use as per librarians instructions. Tell students librarians have preselected any sites students may go on while in the library. Explain students will not be able to access the internet without supervision and direction by the librarian. At NO time are students permitted to surf the web without a particular address specified. Explain the username/ password structure for the library user. Explain internet usage is monitored by ESASD technology department. Internet accounts have been and can be revoked. Complete Whose Is It Anyway? lesson and worksheet from Cyber Smart	3. IPL's Cyberguide for Safe Internet Access Instructional Resources tab on ESASD homepage Username/ password instructions for students (posted) Whose Is It Anyway? worksheet from Cyber Smart AUP technology curriculum CD Powerful Passwords Game Board and pieces	3. One-to-one teaching Redirection as needed Preferential seating Retelling of directions in students words Repetition Visual aides peer tutors

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			www.cybersmart.org to emphasize who owns the property and what a privilege it is to use it. View AUP power point for ESASD Play the Powerful Passwords board game from www.cybersmart.org to reinforce the importance of keeping your username/password secure		
	4. There is a specific way information is organized online. • What is a subject search? • How are subject searches organized? • When would I use a subject search? **Vocabulary:**	4. Observation of student behavior Completed Subject search worksheet	4. Liken subject searching to going window shopping. You know you have money and time, and have a vague idea of what you want to buy, but you will look at displays to get ideas. Complete the Subject Category Searching activity in Cybersmart to walk through the subject searching	4. Lesson materials from Subject Category Searching @ www.cybersmart.org	4. Proximity control One to one teaching as needed

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Ads Computer Considerate Internet Online Responsible Privilege Safe Supervised Unsupervised **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically.		on most websites		

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions

	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Listen politely to the ideas of others.
	• Locate materials from a limited set of resources.
	• List information from resource materials with prompts and scaffolds appropriate to grade level.
	• Select from a limited set of resources that provide information.
	• Differentiate among a limited set of resources for a defined purpose.				

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.8.4.A Select a topic for research. 1.8.4.B Locate information using appropriate sources and strategies. **Anchors:** Demonstrate the usage of a standard research model to answer research questions.	**Big Ideas:** Using a process model such as the Big6™, students can solve any information problem. **Concepts/Essential Questions:** 1. A standardized research model will be used as a framework to answer research questions. • What does research mean? • What is a research model? • What is the Big6 ™?	1. Class participation Observation of student behavior	1. Define research as a question students need to have answered (i.e. ask students what video game system would be the best choice for their family. Outline a plan if they needed to find that information out.) Identify the Big6 ™ as a plan to use every time you need to answer a research question. (Ask students what their parents have to know before they go on vacation: directions, time, money, budget, etc.). Draw parallels between a well-planned vacation and a good plan to answer research questions.	1. Big6 ™ poster Overhead to record steps of the research process Poster saying Vacation Planning = Good Vacation Good Research Plan= Good Research Don't Worry, Be Happy Big6 ™ Song To answer questions, have a plan in place,	1. Preferential seating Proximity to teacher

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			(Without a good directions for vacation you can get lost and have NO FUN. Without a good plan for research you can also get lost and have NO FUN. Sing the "Don't Worry, Be Happy Big6 TM Song"	Get that smile back on your face, Don't worry Be Happy! You Simply Must Use the Big6 TM Info problem solving is the trick Don't Worry Be happy **Task Definition** get the info you need **Info Seeking**, through resources you weed Don't Worry Be happy **Location Access**: Now find books and read **Use Information**: write only the facts Don't Worry Be happy **Synthesis**: Present Project Let your teacher smile **Evaluation**: Good grades all the while, Don't worry, Be Happy OOO, OOOO ooo ooo hooo ooooo Don't worry Be Happy!	

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. The Big6 ™ contains six specific steps to answer research questions. • What are the six steps to the Big6 ™? • What does each step mean? • How can I tell if I have answered the research question?	2. Class participation Observation of student behavior Big6 ™ Book marks	2. Outline the steps to the Big6 ™. Define each step of the Big6 ™. Play the Match the Big6 ™ Game (Display posters of each step. Call on students and state a step in a research project. They must walk to the poster that defines the step they are on). Explain that if the student has a meaningful answer to each step of the Big6 ™ and it makes sense they have completed good research.	2. Big6 ™ Poster Words to Big6 ™ Don't Worry, Be Happy Song power point (Library Curriculum Moodle page) Posters of Big6 Steps Bookmarks with Big6 ™ Steps for self check Match the Big6 ™ Game	2. Preferential Seating Restating directions Student redirection Repetition Slider to cover sections of bookmark
	3. The Big6 ™ can be used to answer specific research questions. • Using the six steps to the Big6 ™, can I answer a research question? • Do my questions have to be answered in	3. Class participation Observation of student behavior Big6 ™ Research Question Report	3. Introduce a research question about planning a dream bedroom. Review the steps of the Big6 ™ on the poster. Model the research process involving all	3. Big6 ™ Poser Big6 ™ book marks List of furniture and decoration	3. Redirection Preferential seating Retelling of directions in

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	order? • What can I do if I do not have my question answered?		of the steps of the Big6 TM together. Determine what information is already known about the bedroom (i.e. budget, space, number of windows, etc.) Assign the same constraints to each group. Provide each group with department/ furniture store flyers and a template. Record the answer to the research question. Present the dream bedroom plan and have the audience evaluate for following the Big6 TM. Have a class vote and analyze the effectiveness of the project (import sound clips applause or a gong) and play as per groups' findings. Using the bookmark for self check purposes, determine as	considerations Target / Raymour and Flannigan Circulars Redecorating books Dream Bedroom Planning Template Sheet Graph paper for showing final design	student's words Proximity control Highlighted information in fliers

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	4. I can use the Elementary Library Materials Organizer (ELMO) to answer teacher directed research questions using the Big6 ™ research model. • What is and where can I find ELMO? • What research question does my teacher want me to answer? • Do I understand all of the requirements of the research process? • How do I evaluate my work before the teacher does? **Vocabulary:** Big 6 Research Model Elementary Library Materials Organizer (ELMO**)** Evaluation Information seeking strategies Location and access Model Research Self Check	4. Completed Big6 ™ research model report template Teacher observation of student behavior Student participation	a group if the research question is answered. 4. Introduce ELMO as a collection of research paths where students will find all available materials to answer teacher directed research questions. Navigate to the ELMO section of the Library home page websites. (www.esasd.net- Library- Library name- ELMO tab.) Demonstrate there are book lists, united streaming videos and websites that students can use to answer their research questions. Using the Big6 ™ template record the teacher requirements. Students may go about gathering information they need using the resources in ELMO. Model the Trash to Treasure approach (www.big6.com)	4. Navigation path to ELMO typed on top of Big6 ™ research template paper Teacher directed research questions Updated ELMO research paths into individual library card catalog	4. Teacher accommodations for specialized instruction Easy Nonfiction materials United Streaming videos Available modifications for recording knowledge (i.e. tape recorder vs. print)

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Standardized Synthesis Task definition Trash to Treasure Use of information **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Build and apply a robust vocabulary to construct meaning. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions				

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	◦ Building on the idea of others ◦ Engaging others to participate • Increase one's own understanding by asking questions and/or retelling information. • Listen politely to the ideas of others. • Locate materials from a limited set of resources. • List information from resource materials with prompts and scaffolds appropriate to grade level. • Select from a limited set of resources that provide information. • Differentiate among a limited set of resources for a defined purpose. • Identify important ideas and messages to generate meaning from text (text - e.g. read-a-louds, shared reading, small group, differentiated reading instruction, independent reading). • Recognize text features. • Respond to text with relevant questions and comments. • Select and focus on a topic to research with prompts and scaffolds appropriate to grade level.				

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Standards: 1.1.4A Identify the purpose and types of text. 1.6.4E Participate in small and large group discussions and presentations. 1.8.4. Locate information using appropriate sources and strategies. **Anchors:** Demonstrate the usage of the Dewey Decimal System to locate resources.	**Big Ideas:** Independent library users understand and can use the Dewey Decimal System to locate resources. **Concepts/Essential Questions:** 1. There is a standard way to organize all nonfiction books in the Library and it is called the Dewey Decimal System. • Who was Melvil Dewey? • What does the Dewey Decimal System do? • Where else is this system used? • Why is it important that I learn about the Dewey Decimal System?	1. Observation of student behavior	1. Review Melvil Dewey. Show a picture of him. Explain that he organized ALL nonfiction information into only 10 groups. This system is used all over the world. It is important to know how it works so you can walk into ANY library and know how to find the information you need. Have students vote on things Dewey would have said based on his accomplishments. Hang appropriate speech bubbles next to his picture on the board.	1. Picture of Melvil Dewey Speech bubbles with sayings i.e. (I invented a system to organize all nonfiction books, etc)	1. Smaller groupings of students Direct teacher assistance

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. The Dewey Decimal System is divided into ten main groups. • What are the ten main groups for the Dewey Decimal system? • What books fit into what category? **Vocabulary:** Category Classification Dewey Decimal System Melvil Dewey Organization Standardized System **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically.	2. Completed Do We Know Dewey scavenger hunt	2. Divide the class into teams and have them complete a scavenger hunt "Do We Really Know Dewey?" to learn about Melvil Dewey and his Decimal System *@library.thinkquest.org/5002/* Play Dewey basketball for repeated practice with the Dewey Decimal System	2. De We Really Know Dewey Think quest bookmarked on computer workstations Dewey basketball questions, basketball hoop, foam basketball	2. Teacher proximity One-to-one assistance

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	• Find, evaluate, use and create information in multiple media formats.
	• Think critically.
	
	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Listen politely to the ideas of others.
	• Locate materials from a limited set of resources.
	• List information from resource materials with prompts and scaffolds appropriate to grade level.
	• Select from a limited set of resources that provide information.
	• Differentiate among a limited set of resources for a defined purpose.
	• Identify important ideas and messages to generate meaning from text (text - e.g. read-				

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	alouds, shared reading, small group, differentiated reading instruction, independent reading). • Recognize text features.				

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Standards: 1.2.4A Read and understand essential content of informational texts and documents in all academic areas. 1.6.4D Participate in small and large group discussions. 1.8.4.B Locate information using appropriate sources and strategies **Anchors:** Demonstrate how to use reference tools to access information.	**Big Ideas:** Reference tools are a valuable resource for locating needed information. **Concepts/Essential Questions:** 1. A **dictionary** is a reference tool that is arranged in alphabetical order and uses guidewords to aide in locating entry words. • How are dictionaries arranged? • For what do I use a dictionary? • What does alphabetical order mean? • How do I put words in alphabetical order? • What is a guide word? • How can guide words help me find words in the dictionary?	1. Completed alphabetical order worksheet Ordering guide word/ entry word cards into before, on the page, and after categories Entry word/ Guide word worksheet	1. Introduce the most widely read reference book in any language… the Dictionary. Ask students why they use the dictionary (pronunciation, spelling, meanings.) Point out these parts of a dictionary entry by using the overhead example. Explain to students they must exhibit alphabetical order skills to be successful in finding entry words. Have students complete an abc to the fourth letter worksheet. Introduce Guide Words as book ends that tell you what words are contained on the	1. Student Dictionary Example Dictionary entry on overhead ABC order sheet to the fourth letter Guide word entry word Cards (whole group example set, individual table sets) Guide word/ entry word worksheet	1. Posted alphabet strip Individual alphabet strips per student as needed Index card file folder box with letter cards to cut and file individual words in order to alphabetize them Adapted worksheets limiting

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			page. As a group, organize entry words around two guide words, as either before the page, on the page, or after the page. Next have students work in table groups to organize their own entry words and guidewords into on the page, before the page or after the page. Finally have students independently complete a guide word/ entry word activity sheet using the **print** dictionary.		number of letters to alphabetize to Fewer words to alphabetize
	2. I can use a dictionary to find pronunciations and definitions of specific words. • How can I use a pronunciation guide in a dictionary? • What are thumb indexes in a dictionary and how do they help me to find words more	2. Participation in the Pronouncer Announcer Awards Completed dictionary worksheet	2. Write a unique word on the overhead such as auk. Now invite students to pronounce it as is. Hear all results. Next write the pronunciation guide for the word as it appears in the dictionary definition. Have students consult the	2. Unique word and pronunciation guide on the overhead A different difficult word for each table group	2. Limit the difficulty level of the word Specially selected partners in groups

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	quickly? • Can I find words in a dictionary independently?		pronunciation guide, which is page one of the dictionary. Next have students try again to pronounce the word. Discuss if the pronunciation guide was of much help. Now have students go online under ELMO to the online dictionary. Have them listen to the pronunciation and vote as to which dictionary they like better for pronunciations. Demonstrate how to use the color coded thumb indexes to guess where to begin looking for a word. Distribute specific words for students to look up definitions and pronunciations Play the Great Dictionary Race Game using a PRINT dictionary for part of the entry words and the ONLINE dictionary for the rest: Divide	Dictionary set Dictionary Word Look Up Worksheet Dictionary Race Worksheets with entry words Dictionary pro/con sheets	One to one assistance Limit number of words to look up One to one assistance Individual alphabet strips

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	3. A **thesaurus** is used for finding synonyms and antonyms that can be used to enhance writing. • How is a thesaurus different from a dictionary? • Is a thesaurus arranged differently from a dictionary? • How do I use a thesaurus?	3. Completed thesaurus crossword puzzle	the class into teams assigning each team a different word to look up. Award points for speed and correctness. Compare print and online dictionaries listing the pros and cons of each 3. Demonstrate a really boring paragraph about a GOOD time you had playing at a friend's house. Model using a thesaurus to find the word good and substitute other words for it. Reread the paragraph and emphasize good writing uses fresh words, not the same old stale ones. Introduce the thesaurus and state that although some dictionaries give synonyms, they don't always. Show the overhead Parts of a	3. Thesaurus set Online thesaurus	3. Highlighted antonyms on sheet One to one assistance as needed

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			Thesaurus entry. Explain how the entry words are arranged in the margins, without guidewords. Point out where to find synonyms and antonyms. Give students a thesaurus crossword puzzle where they are asked to look up synonyms and antonyms. Check group work using the online thesaurus. Compare the pros/ cons on the print and online thesaurus		
	4. General **Encyclopedias** are sources of information about people, places, and things. • Is an encyclopedia best used when a lot of detailed information is required? • What kind of information can I find out about in an encyclopedia? • Can I trust information I find in an	4. Observation of student behavior Participation in discussion	4. Hold up a single volume of an encyclopedia and explain this is THE resource to use for DETAILED reports. What kind of information is included? Flip open the pages of any volume of an encyclopedia and read article headings. Write them on the	4. Encyclopedia set Access to chalkboard/ overhead	4. Preferential seating

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	encyclopedia?		board. Record several headings and group them into three categories (people, places, and things). Explain some of the best research is accidental (you are looking for information on helicopters and you see a picture of the human heart). Encyclopedias are the most trusted resources that teachers direct students to in order to find information for reports.		
	5. The alphabetical arrangement of both volumes and individual articles in a print encyclopedia can be used to locate information about a research topic. • Why are there so many books in one encyclopedia set? • What do the letters on the spine of an encyclopedia mean? • How is the information in an encyclopedia	5. Student participation Completed volume page	5. Tour the encyclopedia section of the Library. Ask students to observe the arrangement of individual books in an encyclopedia set. Review the volume letters and the subjects they represent. Open up any encyclopedia and show that the information is written in article format with headings for each subject.	5. Encyclopedia section Encyclopedia set Volume Arrangement of An Encyclopedia Set worksheet and overhead	5. Preferential seating One to one assistance Large print on overhead

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	arranged? • How do I skim the page for only information I need? 6. The index of an encyclopedia can help to locate difficult to find information. • What if I have trouble finding information about my research topic in the volume where I would expect it to appear? • What is an encyclopedia index? • How is it different from an index in a regular book? • How do I use the encyclopedia index?	6. Completed index page Completed skim page	Return to seats and complete the Volume Arrangement of An Encyclopedia Set worksheet independently. 6. Given a topic, ask students how to use an index to look up their search term. Talk through the alphabetical arrangement of the topic and volume, using the guide words at the top of the page, and finding the article. Display the article on the overhead for all to see. Review skimming for information looking for keywords in the question. Reading the article and highlighting keywords, find the answer to a research question together.	6. Overhead of index page Overhead of article page in encyclopedia Skim page questionnaire Markers to highlight keywords	6. Enlarged print on index overhead/ worksheet Peer groups One to one instruction as needed

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	7. Students will complete research using print and electronic encyclopedias. • Is there a difference in the way I search for information in the book and online? • Which format do I prefer? • Why do I need to do both?	7. Encyclopedia scavenger hunts (one section print, and one section online)	7. Explain to students that some teachers require book resources as well as online resources to do reports. Because of this, it is important to learn how to use both print and online encyclopedias. Introduce the encyclopedia scavenger hunt. Explain to students they must answer a question using the book, and then a question using the online encyclopedia. Review volume arrangement and how to use the index if need be. Next demonstrate Grolier Online Encyclopedia and how to find information using it. After information is found in both formats students must compare the two to find out which is their preference.	7. Encyclopedia Scavenger Hunt (with pro/con comparison chart) Print encyclopedia sets Online access to encyclopedias	7. Simplified question complexity Group students of like ability Work one on one with groups who need assistance

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	8. An **almanac** is an up to date collection of many kinds of facts. • What kinds of facts can I use an almanac to find? • How is the information presented? • What types of projects require an almanac versus an encyclopedia?	8. Observation of student behavior	8. Give students several minutes to look at an almanac and browse through its many facts. Have students share what kind of information can be found and determine information is presented in tables, graphs, and charts. It is best used to answer quick and simple facts (not detailed reports).	8. One almanac per student	8. Preferential seating
	9. The key to using an almanac is to understand keyword and subject searching. • When does an almanac use subject searching? • When does an almanac use keyword searching?	9. Observation of student behavior	9. Ask students to find whose picture is on the fifty dollar bill? Next give them the hint to use the index under money. Share answers. Explain the Table of contents is a subject search when you are just shopping for a category. Use this when you want to browse for information. The index is a keyword search. The key is to select a keyword in each question prior to using the index.	9. One almanac per student Almanac scavenger hunts with pro/con print online box	9. Proximity seating Peer tutoring

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			Use the almanac's index to complete an almanac scavenger hunt. Half of the questions will be from the book and half will be online. Demonstrate how to navigate to the online almanac in Facts for Learning in the POWER library database. Discuss pros/cons of using the book vs. online almanacs		
	10. There are **online periodical databases** that may be used for research. • What magazines can be used for research? • How do you find them? • How do they look compared to our regular magazines? **Vocabulary:** Article Column Encyclopedia Index	10. Student participation	10. Tour the periodical section of the library. Explain that there are the same magazines, plus many more available through the POWER Library that they may read and use for research. Guide the students to an article found both in print in your library and on the SIRS Discoverer Database in POWER library. Compare the lack of illustrations and same print in both articles. Compare the	10. Internet access Pathway to SIRS Discoverer on Online Periodical scavenger hunt sheet.	10. Set results to ability level on online database

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Keywords Skim **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Build and apply a robust vocabulary to construct meaning. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions o Building on the idea of others o Engaging others to participate • Increase one's own understanding by asking		pros/ cons of the online vs. the print periodical. Next give students an online periodical template where they may search for one topic that interests them; give a menu of topics. They are to find one article and list three facts about their chosen topic.		

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	questions and/or retelling information. • Listen politely to the ideas of others. • Locate materials from a limited set of resources. • List information from resource materials with prompts and scaffolds appropriate to grade level. • Select from a limited set of resources that provide information. • Differentiate among a limited set of resources for a defined purpose. • List information from resource materials with prompts and scaffolds appropriate to grade level. • Recognize text features. • Respond to text with relevant questions and comments. • Select and focus on a topic to research with prompts and scaffolds appropriate to grade level.				

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.2.4B Use and understand a variety of media and evaluate the quality of material produced. 1.8.4.B Locate information using appropriate sources and strategies. **Anchors:** Demonstrate how to use the electronic card catalog by completing subject, author, and title searches, and locating materials on the shelves.	**Big Ideas:** The electronic catalog is the tool to use to locate print materials. **Concepts/Essential Questions**: 1. The electronic card catalog is a computerized index to the library's collection. • What was searching like before computers? • Why is it important I navigate to my school's card catalog page before I run a search? • What is the advantage of having the card catalog computerized?	1. Observation of student listening behaviors Participation	1. Explain that there was a time before computers when people had to find books the old fashioned way. Display a picture of an old fashioned card catalog drawer system and an old card. Explain how students could find books by knowing the author, title, or subject in which they were interested. Display navigation to the district library page. Stop on the page that lists all district libraries and explain that whatever library name you select is the catalog you will be searching. (It is a waste of time to search another	1. Nonfiction book with an index Picture of an old card catalog drawer system Overhead of an old card catalog entry	1. Preferential seating Redirection to task Enlarged overheads as needed

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			catalog). Illicit responses as to how a computerized catalog would save searching time for 25 plus students at the same time. Point out the advantage to having this on the computer is also that you can access the card catalog wherever there is a computer with an Internet connection.		
	2. Important information about the book and its location are found in a title entry in the electronic card catalog. • What information is important in a card catalog entry? • What is a call number and how can it help me find the book? • Where can I find the author, title, publisher, copyright date, number of pages, and the availability of the book right from the entry? • Why would it be helpful to know how many	2. Completed Card Catalog Entry Sheet	2. Look up the title of a book in the card catalog. Distribute the print out of the title search. Have students circle the following components of a card catalog entry as they are being discussed. (Call number, author, title, number of pages, if the book is available). Discuss reasons why this information would be appropriate to know.	2. Title search print out per student LCD projector and computer with Internet access Crayons per table	2. Preferential seating Peer tutors

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	pages are in a book before I search for it? 3. I can complete subject, author and title searches in the electronic card catalog. • How do I run a title search (what must I know to run a title search?) • How do I run an author search (what must I know to run an author search?) • How do I run a subject search (what must I NOT know to have to run a subject search?) 4. I can find the books on the shelves that I searched for in the card catalog. • Where is the call number located on a book? • How do I use the call number to locate a book?	3. Completed title, author and subject search worksheets 4. Correctly located books	3. Play the SAT Game to emphasize mindful searching (Make a game board with Subjects, Authors, and Titles on it. Have students roll a die and play in teams moving their marker the number of their roll. When they land on a word they must correctly identify it as a subject, author or title). Play until time runs out. 4. Using a worksheet as a guide, assign partners to run a subject, author, and title search in the card catalog. Demonstrate the tiny sticker on the spine of every Library book. Explain this little piece of information is MOST important in finding the books on the shelves.	3. SAT Game board Subject, author, and title search worksheets 4. Corrected and completed worksheets from the card catalog searches	3. Break up the searches into different days if needed Assign easy fiction books and easy nonfiction books for ease of finding on the shelves 4. One on one assistance as needed Careful teaming of partner groups Peer tutors

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary: Author Search Availability Call number Electronic Card Catalog Subject Search Title Search **Competencies:** By the end of high school students will: • Read widely with fluency and understanding • Write effectively for a variety of purposes and audiences • Speak articulately with purpose • Listen attentively and critically • Find, evaluate, use and create information in multiple media formats • Think critically Competencies for this grade level are: • Build and apply a robust vocabulary to construct meaning. • Interact effectively in discussions by		Using completed worksheets from the previous lesson, have teams of students find the books they have searched for using the call numbers. Review call number structure, sections of the library, signage and its relation to the call number, and the left, right, diagonal way to read the shelves.		

Library and Information Literacy Curriculum- Fourth

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	○ Focusing on the topic ○ Asking relevant questions ○ Building on the idea of others ○ Engaging others to participate • Increase one's own understanding by asking questions and/or retelling information. • Listen politely to the ideas of others. • Locate materials from a limited set of resources. • List information from resource materials with prompts and scaffolds appropriate to grade level. • Select from a limited set of resources that provide information. • Differentiate among a limited set of resources for a defined purpose. • Identify important ideas and messages to generate meaning from text (text - e.g. read-alouds, shared reading, small group, differentiated reading instruction, independent reading). • Recognize text features. • Respond to text with relevant questions and comments. • Select from a limited set of resources that provide information.				

COMMON VOCABULARY – GRADE 4

Adopt-a-shelf – a section of shelving within the elementary library that is the responsibility of a student or small group of students to maintain in shelf order and general neatness

Ads – advertisements that may appear on a webpage with the information that you are researching or pop-up on a webpage whether you want them to or not

Alphabetical order – placing objects in order according to the letters of the alphabet

Article – a piece of nonfiction writing in a newspaper or reference piece

Appropriate – suitable, correct or right

Author – a person who writes a book, magazine, article or other work

Author Search – the process by which the author's last name is used as a search word in a library management system for the purpose of locating desired works written by that Author

Availability – the condition of being accessible or obtainable. If after searching on Destiny for a book within a library, a book is found to be available, then it is not checked out and can be located within the library

Behavior – the way in which a person conducts himself

Big6 Research Model – the most widely-known and widely-used approach to teaching information and technology literacy skills in the world. This process provides the student with a simple student-driven approach for finding the information needed and evaluating whether the information that is found best fits his/her needs.

Book Jacket - a paper or laminate that protects the cover of a book

Book Look Box – a selected box of books used by students during the circulation period who are unable to take out library materials

Book Return – area or receptacle which collects returned library material

Bookmark - a strip of paper used to place between the pages of a book to mark the reader's place in the book

COMMON VOCABULARY – GRADE 4

Caldecott – an annual award presented to the illustrator whose work is selected which represents the best illustrations in a children's book

Call number – a series of letters, numbers or both that appear on the spine label of the book that indicate where in the library that book can be located

Category – a group or set of things, people or actions that are grouped together because of common characteristics

Characters – people (or animals) that appear in a work of fiction

Circulation Desk – the area that is used by the librarian to circulate library materials

Citizenship – the state of being a citizen and conducting yourself in a way that either benefits or doesn't harm other members within your group

Classification – the process of sorting items into groups according to a characteristic that they have in common

Column- a vertical arrangement of words usually arranged in alphabetical order, i.e. words in an index

Computer – a machine that is used for word processing and accessing software programs and databases

Considerate – mindful of the needs and wishes of others

Consideration - respect

Cover – the protective binding whether it is paper or boards at the front and back of a book or magazine

Damage – something that occurs which makes the book less valuable; could be caused by water, food spillage, animals, babies or young children etc.

Date Card – the card in the back pocket of the book that indicates when the book is due back in the library

Dewey Decimal System - a system of classifying library books that divides them into ten sections for the purpose of easier location

Easy nonfiction – factual books written on a reading level

COMMON VOCABULARY – GRADE 4

Electronic Card Catalog – software for the purpose of locating books, periodicals or other material within a library

Elementary Library Materials Organizer (ELMO)- authored by Bobbi Nordmark of Resica Elementary Library ,in the early 2000's, created for the purpose of creating easy access of instructional materials for elementary students and staff in the East Stroudsburg School District. Materials include video clips, Power Point programs, online databases and unit-based book lists etc.

Encyclopedia – a reference work offering comprehensive information on all or specialized areas of knowledge

Etiquette – rules of acceptable behavior

Evaluation – the process of examining something in order to judge its value, quality or importance based on set criteria. The sixth step in the Big6.

Events – occurrences within the story that help to make it interesting

Facts – something known to be true

Fake – something known not to be true

Famous – well-known and recognized by many people

Favorite – favored by many people, most liked

Fiction – literary work of the author's imagination

Five W's - students are asked to identify the Five W's (who, what, when, where, and why) after listening to a story

Genre - category of style based on form , type or subject matter

Illustrations - artistic renderings located on the pages of the book that help the reader or listener to better "see" the story the author is trying to tell

COMMON VOCABULARY – GRADE 4

Inappropriate – not suitable or acceptable

Index – an alphabetical list of topics usually located at the end of a book giving location of where they are mentioned in the text

Information - knowledge, facts or data about a specific subject

Information Seeking Strategies – plans of action that a student follows for the purpose of locating the information he/she needs to complete an assignment or satisfy their need to know. This includes determining all possible sources and selecting the best ones. The second step of the Big6.

Instructional Area – place or area within the library where teaching takes place

Internet – a global network connecting millions of computers

Keywords – when searching for books or information, keywords are entered into the software program or browser to serve as a reference point to pull a needed title or information

Library voices - a voice whose volume is lowered for the purpose of not disturbing other people as they read, research or study within the library

Location and Access – locating the sources needed to solve an information problem and finding the information within those sources. The third step in the Big6.

Manners – behaving in a way that is considered socially acceptable

Melvil Dewey- the individual who devised the Dewey Decimal System which organizes nonfiction works into ten basic categories

Model – something that is copied or used as the basis for an idea, process or system

Name Card - a 3”x5” card containing the name of the student for purposes of checking out library materials

Newberry – an annual award to a book for its story or content

Nonfiction – a book that contains factual information and is not based on creative imagination

COMMON VOCABULARY – GRADE 4

Online – connected to a computer network or through a stand alone computer

Order – the way in which several items are arranged

Organization – the coordinating of separate components into a unit or structure

Pages – sheets of paper bound together within a book on which the story and illustrations are printed

Patient – capable of enduring without becoming annoyed

Periodical – a magazine or journal published at regular intervals, especially weekly, monthly or quarterly

Picture Book – a book containing a greater proportion of illustrations as compared to text

Picture Book Section – the area in the library where a high concentration of picture books is shelved

Privilege – an advantage, right or benefit that is not available to everyone\

Proper –appropriate to the circumstance or condition

Protect - to keep from harm or damage

Renew – to extend the circulation period of a library book

Repair – to fix the damage incurred to a library book or library materials

Research – diligent and systematic inquiry or investigation into a subject in order to discover or revise facts, theories or applications

Responsible – being accountable for an action or a duty

Rules – a prescribed guide for conduct or an action

COMMON VOCABULARY – GRADE 4

Safe – unlikely to cause or result in harm, injury or damage

Self Check – making sure that you are doing what you are supposed to be doing

Shelf – a flat, usually rectangular board on which books are displayed

Shelf Marker - long flat object that students use to mark a book's place on the shelf when a student removes it for examination; helps to maintain shelf order

Shelf Order – the order that books stand on the shelf according to ALA's filing rules. It exists only in a perfect world and never in a public school.

Shelfish – placing yourself in front of a shelf of books in a way that prohibits another person's access to that shelf

Signage – graphics posted on library shelving to assist the staff or student(s) in the location of library materials

Skim – to read very quickly, looking at occasional lines or words in order to get a general idea of its contents

Spine - the part of the book facing you when a book is placed in the customary upright position on a shelf. It is the point on the book where the pages are joined by sewing or glue

Spine label – the label located on the spine of the book containing that book's call number

Standardized – to remove variations in something and make all types or examples of it the same

Story Area - the place in the library where stories are read, told or acted out with children

Subject Search – entering the topic or category of the type of book you are trying to find into an online card catalog

Super 3 – think, do, review……the primary framework of the Big6

Supervised – to watch over an activity and ensure that it is performed within acceptable parameters

COMMON VOCABULARY – GRADE 4

Synthesis – the process of combining different ideas and/or pieces of information from multiple sources and presenting the information orally or through a written paper. The fifth step in the Big6

Task - work that needs to be completed

Task Definition – the result of identifying what the assignment or task is that you are to complete as well as the information you need to find. The first step in the Big6.

Title – a name of a book or other artistic piece of work

Title Search – entering the title of a book into the search box of an online card catalog when trying to locate a specific work

Trash to Treasure – a term from the Big6 which is used to describe the methods students use to identify and separate the relevant information from information that is not relevant to their assignment or topic

Unsupervised – students working on completing an activity without a person of authority watching over them

Use Information - a term from the Big6 to describe the skill of selecting only data specific to your information need or assignment

Work habits – the method and style a person uses to complete a task or job

Scope and Sequence Library and Information Literacy Curriculum- Fifth

Anchor: Demonstrates Proper Library Citizenship and Etiquette

- Acceptable Library etiquette will be reviewed.
- Proper library behavior will be consistently demonstrated.
- Consideration of other library patrons and librarians will be required.
- Implicit in library usage will be the personal onus to maintain shelf order and general appearance of the facility.
- Demonstrate good work habits.

Anchor: Demonstrates Independent Library Use

- Students will locate the easy fiction, easy nonfiction, fiction, nonfiction, reference, and biography sections of the library.
- Students will locate easy fiction and fiction books by call number, using shelf signage
- Students will identify the arrangement of easy nonfiction and nonfiction books.
- Students will locate easy nonfiction and nonfiction books by call number, using signage.
- Students will be able to identify the arrangement of biography books and locate them on the shelves.
- Students will be able to identify which section of the library a book is housed based on its call number structure.

Anchor: Demonstrate The Proper Care of Library Materials

- Library books require proper handling to maintain integrity.
- Library books require responsible care when in the possession of the borrower.
- Damaged library books must be returned to the librarian for repair.

Scope and Sequence Library and Information Literacy Curriculum- Fifth

Anchor: Demonstrate The Procedure for Borrowing and Returning Library Materials

- Familiarization with the different areas within the library is essential to optimal utilization of the facility.
- Students will complete circulation procedures after returning the mock book jacket, signed by a parent/guardian.
- Library materials must be returned according to library protocol.

Anchors: Demonstrates An Appreciation for Literature

- Recognition of a variety of genre in the library collection that augments classroom resources and expands personal interests.
- Recognition of well known authors and titles for this grade level.
- Location of books containing favorite stories and characters.
- Recognition that the purpose of the Caldecott and Newbery Award is to recognize excellence in illustrations and story lines of children's literature.

Anchor: Differentiate Between Fiction, Nonfiction, Biography and Periodical Text

- Fiction books comprise a major section of each library collection.
- Nonfiction books also comprise a major section of each library collection. .
- Define biography materials as nonfiction works about a famous person's life.
- Review the differences between the information and organization of fiction, biography, and nonfiction text.
- Periodicals can be used as a source of current information.

Anchor: Demonstrate Safe and Appropriate Usage of Online Library Materials

- Library patrons who use computers to access online information realize there is a responsibility to handle computers with care.
- There is a safe way to access and use information on the internet.
- It is understood that the use of the internet to find and complete online research through library computers is a privilege that will be afforded users provided they engage in appropriate usage.
- There is a specific way information is organized online.
- There is an ethical way to conduct research and not violate copyright laws.

Scope and Sequence Library and Information Literacy Curriculum- Fifth

Anchor: Demonstrate the usage of a standard research model to answer research questions.

- A standardized research model will be used as a framework to answer research questions.
- The Big6™ contains six specific steps to answer research questions.
- The Big6™ can be used to answer specific research questions.
- I can use the Elementary Library Materials Organizer (ELMO) to answer teacher directed research questions using the Big6™ research model.

Anchor: Demonstrate The Usage of the Dewey Decimal System to Locate Resources.

- There is a standard way to organize all nonfiction books in the Library and it is called the Dewey Decimal System.
- The Dewey Decimal System is divided into ten main groups.

Anchor: Demonstrate How to Use Reference Tools to Access Information

- A **dictionary** is a reference tool that is arranged in alphabetical order and uses guidewords to aide in locating entry words.
- I can use a dictionary to find pronunciations, definitions , parts of speech, and etymology (history) of specific words. .
- A **thesaurus** is used for finding synonyms and antonyms that can be used to enhance writing.
- General **Encyclopedias** are sources of information about people, places, and things.
- The alphabetical arrangement of both volumes and individual articles in a print encyclopedia can be used to locate information about a research topic.
- The index of an encyclopedia can help to locate difficult to find information.
- Students will complete research using print and electronic encyclopedias.
- An **almanac** is an up to date collection of many kinds of facts.
- Key to using an almanac is to understand keyword and subject searching.
- An **atlas** is a collection of many different kinds of maps and a source of information about places around the world.
- There are **online periodical databases** that may be used for research.

Anchor: Demonstrate How To Use the Electronic Card Catalog by Completing Subject, Author, and Title Searches, and Locating Materials on the Shelves

- The electronic card catalog is a computerized index to the library's collection
- Important information about the book and its location are found in a title entry in the electronic card catalog.
- I can complete subject, author, title, keyword, series, and power searches in the electronic card catalog.
- I can find the books on the shelves that I searched for in the card catalog.

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6.5 A Listen to others. 1.6.5 C Use appropriate volume. 1.6.5 D Contribute to discussions. 1.6.5 E Participate in small and large group discussions and presentations. **Anchors:** Demonstrates proper Library citizenship and etiquette.	**Big Ideas:** Adhering to a standard set of rules of library etiquette enables all users to contribute to a positive corporate learning environment. **Concepts/ Essential Questions:** 1. Acceptable Library etiquette will be reviewed. • What is etiquette? • Is Library etiquette different from classroom etiquette? • How does the way I act affect other people?	1. Observation of student behavior	1. Define etiquette as synonymous with manners. Discuss examples of exhibiting good manners with Respect Property and Authority United Streaming video. Activities from black line masters in United Streaming. Generalize good manners in life with good manners in the library. Chart examples. View the United Streaming video “Respect Series: Respect Property and Authority.” Discuss aspects of the video and how they	1. United Streaming black line masters Respect Property and Authority (ESASD library curriculum Moodle page) United Streaming video Respect Series: Respect Property and Authority (ESASD library curriculum Moodle page)	1. Student self check list Clear behavior system in place containing picture clues Restate class rules in own words back to the teacher

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
			apply to library behavior. Discuss personal responsibility in using appropriate manners.		
	2. Proper library behavior will be consistently demonstrated. • What are proper library rules of behavior? • What happens if I do follow the rules? • What happens if I don't follow the rules?	2. Observation of student behavior	2. Brainstorm appropriate library rules and chart them. List rewards for following Library rules. List consequences for not following library rules.	2. Chart paper, markers Reward system in place Consequence system in place	2. Repetition Positive peer mentor
	3. Consideration of other library patrons and librarians will be required. • What is consideration? • How do I show consideration to others? • How will it help me to show consideration to others? • How does it feel when others lack consideration to me? • What happens if I chose not to show	3. Observation of student behavior	3. Have students act being considerate and what it looks like in a real library situation (waiting in line, talking to a table buddy, getting a book when two people want the same one, respectfully asking librarian or library aide for help, etc.). Chart feelings associated with	3. List of real library situations Chart Paper/ Markers List of appropriate realistic consequences	3. Proximity control Preferential seating Classroom supplied individual behavior chart

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
	consideration to others? • How do I show respect for adults by the way I ask questions? • What does it mean to be "shelf-ish"? 4. Implicit in library usage will be the personal onus to maintain shelf order and general appearance of the facility. • What does a shelf look like when it is in order? • What do I do when I see a shelf out of order? • How can I help keep the facility orderly?	4. Observation of student behavior Observation of facility at conclusion of class	positive and negative actions. Discuss realistic consequences for impolite behavior. 4. Compare two shelves in the library, one messy and one neat. Analyze the precursors to both conditions. Identify personal role in maintaining shelf order. Define not being "shelf-ish" (messy with the shelves). Practice maintaining order in the facility by pushing in your own chair, picking up things you have dropped, etc. Ask students to identify a shelf in the library that they can adopt and take care of all year long.	4. Two shelves arranged as needed Award system in place when students are caught being good (by maintaining the shelves and/or facility) Adopt-a-Shelf poster	4. Repeated instruction One-to-one tutoring

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
	5. Demonstrate good work habits. • What are good work habits? • How can I demonstrate good work habits? • How can I show I can take care of the materials I have used in the library? • What happens if I chose not to clean up after myself**?** **Vocabulary:** Adopt-a-shelf Appropriate Behavior Citizenship Consideration Etiquette Inappropriate Library voices Manners Order Rules Shelf "Shelf-ish" Shelf markers Spine label	5. Observation of student behavior Completion of assigned tasks	5. Define and chart good work habits. Show a power point demonstrating good work habits in the library. Discuss the work habits being exhibited such returning materials to the places they belong, completing assigned tasks in a timely manner, always doing your personal best and cleaning up after yourself and maintaining a quiet atmosphere using library voices.	5. Chart paper/ markers Teacher selected literature/ United Streaming clip Clear rewards and consequences for demonstrating good work habits	5. Properly labeled areas in the library where materials are to be returned Repetition of desired behavior

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
	Work habits **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Differentiate among a limited set of resources for a defined purpose. • Locate materials from a limited set of resources. • Select from a limited set of resources that provide information. • Build and apply a robust vocabulary to construct meaning. • Recognize text features.				

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions

	• Distinguish various types of genres.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Make connections and form a personal response to the speaker's message.				

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.5 B Preview the text formats (e.g., title, headings, chapters and table of contents). 1.8.5 B Locate information using appropriate sources and strategies. **Anchors:** Demonstrate independent library use.	**Big Ideas:** Learning to use the library independently is a life long tool which equips citizens to contribute to an educated and fruitful society; and as such must be reinforced. **Concepts/Essential Questions:** 1. Students will locate the easy fiction, easy nonfiction, fiction, nonfiction, reference, and biography sections of the library. • Where is the easy fiction section? • Where is the easy nonfiction section? • Where is the fiction section? • Where is the nonfiction section? • Where is the reference section? • Where is the biography section?	1. Observation of student behavior Completed scavenger hunts	1. Given a library scavenger hunt ala Survivor and numbered posters at each different library sections (easy fiction, fiction, easy nonfiction, nonfiction, reference, biography), students will complete a table asking for an example title and description of what specific type of book can be found at each station. Complete the Fifth Grade Library Scavenger Hunt by table. Reconvene and discuss the types of books that can be found at each station and purposes for these kinds of	1. Numbered posters, for easy fiction, fiction, easy nonfiction, nonfiction, reference, and biography. Fifth Grade Library Scavenger Hunt (Survivor style-record a title and call number for each section) Tables Type/ Purposes Chart	1. Repetition of activity Limit number of students in groups Stagger groups at stations

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Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
	2. Students will locate easy fiction and fiction books by call number, using shelf signage. • How are books arranged in the fiction sections of the library? • What do the author's last names have to do with where the books are on the shelf? • How does a call number help me find a book? • What is signage and how does it help me to find my book? • How do I read books on a shelf?	2. Observation of book location behaviors	books. Chart responses. 2. Review alphabetizing words to the third letter. Reinforce the structure of an easy fiction call number (E and then the first 3 letters of the author's last name), and a fiction call number (FIC and the first three letters of the author's last name) Given color coded author cards (red dot easy fiction, green dot fiction) have students build call numbers. Have each child record a fiction and easy fiction call number on paper strips. Discuss the alphabetical arrangement of author's last names and matching signage. Convene at a tall shelf and show students how to read a shelf (left to right, diagonal down.) Next have them file the call	2. Alphabet chart. ABC order worksheets with library terms and author cards Student completed sentence strips with easy fiction and fiction call numbers on them.	2. Alphabet visual aid Repetition

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Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
			number on the correct place on the shelf as a ticket to book selection. For added practice as needed: hand out sentence strips with easy fiction and then fiction call numbers on them. Have students locate a book with the call number on the shelf and show it to the librarian as their ticket to book selection.		
	3. Identify the arrangement of easy nonfiction and nonfiction books. • How are easy nonfiction books arranged? • Is it different from fiction books? • Why is it different from fiction books? • What is numerical order?	3. Observation of student book location behaviors.	3. Display several easy nonfiction and nonfiction books on student work tables. Have students observe the structure of the call numbers and compare it to easy fiction call numbers. Chart their responses. Explain to students Easy Nonfiction books are arranged according to SUBJECT first, then author's last name. (You don't care	3. Chart paper Rulers, Number lines Numerical order cards. Students line up in order practicing single, double digit, hundreds and tenths places.	3. One-to-one assistance as needed Individual number lines on tables Repetition, peer tutors One on one assistance

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Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
			who wrote the book about Hermit Crabs, you just want to know how to care for one). Students will review basic numerical order. (single, double digit, and hundreds, tenths, and thousandths). Practice ordering numbers with decimals to the 1000th place.	Numerical order to thousandths place worksheets	
	4. Students will locate easy nonfiction and nonfiction books by call number, using signage. • How do I match the call number to the shelf signage? • How do I read books on a shelf?	4. Observation of student behavior in written and physical format	4. Display signage for the ENF and nonfiction sections emphasizing the first digit of the hundreds category. Practice matching ENF and nonfiction call numbers to the signage where it belongs. (Hold up signage posters and have students hold up the practice ENF call numbers that would belong on that shelf. Order nonfiction call numbers within the correct shelf).	4. ENF , nonfiction Signage Posters Practice ENF and nonfiction call numbers (one pack per table)	4. Proximity to teacher

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Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
			Convene at a tall shelf and show students how to read a shelf (left to right, diagonal down.) Distribute sentence strips with ENF and nonfiction call numbers on them. As a ticket to book selection students must locate books. Review use of shelf markers while selecting books.	Sentence strips with ENF and nonfiction call numbers	
	5. Students will be able to identify the arrangement of biography books and locate them on the shelves. • How are call numbers arranged for biography books? • Why is it different from other nonfiction?	5. Observation of student responses and behavior	5. Display several popular biography books on library tables. Ask students to analyze the call numbers of each book. Have them record their call numbers on index cards. Have students share the structure as 92 plus the first three letters of the author's last name. Explain it is arranged by the subject of the book, because we don't care who wrote the book	5. Biography books per table, index cards, markers, biography signage strips	5. Shelf buddies/peer tutors Highlighted first letter of call number and signage One on one assistance as needed

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
			about Amelia Earhart, we care about information about Amelia Earhart. Hang signage on the board and have students line up in order holding their call numbers by the appropriate signage. As a ticket to book selection students will bring their index cards with the biography call numbers to the biography shelves. Demonstrate how to read the shelves, matching the first letter of the subject's last name with the signage and then search alphabetically from there. Read the shelves left, right, diagonally down. Students must insert their call numbers onto the shelf in the proper place.		

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
	6. Students will be able to identify which section of the library a book is housed based on its call number structure. • What are the two basic forms for fiction and nonfiction call numbers? • What is the basic structure for each of the library's main sections, easy fiction, fiction, easy nonfiction, nonfiction, biography and reference? **Vocabulary:** Alphabetical order Author Call number Cover Pages Picture books Shelf marker Spine Title	6. Student responses	6. Using white boards for students, ask them to write responses to the following instructions: Write a fiction call number. Write a nonfiction call number. Discuss all appropriate answers being easy fiction, fiction, ENF, or nonfiction. Chart all examples. Show Call Number Structure Power point. Flash a category and three choices. Students must write the correct call number on the white board. Show Call Number Walk the Walk Power Point. Number each student at table. Call a number. Flash a call number and that student whose	6. White boards/markers/erasers per student Call Number Structure Power Point Call Number Walk the Walk Power Point	6. Peer tutor Partner Groups Limited choices One type of call number at a time

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
	Competencies: By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Differentiate among a limited set of resources for a defined purpose. • Locate materials from a limited set of resources. • Select from a limited set of resources that provide information. Develop, practice and apply appropriate strategies within text to construct meaning. • Build and apply a robust vocabulary to construct meaning. • Recognize text features.		number you called must walk to that section that the call number represents in the library.		

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions

	• Distinguish various types of genres.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Make connections and form a personal response to the speaker's message.
	• Listen politely to the ideas of others				

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6.5 D Contribute to discussions. 1.6.5 E Participate in small and large group discussion and presentations. **Anchors:** Demonstrate the proper care of library materials.	**Big Ideas:** Proper care of library materials is essential for maintaining the resources within the library. **Concepts/ Essential Questions:** 1. Library books require proper handling to maintain integrity. • How is a book properly opened? • How are pages turned? • How do I use a bookmark correctly?	1. Observation of student behavior	1. Show the Book Care Power point. After each slide ask students what book care rule the picture is demonstrating. Continue displaying slides until all book care rules are discussed. (No food or drink, no writing in books, arts and crafts away from books, handle carefully with clean hands, turn pages by corner, keep away from pets, small children, return on time, show damage to librarian).	1. Book Care power point on esasd library curriculum Moodle page	1. One-to-one assistance as needed Proximity control
	2. Library books require responsible care when in the possession of the borrower. • How are books protected from the weather? • How are books protected from younger	2. Examination of library book upon return	2. Contrast new books and damaged books. Brainstorm possible reasons how damage occurred.	2. New books Damaged books Book jacket template (Book	2. Repetition of activity Question scaffolding

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Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
	siblings? • How are books protected from pets? • How are books protected from art supplies? • How are books protected from stains (food, drink, etc.)?		List ways to avoid damage to library books. Design a plan, with the assistance of parent/guardian, to ensure responsible care of library materials at home (include packing a gallon sized zip lock bag in back pack for library book.)	Bud)	Contact with parent/guardian if necessary
	3. Damaged library books must be returned to the librarian for repair. • What do I do if I know I damaged a book?	3. Observation of student behavior	3. Model a responsible borrower examining books for prior damage and reporting to the circulation desk. Model a responsible borrower returning books they have damaged to the circulation desk for repair. Articulate that if books are damaged beyond repair, the borrower will be responsible to pay the replacement cost of the book.	3. Damaged library books Example print out of Damaged Materials Notice Disclaimer to Parents on Library website about Damaged Book policy	3. One-to-one assistance as needed Contact with parent/ guardian if necessary

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary: Book Jacket Bookmark Circulation Desk Cover Damage Pages Picture books Proper Protect Repair Responsible Spine **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats.				

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions

	• Think critically.
	
	Competencies for this grade level are:
	
	• Differentiate among a limited set of resources for a defined purpose.
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Make connections and form a personal response to the speaker's message.
	• Listen politely to the ideas of others.				

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.6.5 D Contribute to discussions. 1.6.5 E Participate in small group discussions and presentations. **Anchors:** Demonstrate the procedure for borrowing and returning library materials.	**Big Ideas:** Borrowing and returning library books requires the user to follow a specific procedure. **Concepts/ Essential Questions:** 1. Familiarization with the different areas within the library is essential to optimal utilization of the facility. • What is the circulation desk and what do I do there? • Where are the areas from which I may take out books? • Where is the book return? • Where do I put my books when I return them to the library? 2. Students will complete circulation procedures after returning the mock book jacket, signed by a parent/guardian. • What is a shelf marker and how do I use it? • How do I take a book on and off the shelf? • Once I select a book, what do I do?	1. Observation of student behavior 2. Observation of returned mock book jacket as per teacher's instructions Completion of book circulation in a timely manner	1. Review areas of the library involved in book selection/ returning of book (circulation desk, book return, sections from which students may get books). 2. Demonstrate an example of mock book jacket returned in good condition. Interview the student as to the secret of responsible book care at home. Chart responses.	1. Well labeled areas of the library: Circulation Desk, Book Return, Fiction, Easy Fiction, Nonfiction, Easy Nonfiction 2. Returned mock book jackets. Shelf Markers Date Cards Steps to Book	1. Repetition of activity Proximity to teacher 2. Retelling directions back to teacher Proximity control One-to-one

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
	• Why do books have barcodes? • How do I scan my own book out? • Once I check my book out, what do I do? • When is it due back?	demonstrating correct usage of shelf markers, maintaining shelf order, waiting patiently in line, scanning the barcode, and returning to my seat in an orderly manner.	Model the steps to proper and timely book selection. (The proper location and usage of shelf markers to maintain shelf order, placement of books on the shelves, name cards, date cards, appropriate line behavior, and completion of post circulation task as assigned by librarian.) Students may review the Steps to Book Selection Poster prior to book check out. Chart "What to Do after Book Selection Activities." Students must exhibit one of the behaviors on this chart after book selection.	Selection Poster What To Do After Book Selection Chart	assistance
	3. Library materials must be returned according to library protocol. • Where are borrowed books returned?	3. Observation of student behavior.	3. Model removing date and name cards from the inside book pocket. Place the date cards into the date card return box.	3. Date cards Card return box	3. Peer tutoring

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
	• Where does a date due card go when a book is returned? • What happens if a library book is not returned on time? • What should a student do after he/she completes circulation? • How do I renew a book? **Vocabulary:** Book Look Box Book Return Date Card Instruction Area Name Card Patient Renew Shelf Marker Shelf Order Story Area		Return your borrowed library book to the area designated by the librarian. Tell librarian at this time if you wish to renew a book. Articulate that students who did not return their borrowed books must do so before they can borrow another book. Review post circulation task to complete after book selection.	Designated Book Look Box that students may investigate who have forgotten to return their books. Librarian assigned post circulation task	One-to-one instruction Reread directions Larger print Chunk information Word banks

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions

	Competencies:
	
	By the end of high school students will:
	
	• Read widely with fluency and understanding.
	• Write effectively for a variety of purposes and audiences.
	• Speak articulately with purpose.
	• Listen attentively and critically.
	• Find, evaluate, use and create information in multiple media formats.
	• Think critically.
	
	Competencies for this grade level are:
	
	• Differentiate among a limited set of resources for a defined purpose.
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	• Locate materials from a limited set of resources.
	• Interact effectively in discussions by				

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Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
	○ Focusing on the topic ○ Asking relevant questions ○ Building on the idea of others ○ Engaging others to participate • Increase one's own understanding by asking questions and/or retelling information. • Make connections and form a personal response to the speaker's message. • Listen politely to the ideas of others.				

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.5 A Identify the purposes and types of text (i.e. literature and informational text) before reading. 1.3.5 B Identify literary elements in stories describing characters, setting, and plot. 1.6.5 B Listen to a selection of literature (fiction and/or nonfiction.) **Anchors:** Demonstrates an appreciation for literature.	**Big Ideas:** An appreciation of literature is essential to connecting text to real world experiences and enriching the acquisition of content area knowledge. **Concepts/Essential Questions:** 1. Recognition of a variety of genre in the library collection that augments classroom resources and expands personal interests. • What is a genre? • What genres reflect my personal interests?	1. Informal question and answer Verbal responses	1. Define and show examples of various genres of literature. Share literature selections that highlight different genres. Have students make generalizations as the stories are being shared so that they may define the genre in their own language. Have students vote to see what they liked or disliked about the genre. Have discussions within the group respecting differing view points.	1. Pre-selected authors and advanced picture books/ chapter books by genre Genre power points Genre Wheels with name of genre and literature selections on them (save for repeated usage) or students may create artwork for genre example to be displayed on	1. Rephrasing teaching Periodic and frequent individual questioning for comprehension One-to-one teaching

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Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
			Students may color in their Genre Wheels (or display bulletin board) after different genres are shared so they may keep track of which genres they have been exposed to.	a bulletin board.	
	2. Recognition of well-known authors and titles for this grade level. • Who are famous children's authors? • What are well-known titles?	2. Verbal responses	2. Identify various famous children's authors and the characters for which they are known. Select famous titles and share them with the class, articulating the author's name. Continuous repetition of exposure to quality children's literature.	2. Pre-selected books of famous authors. Bookmarked websites of famous authors for corporate sharing. Public resource lists of famous children's authors in card catalog Author bulletin board displays Novel List Power Library	2. One to one assistance Peer tutors Preferential seating

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Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
	3. Location of books containing favorite stories and characters. • Where in the library can favorite authors be found? • Where in the library can favorite titles be found?	3. Teacher observation	3. Review where the easy fiction and fiction book sections of the library are located. Distribute call numbers of favorite literature and have students locate them on the shelves. Students may read book blurbs on the jacket and vote on books they would be interested in reading. Hold a book talk on assembled books.	3. Well labeled fiction book section Book talk notes	3. Peer tutoring Repeat directions to the teacher Fewer number of matches to be made
	4. Recognition that the purpose of the Caldecott and Newbery Award is to recognize excellence in illustrations and story lines of children's literature. • What does Caldecott mean? • For what is the award given? • Are Caldecott books good books for me to read? • Who was Newbery? • For what is the award given? • What are some good books that won the Newbery Award?	4. Class participation	4. Display several advanced Caldecott books and Newbery winners. Point out the gold and silver medals. Open up the books and talk about the excellent illustrations/ story lines. Share the history and criteria of the Caldecott/ Newbery Medal by showing the Caldecott/ Newbery Award power point. Reiterate good Caldecott	4. Selected Caldecott/Newbery books power point Caldecott/Newbery Award poster Novel List Selected Newbery books	4. Book selection dependent on ability level of students Proximity control Preferential seating Listening Center with Caldecott/

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Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary: Authors Caldecott Characters Famous Genre Illustrations Newbery Picture Book Picture Book Section Signage **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically.		stories, reminding students they are for the best illustrations. Have students compare several illustration types represented within Caldecotts. Focus on and display several Newbery books and hold a book talk (Use Novel List book talks) pointing out the strengths of various Newbery winners. Point them out on the Newbery Poster Explain that Newbery books are often books whose story line transports you and often makes you feel like you lost a best friend when the story is through. Go to the ALA website and share the latest Caldecott and Newbery winners		Newbery books on tape United Streaming clips or videos for students to review Listening Center with selections from Newbery winners on tape United Streaming clips for students to review Newbery award winners on tape

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Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions

	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Listen politely to the ideas of others.
	• Distinguish various types of genres.
	• Locate materials from a limited set of resources.
	• List information from resource materials with prompts and scaffolds appropriate to grade level.
	• Select from a limited set of resources that provide information.				

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.5.A Identify the purposes and types of text (e.g., literature, information) before reading. 1.1.5.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text. **Anchors:** Differentiate between fiction, nonfiction, biography texts, and periodicals.	**Big Ideas:** Library users will differentiate between fiction and nonfiction, and be able to locate both types of literature for their own informational purposes. **Concepts/ Essential Questions:** 1. Fiction books comprise a major section of each library collection. • What does fiction mean? • What kind of information is in a fiction book? • For what could I use a fiction book?	1. Student participation Observation of student behavior	1. Display a word document with a picture of a real object and a cartoon object. Discuss what makes one real and what makes one fake. Chart results. Define **f**iction as **f**ake. Share a fictional story (i.e. Ben's Dream by Chris VanAlysburg.. Discuss what makes this story fictional (staged story, acting, etc.). What type of information is in this book (fun reading). .Discuss why a student would choose this story (personal interest, time period, etc.). Discuss the importance of	1. Word Document with Real and play object Read aloud fiction book United Streaming Fiction/ Nonfiction videos	1. Preferential seating Restating questions Student restating questions Repeated story readings (books on tape)

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Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
			reading for pleasure.		
	2. Nonfiction books also comprise a major section of each library collection. • What does nonfiction mean? • What kind of information is in a nonfiction book? • For what could I use a nonfiction book?	2. Student participation Observation of student behavior	2. Show the United Streaming video Floods. Define it as real. Define **n**on**f**iction as **n**ot **f**ake or real. Chart definition of nonfiction. Define key questions you want to have answered. Model use of the video segments or Table of Contents to locate only that information in the key questions stated. Chart answers to specific questions. Redefine nonfiction as not fake or real.	2. United Streaming video Floods. Chart Paper/ markers	2. Redirection Proximity seating Picture clues Rephrasing
	3. Define biography materials as nonfiction works about a famous person's life. • What is a biography? • Is it always nonfiction? • When would I read a biography?	3. Student participation Observation of student behavior	3. Display biography books by category (actors, sports figures, teachers, explorers). Have students guess the category and what an assignment may be in which they would have to use these	3. Biography books by category	3. Preferential seating One to one assistance

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Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
			books. Analyze the structure of the book (table of contents, index, timelines). Determine it is nonfiction entirely about ONE person's life.		
	4. Review the differences between the information and organization of fiction, biography, and nonfiction text. • Can you judge a fiction book by its cover? • Which type of book gives facts about the main character? • Which type of book tells a story about the main character? • What pages are in a nonfiction book that are not in a fiction book? (table of contents, index) • Can there be some facts in a fiction book?	4. Student participation Observation of student behavior	4. Display three different books about a topic (Jon Scieszka's Time Warp Trio: Tut Tut ,Eyewitness Mummies, and Cleopatra Queen of the Nile. Ask students to classify the titles as fiction, nonfiction, or biography (compare illustrations, table of contents, type of pictures vs. diagrams). Review charts completed in previous lessons defining fiction and nonfiction. View "Tut Tut" on United Streaming and define it as fiction, chart reasons on the fiction chart as to why it fits the definition.	4. Fiction and Nonfiction charts from last two lessons. Selected Fiction and Nonfiction texts Fiction/ Nonfiction Chant: Fiction is Fake! Nonfiction: Just the Facts, Jack! United Streaming video "Tut Tut"	4. Large print on charts Different color markers to differentiate between fiction, and nonfiction. Proximity control Preferential seating One-to-one instruction Repeated Readings: Books on tape

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Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
			Read selections of nonfiction text (Eyewitness Mummies). Begin with the Table of Contents reading the titles and answering questions specific to the information within. After reading compare the nonfiction chart and add to it traits of this nonfiction book. Next read selections of Cleopatra Queen of the Nile, determining it is mostly about the history of ONE person's life=-biography. Have students chant: Fiction is Fake (3x) and Nonfiction: Just the Facts, Jack!		

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Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
	5. Periodicals can be used as a source of current information. • What is a periodical? • What can be the fixed amount of time between issues? • How can periodicals meet my needs and interests? • What kinds of periodicals can I use for research?	5. Observation of appropriate usage of periodicals for pleasure and research reading Completed magazine questionnaires for pleasure reading and research	5. Define a periodical as a magazine and explain most are printed monthly or bimonthly. Review the advantage is current information. Specify that most magazines contain nonfiction. Tour the periodical section of the library and review titles found there. As a group organize the titles into pleasure reading titles (fiction) and research titles (nonfiction). Break into groups to fill out the magazine questionnaire. Given one research question, students will determine which magazine would be most apt to answer the research questions. Students must use the index of the magazines to aide in finding the answers to their research questions.	5. Clearly marked periodical section in the Library Magazine questionnaires Single research questions per group	5. Easy reader magazines Modified questionnaires

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary: Biography Easy nonfiction Facts Fake Fiction Information Nonfiction Shelf marker Signage **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically.				

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions

	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Listen politely to the ideas of others.
	• Locate materials from a limited set of resources.
	• List information from resource materials with prompts and scaffolds appropriate to grade level.
	• Select from a limited set of resources that provide information.
	• Develop, practice and apply appropriate strategies within text to construct meaning.
	• Build and apply a robust vocabulary to construct meaning.
	• Identify important ideas and messages to generate meaning from text (text - e.g. read-alouds, shared reading, small group, differentiated reading instruction,				

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Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
	independent reading). • Recognize text features. • Respond to text with relevant questions and comments. • Distinguish various types of genres. • Differentiate among a limited set of resources for a defined purpose.				

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
Standards: 5.A Digital Citizenship: Advocate and practice safe, legal, and responsible use of information and technology. 5.B Digital Citizenship: Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 5.C Digital Citizenship: Demonstrates personal responsibility for lifelong learning.	**Big Ideas:** Because not all materials for usage in a library are contained within the four walls of the facility, responsibility must be employed on the part of the Library patron in the acquisition and usage of online information. **Concepts/ Essential Questions:** 1. Library patrons who use computers to access online information realize there is a responsibility to handle computers with care. • What do I use Library computers for at my grade level? • What are the basic parts of a computer? • What are the rules of usage for Library computers? • How can I be a considerate computer user?	1. Parts of a computer diagram Observation of student behavior	1. Review the basic parts of a computer by taking a computer parts pretest. Distribute the pretest and chart answers. Explain when students would use a computer at this grade level. Discuss rules of usage for library users (workstation rules). Outline ways students may be considerate of the next user at the workstation.	1. Parts of a computer pretest, Diagram/ Labeled computer parts chart Computer Parts Pretest Workstation Rules	1. Preferential seating Peer groupings with tutors in each group Restating directions Breaking down tasks into smaller groupings Fewer choices on multiple

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Anchors: Demonstrate safe and appropriate usage of online library materials.	2. There is a safe way to access and use information on the internet. • What is the internet? • How do I safely use the internet at school? • What am I allowed to do at school? • How do I safely use the internet at home? • What is safe to do at home? • What information can I share with others? • Whose permission is needed before I share private information with others?	2. Teacher observation of student behavior Class participation	2. Discuss the term safe and explain there is a SAFE way to use the internet at school. Stay on the assigned task. Discuss appropriate places to go online at school are those places your librarian tells you to go to, ONLY. (Stay on the road your teacher tells you to. Don't go anywhere else). Discuss safe ways to use the internet at home are on sites that parents approve, never talking to strangers or sharing private information. Complete Private Information Lesson from Cybersmart to identify what information should not be shared online. http://www.cybersmartcurriculum	2. Internet Safety power point Private Information (Cybersmart)	choice tasks 2. Peer tutors Preferential seating Proximity control Restating directions

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	3. It is understood that the use of the internet to find and complete online research through library computers is a privilege that will be afforded users provided they engage in appropriate usage. • What types of sites am I able to go on in the Library? • What does privilege mean? • What does appropriate mean? • Can I go on the Internet unsupervised? • How can anyone tell if I go somewhere I am not allowed to? • Can my Internet access ever be taken away? • Who owns this computer anyway? • Is my password really that important?	3. Observation of student behavior	3. Define the types of sites students will be permitted to use as per librarians instructions. Tell students librarians have preselected any sites student may go on while in the library. Explain students will not be able to access the internet without supervision and direction by the librarian. At NO time are students permitted to surf the web without a specific address specified. Explain the username/ passwords structure for the library user. Explain internet usage is monitored by ESASD technology department. Internet accounts have been and can be revoked. Complete Safe Talking in Cyberspace lesson and worksheet from Cyber Smart	3. IPL's Cyberguide for Safe Internet Access Instructional Resources tab on ESASD homepage Username/ password instructions for students (posted) Safe Talking in Cyberspace worksheet from Cyber Smart AUP technology curriculum CD Safety power point technology curriculum CD Privacy rules materials from	3. One-to-one teaching Redirection as needed Preferential seating Retelling of directions in students words Repetition Visual aides Peer tutors

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			www.cybersmart.org to emphasize permissions required to access and share information online. View AUP power point for ESASD Safety power point Complete the Privacy Rules lesson from www.cybersmart.org to reinforce the importance of keeping your username/password secure, protecting private information, looking for privacy policies and seals of approval on visiting Web Sites.	cybersmart	
	4. There is a specific way information is organized online. • What is a keyword search? • How are keyword searches organized?	4. Observation of student behavior Completed Keyword search worksheet	4. Liken keyword searching to walking into a store and buying EXACTLY what you KNOW you want. You walk into the store, directly to the	4. Lesson materials from Using Keywords @ www.cybersmart.org	4. Proximity control One to one teaching as

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	• When would I use a keyword search? **Vocabulary:** Adds Computer Considerate Internet Online Responsible Privilege Safe Supervised Unsupervised **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically.		shelf with the object you want, pay, and leave. Complete the Keyword Category Searching activity in Cybersmart to walk through the keyword searching on some websites.		needed

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	• Find, evaluate, use and create information in multiple media formats.
	• Think critically.
	
	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Listen politely to the ideas of others.
	• Locate materials from a limited set of resources.
	• List information from resource materials with prompts and scaffolds appropriate to grade level.
	• Select from a limited set of resources that provide information.
	• Differentiate among a limited set of resources for a defined purpose.				

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Standards: 1.8.5.A Select a topic for research. 1.8.5.B Locate information using appropriate sources and strategies. **Anchors:** Demonstrate the usage of a standard research model to answer research questions.	**Big Ideas:** Using a process model such as The Big6™ , students can solve any information problem. **Concepts/Essential Questions:** 1. A standardized research model will be used as a framework to answer research questions. • What does research mean? • What is a research model? • What is the Big6™?	1. Class participation Observation of student behavior	1. Define research as a question students need to have answered (i.e. ask students what cell phone would be the best choice for their family. Outline a plan if they needed to find that information out). Identify the Big6™ as a plan to use every time you need to answer a research question. (Ask students what their parents have to know before they go on vacation: directions, time, money, budget, etc.). Draw parallels between a well planned vacation a good plan to answer research questions. (Without a good direction for	1. Big6™ poster Overhead to record steps of the research process Poster saying Vacation Planning = Good Vacation Good Research Plan= Good Research	1. Preferential seating Proximity to teacher

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			vacation you can get lost and have NO FUN). Without a good plan for research you can also get lost and have NO FUN. Sing the "Don't Worry, Be Happy Big6™ Song"	"Don't Worry, Be Happy Big6™ Song" To answer questions, have a plan in place, Get that smile back on your face, Don't worry Be Happy! You Simply Must Use the Big6™ Info problem solving is the trick Don't Worry Be happy **Task Definition** get the info you need **Info Seeking**, through resources you weed Don't Worry Be happy **Location Access**:	

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				Now find books and read **Use Information**: write only the facts Don't Worry Be happy **Synthesis**: Present Project. Let your teacher smile **Evaluation**: Good grades all the while, Don't worry, Be Happy OOO, OOOO ooo ooo hooo ooooo Don't worry Be Happy!	
	2. The Big6™ contains six specific steps to answer research questions. • What are the six steps to the Big6™? • What does each step mean? • How can I tell if I've answered the research question?	2. Class participation Observation of student behavior Big6™ Book marks	2. Outline the steps to the Big6™. Define each step of the Big6™. Play the Match the Big6™ Basketball game. (Display posters of each step. Call on students and state a	2. Big6™ Poster Words to Big6™ Don't Worry, Be Happy Song power point (Library Curriculum Moodle page)	2. Preferential Seating Restating directions Student redirection

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			step in a research project. They must walk to the poster that defines the step they are on. If they are correct, they may take a shot into the basketball hoop. The winning team gets an extra book selection.) Explain that if the student has a meaningful answer to each step of the Big6™ and it makes sense they have completed good research.	Posters of Big6 Steps Bookmarks with Big6™ Steps for self check. Match the Big6™ Game	Repetition Slider to cover sections of bookmark
	3. The Big6™ can be used to answer specific research questions. • Using the six steps to the Big6™, can I answer a research question? • Do my questions have to be answered in order? • What can I do if I don't have my question answered?	3. Class participation Observation of student behavior Big6™ Research Question Report	3. Introduce a research question about planning a day at an area amusement park. Review the steps of the Big6™ on the poster. Model the research process involving all of the steps of the Big6™ together. Determine what information is already known about the	3. Big6™ Poser Big6™ book marks List of area amusement park considerations Area Amusement Park Circulars	3. Redirection Preferential seating Retelling of directions in student's words Proximity control

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			day (i.e. budget, amusement parks, seasonal constraints, travel time, etc). Assign the same constraints to each group. Area amusement park fliers to each group and have them vote on which park they would like to go to. Provide each group with amusement park flyers and a template. Record the answer to the research question. Present the amusement park day plan and have the audience evaluate for following in the Big6™. Have a class vote and analyze the effectiveness of the project (import sound clips applause or a gong) and play as per groups' findings. Using the bookmark for self check purposes, determine as a group if the research question is answered.	Books about amusement parks Day at an Amusement park Template Sheet Chart paper for presentation	Highlighted information in fliers

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	4. I can use the Elementary Library Materials Organizer (ELMO) to answer teacher directed research questions using the Big6™ research model. • What is and where can I find ELMO? • What research question does my teacher want me to answer? • Do I understand all of the requirements of the research process? • How do I evaluate my work before the teacher does?	4. Completed Big6™ research model report template Teacher observation of student behavior Student participation	4. Introduce ELMO as a collection of research paths where students will find all available materials to answer teacher directed research questions. Navigate to the ELMO section of the library home page websites. (www.esasd.net- Library- Library name- ELMO tab.) Demonstrate there are book lists, united streaming videos and websites that students can use to answer their research questions. Using the Big6™ template, record the teacher requirements. Students may go about gathering information they need using the resources in ELMO. Model the Trash to Treasure approach (www.big6.com)	4. Navigation path to ELMO typed on top of Big6™ research template paper Teacher directed research questions Updated ELMO research paths into individual library card catalog	4. Teacher accommodations for specialized instruction Easy Nonfiction materials United Streaming videos Available modifications for recording knowledge (i.e. tape recorder vs. print)

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	Vocabulary: Big6™ Research Model Elementary Library Materials Organizer (ELMO**)** Evaluation Information seeking strategies Location and access Model Research Self Check Standardized Synthesis Task definition Trash to Treasure Use of information **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information				

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	in multiple media formats. • Think critically. Competencies for this grade level are: • Build and apply a robust vocabulary to construct meaning. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions o Building on the idea of others o Engaging others to participate • Increase one's own understanding by asking questions and/or retelling information. • Listen politely to the ideas of others. • Locate materials from a limited set of resources. • List information from resource materials with prompts and scaffolds appropriate to grade level. • Select from a limited set of resources that provide information. • Differentiate among a limited set of resources for a defined purpose. • List information from resource materials with prompts and scaffolds appropriate to grade level.				

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	• Identify important ideas and messages to generate meaning from text (text - e.g. read-alouds, shared reading, small group, differentiated reading instruction, independent reading). • Recognize text features. • Respond to text with relevant questions and comments. • Distinguish various types of genres. • Select and focus on a topic to research with prompts and scaffolds appropriate to grade level. • Select from a limited set of resources that provide information.				

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Standards: 1.1.5A Identify the purpose and types of text. 1.6.5E Participate in small and large group discussions and presentations. 1.8.5.B Locate information using appropriate sources and strategies. **Anchors:** Demonstrate the usage of the Dewey Decimal System to locate resources.	**Big Ideas:** Independent library users understand and can utilize the Dewey Decimal system to locate print resources. **Concepts/Essential Questions:** 1. There is a standard way to organize all nonfiction books in the Library and it is called the Dewey Decimal System. • Who was Melvil Dewey? • What does the Dewey Decimal System do? • Where else is this system used? • Why is important that I learn about the Dewey Decimal System?	1. Observation of student behavior	1. Review Melvil Dewey. Show a picture of him. Read Specific sections of the Understanding the Dewey Decimal System book, explaining that he organized ALL nonfiction information into only 10 groups. This system is used all over the world. It is important to know how it works so you can walk into ANY library and know how to find the information you need. Have students dictate things Dewey would have said based on his accomplishments. Hang appropriate speech	1. Picture of Melvil Dewey Understanding the Dewey Decimal System books Dewey About Town power point Blank speech bubbles for recording Dewey's accomplishments. (I invented a system to organize all nonfiction books, etc)	1. Smaller groupings of students Direct teacher assistance

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			bubbles next to his picture on the board.		
	2. The Dewey Decimal System is divided into ten main groups. • What are the ten main groups for the Dewey Decimal system? • What books fit into what category? **Vocabulary:** Category Classification Dewey Decimal System Melvil Dewey Organization Standardized System	2. Completed and presented Dewey Commercial	2. Divide the class into teams and have them complete a commercial given a stack of books in one Dewey number range (ex. 700s). Students must write a simple commercial advertising their number range and why it is THE most important range in the Dewey system. Students will present commercials. Play Dewey Bean Bag Toss for repeated practice with the Dewey Decimal System	2. Dewey Commercial Rubric Stack of same category books per table Dewey bean bag toss questions, bean bags and cardboard cut outs.	2. Teacher proximity One-to-one assistance

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	Competencies:
	
	By the end of high school students will:
	
	• Read widely with fluency and understanding.
	• Write effectively for a variety of purposes and audiences.
	• Speak articulately with purpose.
	• Listen attentively and critically.
	• Find, evaluate, use and create information in multiple media formats.
	• Think critically.
	
	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Listen politely to the ideas of others.
	• Locate materials from a limited set of				

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	resources. • List information from resource materials with prompts and scaffolds appropriate to grade level. • Select from a limited set of resources that provide information. • Differentiate among a limited set of resources for a defined purpose. • Identify important ideas and messages to generate meaning from text (text - e.g. read-alouds, shared reading, small group, differentiated reading instruction, independent reading). • Recognize text features. • Respond to text with relevant questions and comments. • Distinguish various types of genres. • Select and focus on a topic to research with prompts and scaffolds appropriate to grade level.				

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Standards: 1.2.5A Read and understand essential content of informational texts and documents in all academic areas. 1.6.5D Participate in small and large group discussions. 1.8.5.B Locate information using appropriate sources and strategies **Anchors:** Demonstrate how to use reference tools to access information.	**Big Ideas:** Reference tools are a valuable resource for locating needed information. **Concepts/Essential Questions:** 1. A **dictionary** is a reference tool that is arranged in alphabetical order and uses guidewords to aide in locating entry words. How are dictionaries arranged? • For what do I use a dictionary? • What does alphabetical order mean? • How do I put words in alphabetical order? • What is a guideword? • How can guidewords help me find words in the dictionary?	1. Completed alphabetical order worksheet Ordering guide word/ entry word cards into before, on the page, and after categories Entry word/ Guide word worksheet	1. Introduce the most widely read reference book in any language… the Dictionary. Ask students why they use the dictionary (pronunciation, spelling, meanings.) Point out these parts of a dictionary entry by using the overhead example. Explain to students they must exhibit alphabetical order skills to be successful in finding entry words. Have students complete an abc to the fifth letter worksheet. Introduce guide words as book ends that tell you what words are contained on the	1. Student Dictionary Example Dictionary entry on overhead ABC order sheet to the fourth letter Guide word entry word Cards (whole group example set, individual table sets) Guide word/ entry word worksheet	1. Posted alphabet strip Individual alphabet strips per student as needed Index card file folder box with letter cards to cut and file individual words in order to alphabetize them Adapted worksheets limiting

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			page. As a group, organize entry words around two guidewords, as either before the page, on the page, or after the page. Next have students work individually to organize their own entry words and guidewords into on the page, before the page or after the page. Finally have students independently complete a guide word/ entry word activity sheet using the **print** dictionary.		number of letters to alphabetize to Fewer words to alphabetize
	2. I can use a dictionary to find pronunciations, definitions, parts of speech, and etymology (history) of specific words. • How can I use a pronunciation guide in a dictionary?	2. Observation of student behavior Completed dictionary worksheet	2. Write a unique word on the overhead such as" bustle." Now invite students to pronounce it as is. Hear all results. Next write the pronunciation guide for the word as it appears in the	2. Unique word and pronunciation guide on the overhead A different difficult word for	2. Limit the difficulty level of the word Specially selected partners in

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	• What are thumb indexes in a dictionary and how do they help me to find words more quickly? • Can I find words in a dictionary independently?		dictionary definition. Have students consult the pronunciation guide, which is page one of the dictionary. Next have students try again to pronounce the word. Discuss if the pronunciation guide was of much help. Now go online under ELMO to the online dictionary. Have them listen to the pronunciation and vote as to which dictionary they like better for pronunciations. Demonstrate how to use the color coded thumb indexes to guess where to begin looking for a word. Distribute specific words for students to look up definitions and pronunciations Play the Dictionary Poker Face Game using a PRINT dictionary. Students must	each table group Dictionary set Dictionary Word Look Up Worksheet Dictionary Poker Face Worksheets with entry words	groups One to one assistance Limit number of words to look up One to one assistance Individual alphabet strips

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			look up the elements of an entry and record them. Then they must make up a fake entry. Half of the entry words will be looked up in the book and half will be looked up in the ONLINE dictionary. Divide the class into teams assigning each team different words to look up. Award points for accuracy, correctness and a bonus point if they choose to share the fake definition and we fall for it. Compare print and online dictionaries listing the pros and cons of each	Dictionary pro/con sheets	
	3. A **thesaurus** is used for finding synonyms and antonyms that can be used to enhance writing. • How is a thesaurus different from a dictionary? • Is a thesaurus arranged differently from a	3. Completed thesaurus amusement park ride paragraphs	3. Demonstrate a really boring paragraph about a GOOD time you had at an amusement park. Model using a thesaurus to find the word good and substitute other words for it. Reread the	3. Thesaurus set Parts of a thesaurus entry overhead Amusement Park	3. Highlighted antonyms on sheet One to one assistance as needed

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	dictionary? • How do I use a thesaurus?		paragraph and emphasize good writing uses fresh words, not the same old stale ones. Introduce the thesaurus and state that although some dictionaries give synonyms, they don't always. Show the overhead Parts of a Thesaurus entry. Explain how the entry words are arranged in the margins, without guidewords. Point out where to find synonyms and antonyms. Give each table group of students a different paragraph about an amusement park ride, where they are asked to look up synonyms and antonyms and guess the park from which the ride is located.	Ride Paragraphs underlining words to look up and substitute for words in the paragraph Amusement Park posters with name of parks on them Online thesaurus: ELMO dictionary, use thesaurus tab	Pair peers according to ability grouping

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			Check group work using the **online thesaurus**. Compare the pros/ cons on the print and online thesaurus. Share the completed Amusement park ride paragraphs, unveiling the correct park from which the ride belongs.		
	4. General **Encyclopedias** are sources of information about people, places, and things. • Is an encyclopedia best used when a lot of detailed information is required? • What kind of information can I find out about in an encyclopedia? • Can I trust information I find in an encyclopedia?	4. Observation of student behavior Participation in discussion	4. Hold up a single volume of an encyclopedia and explain this is THE resource to use for DETAILED reports. What kind of information is included. Flip open the pages of any volume of an encyclopedia and read article headings. Write them on the board. Record several headings and group them into three categories (people, places, and things). Explain some of the best research is accidental (you are	4. Encyclopedia set Access to chalkboard/ overhead	4. Preferential seating

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			looking for information on helicopters and you see a picture of the human heart). Encyclopedias are the most trusted resources that teachers direct students to in order to find information for reports.		
	5. The alphabetical arrangement of both volumes and individual articles in a print encyclopedia can be used to locate information about a research topic. • Why are there so many books in one encyclopedia set? • What do the letters on the spine of an encyclopedia mean? • How is the information in an encyclopedia arranged? • How do I skim the page for only information I need?	5. Student participation Completed volume page	5. Tour the encyclopedia section of the Library. Ask students to observe the arrangement of individual books in an encyclopedia set. Review the volume letters and the subjects they represent. Open up any encyclopedia and show that the information is written in article format with headings for each subject. Return to seats and complete the Volume Arrangement of an Encyclopedia Set worksheet independently.	5. Encyclopedia section Encyclopedia set Volume Arrangement of an Encyclopedia Set worksheet and overhead	5. Preferential seating One to one assistance Large print on overhead

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	6. The index of an encyclopedia can help to locate difficult to find information. • What if I have trouble finding information about my research topic in the volume where I would expect it to appear? • What is an encyclopedia index? • How is it different from an index in a regular book? • How do I use the encyclopedia index?	6. Completed index page Completed skim page	6. Given a topic, ask students how to use an index to look up their search term. Talk through the alphabetical arrangement of the topic and volume, using the guidewords at the top of the page, and finding the article. Display the article on the overhead for all to see. Review skimming for information looking for keywords in the question. Reading the article and highlighting keywords, find the answer to a research questions together.	6. Overhead of index page Overhead of article page in encyclopedia Skim page questionnaire Markers to highlight keywords	6. Enlarged print on index overhead/ worksheet Peer groups One to one instruction as needed
	7. Students will complete research using print and electronic encyclopedias. • Is there a difference in the way I search for information in the book and online? • Which format do I prefer? • Why do I need to do both?	7. Encyclopedia scavenger hunts (one section print, and one section online)	7. Explain to students that some teachers require book resources as well as online resources to do reports. Because of this, it is important to learn how to use both print and online encyclopedias. Introduce the encyclopedia scavenger hunt. Explain to	7. Fifth Grade Encyclopedia Scavenger Hunt (with pro/con comparison chart) Print encyclopedia sets Online access to encyclopedias	7. Simplified question complexity Group students of like ability Work one on one with groups who

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			students they must answer a question using the book, and then a question using the **online encyclopedia**. Review volume arrangement and how to use the index if need be. Next demonstrate Grolier Online Encyclopedia and how to find information using it (point out keywords are highlighted in the articles.) Review the skimming for information lesson earlier. After information is found in both formats students must compare the two to find out which is their preference.		need assistance
	8. An **almanac** is an up-to-date collection of many kinds of facts. • What kinds of facts can I use an almanac to find? • How is the information presented? • What types of projects require an almanac	8. Observation of student behavior	8. Give students several minutes to look at an almanac and browse through its many facts. Have students share what kind of information can be found and determine information is presented in tables, graphs, and charts, it is	8. One almanac per student	8. Preferential seating

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	versus an encyclopedia? 9. Key to using an almanac is to understand keyword and subject searching. • When does an almanac use subject searching? • When does an almanac use keyword searching?	9. Observation of student behavior Completed Fifth Grade Almanac Scavenger Hunts	best used to answer quick and simple facts (not detailed reports). 9. Ask students to find whose picture is on the fifty dollar bill? Next give them the hint to use the index under money. Share answers. Explain the Table of Contents is a subject search when you are just shopping for a category. Use this when you want to browse for information. The index is a keyword search. The key is to select a keyword in each question prior to using the index. Use the almanac's index to complete an almanac scavenger hunt. Half of the questions will be from the book and half will be online. Demonstrate how to navigate to the **online almanac** in Facts for Learning in the	9. One almanac per student Fifth Grade Almanac scavenger hunts with pro/con print online box	9. Proximity seating Peer tutoring

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			POWER library database. Discuss pros/cons of using the book vs. online almanacs		
	10. An **atlas** is a collection of many different kinds of maps and a source of information about places around the world. • What are the different types of atlases? • What kinds of information can be found on a map? • How do I read a grid? • What are coordinates? • How do I read a map legend? • How do I read a compass rose? • How do I use the index to find information about a specific place? • What is the difference between a physical, political, and thematic map?	10. Observation of student behavior Student participation in discussions Complete The Castle plotting points activity Observation of Student Participation Observation of Student Participation Using an Atlas Power point white board answers	10. Take students on a tour to the atlas stand. Demonstrate the different types of atlases that exist and information that can be found. Have a student atlas per child at each table. Allow students time to page through the atlas and discuss types of information you can find in an atlas (maps, products, population, etc.). Reinforce reading a grid by having students complete a plotting point exercise called The Castle. Review coordinate pairs and how to plot points. Have students plot points and connect them in order to reveal a castle	10. Atlas set The Castle plotting points activity Rulers Map legend/ compass rose overhead Map legend/ compass rose questions Overhead of atlas index pages Example location questions	10. Peer pairings One to one assistance as needed Ordered pair poster on display (x,y),x comes first in abc order, y goes up and down due to long letter) Priority seating Enlarged print on overhead Print copy of

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Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
			when finished. Investigate a map legend/ compass rose together and answer specific questions while using the legend. Demonstrate what an index looks like and how it is arranged in an atlas. Point out the coordinate pairs next to the page numbers. Demonstrate how to find specific locations together using an overhead page of the index students have in their atlases. Find several locations together allowing students to work together. Next tell students we will play the Where in the World Game. Students will be divided into teams. Each team will receive a white board and marker. The object of the game is to answer the questions on the power point,	The Atlas power point on the curriculum CD. Questions include reading coordinates, compass rose, legends, finding specific locations, and differentiating between physical, political, and thematic maps. Online atlas path and question involving a comparison between using the book and the online version	overhead Print copy of atlas index overhead Proximity seating One to one assistance as needed Rulers as needed Careful selection of students with mixed ability groupings Attention to team structure and assigned roles

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
			using the atlases provided. Alternate who writes on the white board. Between each question, the librarian says 1,2,3 Show Me and awards points for correct answers. The last and bonus question will be worth 10 points and will involve going to the **online atlas**. Demonstrate how to navigate to the online atlas. The team with the required amount of points at the end of the game receives an appropriate award (i.e. extra book selection.)		Online atlas print enlarged
	11. There are print periodicals and **online periodical databases** that may be used for research. • What magazines can be used for research? • How do you find them? • How do they look compared to our regular magazines?	11. Student participation Completed Periodical Scavenger Hunt	11. Tour the periodical section of the library. Demonstrate the types of magazines found within the library, explaining how some are annual, bi annual, etc. Separate the magazines into research based and pleasure reading. Explain that there are the same	11. Internet access Well marked periodical section of the Library Pathway to SIRS Discoverer on Online Periodical scavenger hunt	11. Set results to ability level on online database Pair students if needed

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary: Article Column Encyclopedia Index Keywords Skim **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Build and apply a robust vocabulary to		magazines, plus many more available through the POWER Library that they may read and use for research. Guide the students to an article found both in print in your library and on the SIRS Discoverer Database in POWER library. Compare the lack of illustrations and same print in both articles. Compare the pros/ cons of the online vs. the print periodical. Next give students a periodical scavenger hunt sheet where they may search for one topic that interests them, given a menu of topics. They are to find one print article and one **online periodical** article and list three facts about their chosen topic from both sources. Students will share their results with the class.	sheet. Chart paper	

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
	construct meaning. • Interact effectively in discussions by o Focusing on the topic o Asking relevant questions o Building on the idea of others o Engaging others to participate • Increase one's own understanding by asking questions and/or retelling information. • Locate materials from a limited set of resources. • List information from resource materials with prompts and scaffolds appropriate to grade level. • Select from a limited set of resources that provide information. • Differentiate among a limited set of resources for a defined purpose. • Identify important ideas and messages to generate meaning from text (text - e.g. read-alouds, shared reading, small group, differentiated reading instruction, independent reading). • Recognize text features. • Respond to text with relevant questions and comments.		Discuss exciting facts learned and chart results.		

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.2.5 B Use and understand a variety of media and evaluate the quality of material produced. 1.8.5.B Locate information using appropriate sources and strategies. **Anchors:** Demonstrate how to use the electronic card catalog by completing subject, author, and title searches, and locating materials on the shelves.	**Big Ideas:** The electronic card catalog is the tool to use to locate materials. **Concepts/Essential Questions:** 1. The electronic card catalog is a computerized index to the library's collection. • What was searching like before computers? • Why is it important I navigate to my school's card catalog page before I run a search? • What is the advantage of having the card catalog computerized?	1. Observation of student listening behaviors Participation	1. Explain that there was a time before computers when people had to find books the old fashioned way. Display a picture of an old-fashioned card catalog drawer system and an old card. Explain how students could find books by knowing the author, title, or subject in which they were interested. Display navigation to the district library page. Stop on the page that lists all district libraries and explain that whatever library name you select is the catalog you will be searching. (It is a waste of time to search another	1. Nonfiction book with an index Picture of an old card catalog drawer system Overhead of an old card catalog entry	1. Preferential seating Redirection to task Enlarged overheads as needed

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
			catalog.) Illicit responses as to how a computerized catalog would save searching time for 25 plus students at the same time. Point out the advantage to having this on the computer is also that you can access the card catalog wherever there is a computer with an Internet connection.		
	2. Important information about the book and its location are found in a title entry in the electronic card catalog. • What information is important in a card catalog entry? • What is a call number and how can it help me find the book? • Where can I find the author, title, publisher, copyright date, number of pages, and the availability of the book right from the entry?	2. Completed Card Catalog Entry She	2. Look up the title of a book in the card catalog. Distribute the print out of the title search. Have students circle the following components of a card catalog entry as they are being discussed. (Call number, author, title, number of pages, if the book is available.) Discuss reasons why this information would be appropriate to know.	2. Title search print out per student LCD projector and computer with Internet access Crayons per table	2. Preferential seating Peer tutors

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
	• Why would it be helpful to know how many pages are in a book before I search for it? 3. I can complete subject, author and title searches in the electronic card catalog. • How do I run a title search (what must I know to run a title search?) • How do I run an author search (what must I know to run an author search?) • How do I run a subject search (what must I NOT know to have to run a subject search?) • How do I run a keyword, series, or Power Search? 4. I can find the books on the shelves that I searched for in the card catalog.	3. Completed title, author and subject search worksheets 4. Student participation in discussion Completed OPAC search sheet and found book	3. Demonstrate a title, subject, and author search. Have students guess what type of search is being conducted based on the results on the screen. Review all three types of searches. As a bonus, where appropriate, demonstrate advanced searches such as keyword, series, or Power Searches. Ask for student input as to the entry terms. 4. Explain that just knowing how to use the card catalog does not guarantee students can physically find the book. Review the call number on the spine of every Library book. Explain this little piece of information is the MOST important in finding the	3. LCD projector of OPAC search screens 4. Corrected and completed worksheets from the card catalog searches Found books	3. Break up the searches into different days if needed Assign easy fiction books and easy nonfiction books for ease of finding on the shelves. 4. One on one assistance as needed Careful teaming of partner groups Peer tutors

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary: Author Search Availability Call number Electronic Card Catalog Subject Search Title Search Keyword Search Series Search Power Search **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically.		books on the shelves. (Review call number structure, sections of the library, signage and its relation to the call number, and the left, right, diagonal way to read the shelves if needed). Explain to students they will use the OPAC to find a catalog record and then find the book on the shelf. Using a worksheet as a guide, assign partners to run a subject, author, and title search in the card catalog. After the required information is recorded on the worksheet, student teams will need to find the books on the shelves as a ticket to book selection.		Require fewer books to be found Limit results to only fiction and easy nonfiction books

Library and Information Literacy Curriculum- Fifth

Clear Standards	Curriculum Framework	Fair Assessments	Instruction	Materials and Resources	Interventions

	Competencies for this grade level are:
	
	• Build and apply a robust vocabulary to construct meaning.
	• Interact effectively in discussions by
	  o Focusing on the topic
	  o Asking relevant questions
	  o Building on the idea of others
	  o Engaging others to participate
	• Increase one's own understanding by asking questions and/or retelling information.
	• Locate materials from a limited set of resources.
	• List information from resource materials with prompts and scaffolds appropriate to grade level.
	• Select from a limited set of resources that provide information.
	• Differentiate among a limited set of resources for a defined purpose.
	• Recognize text features.
	• Respond to text with relevant questions and comments.
	• Select and focus on a topic to research with prompts and scaffolds appropriate to grade level.				

COMMON VOCABULARY – GRADE 5

Adopt-a-shelf – a section of shelving within the elementary library that is the responsibility of a student or small group of students to maintain in shelf order and general neatness

Ads – advertisements that may appear on a webpage with the information that you are researching or pop-up on a webpage whether you want them to or not

Almanac – a reference tool published annually that may contain data for one single area or the world, the information included within it can be specific to one area, subject or global. The arrangement of the data is usually presented in condensed formats (table, charts or graphs) or short paragraphs.

Atlas – a reference tool that is a collection of different types of maps of a specific area, state, country or continents and information about those places presented in different formats

Article – a piece of nonfiction writing in a newspaper or reference piece

Appropriate – suitable, correct or right

Author Search – the process by which the author's last name is used as a search word in a library management system for the purpose of locating desired works written by that author

Availability – the condition of being accessible or obtainable. If after searching on Destiny for a book within a library, a book is found to be available, then it is not checked out and can be located within the library

Big6 Research Model – the most widely-known and widely-used approach to teaching information and technology literacy skills in the world. This process provides the student with a simple student-driven approach for finding the information needed and evaluating whether the information that is found best fits his/her needs.

Biography – an account of someone's life written by another person

Book Look Box – a selected box of books used by students during the circulation period who are unable to take out library materials

Book Return – area or receptacle which collects returned library material

Call number – a series of letters, numbers or both that appear on the spine label of the book that indicate where in the library that book can be located

COMMON VOCABULARY – GRADE 5

Category – a group or set of things, people or actions that are grouped together because of common characteristics

Characters – people (or animals) that appear in a work of fiction

Circulation Desk – the area used by the librarian or library instructional aide to circulate library materials

Citizenship – the state of being a citizen and conducting yourself in a way that either benefits or doesn't harm other members within your group

Classification – the process of sorting items into groups according to a characteristic that they have in common

Column- a vertical arrangement of words usually arranged in alphabetical order, i.e. words in an index

Computer – a machine that is used for word processing and accessing software programs and databases

Considerate – mindful of the needs and wishes of others

Consideration - respect

Damage – something that occurs which makes the book less valuable; could be caused by water, food spillage, animals, babies or young children etc.

Date Card – the card in the back pocket of the book that indicates when the book is due back in the library

Dewey Decimal System - a system of classifying library books that divides them into ten sections for the purpose of easier location

Dictionary – a reference tool that is arranged in alphabetical order and uses guidewords to aide in locating entry words

Easy nonfiction – factual books written on a reading level

Electronic Card Catalog – software for the purpose of locating books, periodicals or other material within a library

COMMON VOCABULARY – GRADE 5

Elementary Library Materials Organizer (ELMO)- authored by Bobbi Nordmark of Resica Elementary Library ,in the early 2000's, created for the purpose of creating easy access of instructional materials for elementary students and staff in the East Stroudsburg School District. Materials include video clips, Power Point programs, online databases and unit-based book lists etc.

Encyclopedia – a reference work offering comprehensive information on all or specialized areas of knowledge

Etiquette – rules of acceptable behavior

Evaluation – the process of examining something in order to judge its value, quality or importance based on set criteria. The sixth step in the Big6.

Events – occurrences within the story that help to make it interesting

Facts – something known to be true

Fake – something known not to be true

Famous – well-known and recognized by many people

Fiction – literary work of the author's imagination

Five W's - students are asked to identify the Five W's (who, what, when, where, and why) after listening to a story

Genre - category of style based on form , type or subject matter

Inappropriate – not suitable or acceptable

Index – an alphabetical list of topics usually located at the end of a book giving location of where they are mentioned in the text

Information - knowledge, facts or data about a specific subject

COMMON VOCABULARY – GRADE 5

Information Seeking Strategies – plans of action that a student follows for the purpose of locating the information he/she needs to complete an assignment or satisfy their need to know. This includes determining all possible sources and selecting the best ones. The second step of the Big6.

Instructional Area – place or area within the library where teaching takes place

Internet – a global network connecting millions of computers

Keyword Search – a type of search using selected words as a reference point for linking to related information or data on a desired topic

Keywords – when searching for books or information, keywords are entered into the software program or browser to serve as a reference point to pull a needed title or information

Library voices - a voice whose volume is lowered for the purpose of not disturbing other people as they read, research or study within the library

Location and Access – locating the sources needed to solve an information problem and finding the information within those sources. The third step in the Big6.

Melvil Dewey- the individual who devised the Dewey Decimal System which organizes nonfiction works into ten basic categories

Model – something that is copied or used as the basis for an idea, process or system

Newberry – an annual award to a book for its story or content

Nonfiction – a book that contains factual information and is not based on creative imagination

Online – connected to a computer network or through a standalone computer

Order – the way in which several items are arranged

Organization – the coordinating of separate components into a unit or structure

Patient – capable of enduring without becoming annoyed

COMMON VOCABULARY – GRADE 5

Periodical – a magazine or journal published at regular intervals, especially weekly, monthly or quarterly

Picture Book – a book containing a greater proportion of illustrations as compared to text

Picture Book Section – the area in the library where a high concentration of picture books is shelved

Power Surge – or voltage spike, is an increase in electrical current flowing through a circuit

Privilege – an advantage, right or benefit that is not available to everyone\

Proper –appropriate to the circumstance or condition

Protect - to keep from harm or damage

Renew – to extend the circulation period of a library book

Repair – to fix the damage incurred to a library book or library materials

Research – diligent and systematic inquiry or investigation into a subject in order to discover or revise facts, theories or applications

Responsible – being accountable for an action or a duty

Rules – a prescribed guide for conduct or an action

Safe – unlikely to cause or result in harm, injury or damage

Self Check – making sure that you are doing what you are supposed to be doing

Shelf – a flat, usually rectangular board on which books are displayed

COMMON VOCABULARY – GRADE 5

Shelf Order – the order that books stand on the shelf according to ALA's filing rules. It exists only in a perfect world and never in a public school.

Shelfish – placing yourself in front of a shelf of books in a way that prohibits another person's access to that shelf

Series – books or titles belonging to a series are those sharing a genre, theme, characters, setting, etc.

Signage – graphics posted on library shelving to assist the staff or student(s) in the location of library materials

Skim – to read very quickly, looking at occasional lines or words in order to get a general idea of its contents

Spine label – the label located on the spine of the book containing that book's call number

Standardized – to remove variations in something and make all types or examples of it the same

Subject Search – entering the topic or category of the type of book you are trying to find into an online card catalog

Super 3 – think, do, review……the primary framework of the Big6

Supervised – to watch over an activity and ensure that it is performed within acceptable parameters

Synthesis – the process of combining different ideas and/or pieces of information from multiple sources and presenting the information orally or through a written paper. The fifth step in the Big6

Task - work that needs to be completed

Task Definition – the result of identifying what the assignment or task is that you are to complete as well as the information you need to find. The first step in the Big6.

Thesaurus – a reference tool used for finding synonyms and antonyms, entries are arranged alphabetically

Title Search – entering the title of a book into the search box of an online card catalog when trying to locate a specific work

COMMON VOCABULARY – GRADE 5

Trash to Treasure – a term from the Big6 which is used to describe the methods students use to identify and separate the relevant information from information that is not relevant their assignment or topic

Unsupervised – students working on completing an activity without a person of authority watching over them

Use Information - a term from the Big6 to describe the skill of selecting only data specific to your information need or assignment

Work habits – the method and style a person uses to complete a task or job

Scope and Sequence Library & Information Literacy Curriculum- Grade 6

Anchor: Demonstrates familiarity with library services, resources, policies and procedures

- Students will navigate the library website and all its electronic resources will be reviewed.
- The physical arrangement of the library will be reviewed for the purpose of locating materials.
- Review the rules and regulations of the library and circulation procedures so students understand their

Anchor: Demonstrate the use of a process model such as the Big6™

- Teach students that task definition is the first step in solving an information problem.
- Instruct students on information seeking strategies.
- Demonstrate how to locate and access relevant information.
- Model how to extract relevant information.
- Guide students on the process of synthesizing information from multiple sources.
- Model self evaluation of the process and product produced.

Anchor: Demonstrate an appreciation for various types of literature

- Identify poetry as one of the genres of literature that can be enjoyed.
- Demonstrate a selection of periodicals and show that they can be a source of information for research purposes as well as a source for exploring personal interests.
- Identify short story collections as a genre of literature to be enjoyed.
- Brainstorm reasons why audio books are an excellent genre of literature for students with physical impairments.

Anchor: Demonstrate how to safely, securely, and ethically use the Internet for communication, creativity, collaboration, critical thinking and problem solving

- Brainstorm safety and security issues when utilizing online resources.
- Discuss the creation of personal online images and the audiences that may view them.
- Outline the causes and effects of cyber bulling.

Scope and Sequence Library & Information Literacy Curriculum- Grade 6

- Review the definition of copyright and illustrate examples of the consequences of the infringement of this law.

Anchor: Demonstrate the ability to locate, evaluate and utilize online materials

- Model the proper use of scholarly databases, OPAC (Online Public Access Catalog),WebPath Express and the World Wide Web.
- Model evaluation process of online materials.
- Identify the bibliographic information that goes into a works cited page and create a citation for a website.

Anchor: Demonstrates the ability to locate, evaluate and utilize print materials

- OPAC will be reviewed as the tool to locate print materials.
- Student will evaluate print materials in relation to his or her information needs.
- Using our online library management software, create a resource list to aid in the location of specific materials within the library media center.
- Locate the print reference tools within the library media center as well as their electronic counterparts.
- Identify the uses and types of dictionaries.
- Identify the bibliographic information that goes into a works cited page and create c citation for a book, encyclopedia and a magazine.

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.6 H Demonstrate fluency and comprehension in reading. 1.2.6 A Read and understand essential content of informational text and documents in all academic areas. 1.6.6 E Participate in small and large group discussions and presentations. 1.1.6. F Use media for learning purposes. 1.8.6 B Locate information using appropriate sources	**Big Ideas:** Familiarity with library services, resources, policies and procedures is essential to a high quality education. **Concepts / Essential Questions:** 1. Students will navigate the library website. • What resources are available through the library website? 2. Students will navigate the library for the purpose of locating materials. • Where are the Circulation desk, Fiction, Non-Fiction, Reference, Paperback, Periodical, Story Collection, and Easy materials located? 3. Students will become familiar with the rules and regulations of the library and the circulation procedures.	1. Create bibliography using OPAC, scavenger hunt utilizing online databases and PA Power Library, locate resources on specific topics. 2. Locate materials using a student generated bibliography. 3. Check out and return materials in accordance with library rules and regulations and	1. Introduce components of website (i.e. OPAC, Online Databases, PA Power Library, Research Tools, and General Information). 2. Tour of the library. Compare library map to physical space. 3. Presentation of the library rules and regulations.	1. Library facility, computers with access to library website 2. Library facility, computers with access to library website, student generated bibliographies 3. List of library rules and regulations found on library	1. Repetition Peer tutoring One-to-one as needed 2. Repetition 3. Repetition Peer tutoring

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
and strategies. **Anchors:** All students will demonstrate how to navigate the library website and follow library facility rules.	• What are the rules and regulations of the library? • What are the circulation procedures? **Vocabulary:** Access PA Power Library Bibliography Circulation Online database OPAC **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are • Select, develop, research and prove a thesis.	circulation procedures, demonstrate appropriate conduct.	Presentation of the circulation procedures. Demonstrate procedure to check out library materials.	website, circulation desk computer, automated library management program	One-to-one as needed

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• Distinguish the appropriateness of using primary and secondary sources to achieve the research goal. • Independently locate and select the appropriate source materials to achieve the research goal. • Independently synthesize pertinent information from source materials to achieve the research goal. • Assess the credibility, reliability, consistency, strengths and limitations of resources, including information gathered from Web sites. • Analyze, synthesize, organize and present integrated information and data that support and illustrate inferences and conclusions drawn from research.				

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.6 H Demonstrate fluency and comprehension in reading. 1.2.6 A Read and understand essential content of informational text and documents in all academic areas. 1.6.6 F Use media for learning purposes. 1.8.6 A Select and refine a topic for research. 1.8.6 B Locate information using appropriate sources and strategies.	**Big Ideas:** Using a process model such as The Big6™, students can solve any information problem. Apply The Big6™ model of research to all research activities. **Concepts/Essential Questions:** 1. Task definition is the first step in solving a problem and or beginning a research project. • What is my current task? • What are some topics or questions I need to answer? • What information will I need? 2. Information seeking strategies are required to determine what sources are available and which will best meet current needs. • What are all the possible sources to check? • What are the best sources of information for this task?	1. Compile list of Possible topics Select topic from an already developed list 2. Bibliography or Works cited as stipulated by content area instructor Small group citation station activity	1. Assist student in selecting research topics according to classroom assignment specifications or personal interests. 2. Review print and online resources pertinent to current needs.	1. OPAC , Webpath Express, scholarly databases Teacher-created list of topics 2. OPAC , Webpath Express, scholarly databases, print resources, Noodletools	1. One-to-one as needed Proximity Control 2. Peer tutoring One-to-one as needed Repetition Proximity control

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Anchors: Recognizes the need for information. Formulates questions based on information needs. Identifies a variety of potential sources of information. Identifies inaccurate and misleading information. Selects information appropriate to the problem or question at hand. Develops and uses successful strategies for locating information.	3. Location and access of sources is needed to find relevant information. • Where can I find these sources? • Where can I find the information in the source? 4. Sources must be reviewed to extract relevant information. • What information from the source is useful?	3. Informal observation 4. Informal observation Research packet project	Demonstrate format for print sources. Demonstrate format for online sources. 3. Review library floor plan, signage and call numbers. As needed, demonstrate navigation techniques for print and online resources(i.e. index, table of contents, online search features). Present/review scholarly databases. 4. Review skimming, selecting pertinent information and paraphrasing.	Citation format HOs 3. OPAC , Webpath Express, scholarly databases, print resources Resource packet activity WS Biography activity WS 4. Webpath Express, scholarly databases, print resources	3. Peer tutoring One-to-one as needed Repetition Proximity control 4. Peer tutoring One-to-one as needed Repetition

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Seek information from diverse sources. Organize information for practical application. Produce and communicate information in appropriate formats. Design, develop, and evaluate information related to personal interests. Assesses the quality of the process and products of information seeking. Devise strategies for revising, improving, and updating self-generated	5. Synthesis of information requires the organization of multiple sources. • How will I organize my information? 6. Evaluation includes assessment of the process and product. • Did I do what was required? • Do I need to make any changes?	5. Completed project Biography activity 6. Informal observation Corrected projects	Explain why resource selected is useful. 5. Instruction developed based on needs outlined by content area instructor (i.e. Power Point, typed report, oral presentation, etc). Activity where students are required to use several resources including print and online sources. 6. Illustrate how to use a rubric, checklist, or assignment guidelines when provided by content instructor. Discussion and review of projects pointing out issues of concern.	Resource packet WS 5. Computer workstation with access to internet and scholarly databases Biography activity WS 6. Rubric, checklist, assignment guidelines Completed projects corrected for students review	Proximity control 5. Peer tutoring One-to-one as needed Repetition Proximity control 6. One-to-one as needed Repetition

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
knowledge.	**Vocabulary:** Task definition Information seeking strategies Synthesis Skimming Paraphrasing **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. Competencies for this grade level are • Select, develop, research and prove a thesis. • Distinguish the appropriateness of using primary and secondary sources to achieve the research goal.				

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• Independently locate and select the appropriate source materials to achieve the research goal. • Independently synthesize pertinent information from source materials to achieve the research goal. • Assess the credibility, reliability, consistency, strengths and limitations of resources, including information gathered from Web sites. • Analyze, synthesize, organize and present integrated information and data that support and illustrate inferences and conclusions drawn from research.				

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.6 H Demonstrate fluency and comprehension in reading. 1.2.6 A Read and understand essential content of informational texts and documents in all areas. 1.2.6 C Produce work in at least one literary genre that follows the conventions of the genre. 1.3.6 A Read and understand works of literature.	**Big Ideas:** Individuals that are familiar with various types of literature will be able to use reading for research and for enjoyment. **Concepts/Essential Questions:** 1. Poetry is one format of literature that can be enjoyed. • How is the impact of a poem determined by the way it is read? • What can be gained by being able to read and understand poetry?	1. Discussion Informal observation	1. Have students read a poem aloud then have them listen to the author or performer read the same poem. Discuss the difference in the impact between the two readings.	1. Poetry books with audio version of poems available i.e. A Light in the Attic by Shel Silverstein and audio tape Copies of poems to pass out to be handed in at the end of period	1. One-to-one as needed Proximity control Poems distributed according to students ability levels

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
1.3.6 F Read and respond to nonfiction and fiction including poetry and drama. 1.6.6 E Participate in small and large groups discussions and presentations. 1.6.6 F Use media for learning purposes. 1.8.6 B Locate information using appropriate sources and strategies. **Anchors:** All students will demonstrate an appreciation for various types of literature.	2. Periodicals can be used for research and personal interests. • What advantages are there to knowing about and reading periodicals?	2. Correct worksheet for correct answers on questions to the periodicals Informal observation	2. Identify reasons for using and reading periodicals. • Visual stimuli • Shorter reading periods • Many topics of interest Give students opportunities to examine different periodicals available in library. Activity where students try to locate information in each periodical.	2. Various periodicals from collection Worksheet with questions from each periodical Timer to notify students to rotate to next periodical station	2. Peer tutoring One-to-one as needed Proximity control Ability grouping

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Student will be introduced to periodicals, poetry, short stories, audio books, fiction and nonfiction and different genres.	3. Short Story Collections are a good tool for use in fostering literature appreciation particularly for reluctant readers. • How do short story collections differ from novels? • What are the advantages of reading short story collections?	3. Informal observation Discussion	3. Identifying reasons for using and reading short story collections. • Shorter reading periods • Many topics of interest • If one doesn't like the story they are reading they can just go to the next story • If there is a long time between reading sessions, they can start a new story Read a short story to students and discuss with students.	3. Short story collection Selected story from collection	3. Small and large group discussion Proximity control

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	4. Audio books are a good tool for use in fostering literature appreciation particularly for reluctant readers and those with visual impairments. • What are the advantages of listening to a book?	4. Informal observation Discussion	4. Discuss what an audio book is and its history. Discuss when and why an audio book may be an alternative to reading. Listen to an audio book and discuss what impact it had on the listeners.	4. Tape recorder/cd player Audio book	4. Small and large group discussion Proximity control
	5. Understanding of various genres aids in the development of literature appreciation. • What is the definition of genre? • How does knowing genre help find what type of material one is looking for? **Vocabulary:** Poetry Poem Periodicals Short story Short story collection	5. Informal observation Discussion	5. Explain definition of genre. Discuss why know genre will help readers locate books they need. Discuss different types of genre.	5. Computers with internet access Library facilities	5. Proximity control Individual, small and large group discussion

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Audio books Genre **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. Competencies for this grade level are: • Independently locate and select the appropriate source materials to achieve the research goal • Independently locate and select the appropriate source materials to meet personal needs and interests. • Assess the credibility, reliability, consistency, strengths and limitations of resources.				

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.2.7-12 A Read and understand essential content of informational text and documents in all academic areas. 1.6.7-12 E Participate in small and large group discussions and presentations. **Anchors:** Defines online identity theft and describe several ways it can occur. Communicates good online identity theft prevention practices.	**Big Ideas:** Students must be prepared to safely, securely, and ethically use the Internet for communication, creativity, collaboration, critical thinking, and problem solving. **Concepts/Essential Questions:** 1. When using online resources, it is important to consider safety and security issues. • What is online identity theft? • How do I make decisions to protect my online identity? • How do I secure my data and my family's data?	1. Completed identity theft prevention tip list Informal discussion	1. Act out or discuss scenes described on index cards where identity or data has been compromised. Read, review and discuss the handout titled Online Identity Theft: Information Power from the CyberSmart website. Develop an identity theft prevention tip list and propose ways to communicate their tips to their families.	1. Scenario note cards	1. One-to-one as needed Repetition Proximity control

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	2. When creating a personal online image, it is crucial to understand the consequences of unintended audiences viewing social network profiles. • What audiences other than teens might be interested in viewing teens' social networking profiles? Why? • What characteristics make social networking sites very public spaces? • What are some solutions for dealing with unintended online audiences?	2. Informal observation Informal discussion Completion of individual projects	2. Complete a Venn Diagram to compare and contrast the way students act, dress, and talk in three different settings. In small groups, read and discuss social networking situations and/or scenario cards. Present information from the social networking scenario cards in the form of a skit, improvisation, debate, news article, concept map or discussion. Discuss solutions to the dangers of social networking including: the exploration of the privacy tools available on the sites,	2. Venn Diagram Social Networking Scenario Cards provided on the CyberSmart website http://cybersmart.org	2. Peer tutoring One-to-one as needed Repetition Proximity control

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			consideration of the "invisible" audience, monitoring of what others post about you, and the Privacy Policy or Terms of Service of any network joined.		
	3. Ethical users of social networks do not engage in cyber bulling. • What is cyber bullying? • What are some examples of cyber bullying**?** • What are the effects of cyber bullying? • What should I do if I am a victim of cyber bullying?	3. Informal observation Informal discussion	3. Have guest speakers or role players present examples of cyber bullying and the effects it had on their lives. Define cyber bullying and its effect on individuals. Discuss personal situations of being cyber bullied and solutions.	3. Guest speakers or note cards with scenarios and effects	3. One-to-one as needed Proximity control

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	4. Copyright is protection of one's ideas so that others can not benefit from another's ideas without permission. • What is the definition of copyright? • Why does copyright exist? • How does one violate copyright? • What can happen to someone if they violate copyright? • Are there any exceptions to copyright and what are they? **Vocabulary:** Identity theft Online identity Online security Social networking Privacy policy Privacy tools Invisible audience Posting Blogs Venn Diagram Personal profile Cyber profile	4. Informal observation Informal discussion Completion of individual projects	4. Explain how people's ideas have allow humans to progress in many different areas especially in technology. Have students come up with their own ideas and discuss how they would feel if someone used and benefitted from their idea without their permission. Go over the generalizations of copyright, why it exists, what could happen if you violate it, fines and/or incarceration, and where the most common areas of violations occur. One of the biggest areas	4. HO on copyright issues, personal non-copyright violation music CDs, computers, iTunes program	4. One-to-one as needed Repetition Proximity control

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Cyber bulling **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. Competencies for this grade level are: • Independently synthesize pertinent information from source materials to achieve the research goal. • Analyze, synthesize, organize and present integrated information and data that support and illustrate inferences and conclusions drawn from research. • Demonstrate safe, ethical, and legal use of digital information and technology.		of copyright violation is in the music industry. Explain how buying music gives you certain rights to manipulate it. Have students bring in their own non-copyright violation music and create and compilation CD of their favorite music using iTunes.		

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.6 A Identify and establish the purpose for reading. 1.1.6 G Demonstrate, after reading, understanding and interpretation of both fiction and nonfiction text. 1.2.6 A Read and understand essential content of informational texts and documents in all academic areas. 1.2.6 B Use and understand a variety of media and evaluate the quality of material produced.	**Big Ideas:** The ability to locate, evaluate, and utilize online materials (i.e. databases, books on OPAC, websites) is a compulsory skill in obtaining Information literacy. The student who is information literate can locate online materials for research and personal interests. **Concepts/Essential Questions:** 1. Scholarly databases, OPAC, Webpath Express, and the World Wide Web are the tools to locate online materials. • What information do I need or want? • How do I use scholarly databases, OPAC, Webpath Express, and the World Wide Web to locate online materials?	1. Informal Q & A Informal observation Projects Activities	1. Model how to choose which online resources will best meet current needs. Illustrate how to navigate through various scholarly databases. Introduce scholarly databases and strengths of each.	1. Computers with internet access	1. Peer tutoring Repetition One-to-one as needed Proximity control

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
1.3.6 F Read and respond to non-fiction and fiction including poetry and drama. 1.6.6 E Participate in small and large group discussions and presentations. 1.6.6 F Use media for learning purposes. 1.8.6 B Locate information using appropriate sources and strategies. **Anchors:** Recognizes the need for information. Recognizes that accurate and	2. Online materials must be evaluated and selected based on accuracy, relevance, currency, and authority. • Do the online resources located provide the information needed? • Does the information located reflect the most current research? • Is what resource selected the best or most appropriate resource available? Why?	2. Informal Q & A Informal observation Projects Activities	Select a topic and collect 3 resources using databases and OPAC. Explain the value of each resource. Choose a person and complete and a biographical sketch using 5 different resources. 2. Model how to choose which online resources will best meet current needs. Demonstrate how to navigate through various scholarly databases. Introduce scholarly databases and strengths of each. Select a topic and	Resource activity WS Biography activity WS 2. Computers with internet access Resource activity WS Biography activity WS	2. Peer tutoring Repetition One-to-one as needed Proximity control

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
comprehensive information is the basis for intelligent decision making. Formulates questions based on information needs. Identifies a variety of potential sources of information. Develops and uses successful strategies for locating information. Assesses the quality of the process and products of personal information seeking.	3. A bibliography or source citation lists, gives credit to the people who have done works of published information that one has used for their own research purposes. • What is the purpose of creating a works-cited list when doing research? • What is the format used when citing an online resource? • What information must be included and what should be used if available when an online resource is used?	3. Informal Q & A Informal observation Activities completion and discussion	collect 3 resources using databases and OPAC. Explain the value of each resource. Choose a person and complete a biographical sketch using 5 different resources. 3. Explain the MLA format of citing an online resource. Show what aspects of the format are required and what are needed if available. Go on to a scholarly database that does the citation and show what aspects of the format are present. Have students select a	3. MLA format for citing an online resource, computers with access to the internet, Webpath express, scholarly databases, Citing online resources WS	3. Repetition One-to-one as needed Proximity control

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Vocabulary: Biography MLA OPAC Scholarly database Webpath Express Works cited World Wide Web **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. Competencies for this grade level are: • Independently locate and select the appropriate source materials to achieve the research goal • Independently locate and select the appropriate		website on a topic from either Webpath express or a scholarly database and cite that resource using the MLA format.		

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	source materials to meet personal needs and interests. • Assess the credibility, reliability, consistency, strengths and limitations of resources.				

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.7-12 A Identify and establish the purpose for reading. 1.1.7-12 B Identify and use common organizational structures, e.g., index, table of contents, to comprehend information. 1.1.7-12 G Demonstrate, after reading, understanding and interpretation of both fiction and nonfiction text. 1.1.7-12 H Demonstrate fluency and comprehension in reading.	**Big Ideas:** The ability to locate, evaluate, and utilize print materials is a compulsory skill in obtaining Information Literacy. The student who is information literate can locate print materials for research and personal interests. **Concepts/Essential Questions:** 1. OPAC (Online Public Access Catalog) is the tool to locate print materials. • What information do I need or want? • How do I use OPAC to locate print materials? • How do I navigate the physical space of the library using signage and call numbers?	1. Informal Q & A Informal observation Locating books on shelves Completing handouts and activities associated with the hand outs	1. During individual, small group and whole group instruction, model how to determine what a patron needs or wants. Explain and utilize keyword, author, title and subject searches. Explain and utilize power searches. Review how to use signage and call.	1. Computer with internet access, OPAC, LCD projector, screen, signage, library facilities, printers OPAC HO/WS Power button WS Bibliography print out	1. Peer tutoring Repetition One-to-one as needed Proximity control Small group instruction

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
1.2.7-12 A Read and understand essential content of informational texts and documents in all academic areas. 1.2.7-12 B Use and understand a variety of media and evaluate the quality of material produced. 1.3.7-12 A Read and understand works of literature. 1.3.7-12 F Read and respond to non-fiction and fiction including poetry and drama. 1.6.7-12 E Participate in small and large group	2. Print materials must be evaluated and selected based on relevance and currency in relation to present needs. • Do the print resources located provide the information needed? • Does the information located reflect the most current research? • Do the print resources located address my personal needs and or interests?	2. Informal Q & A Informal observation Review entries submitted on OPAC Completion of activities Discussion	numbers to physically obtain materials 2. Review how to use the table of contents, index and skim materials to evaluate relevancy. Review copyright dates. Show patrons where summaries, accolades, and professional reviews can be found on OPAC and book covers. Explain and demonstrate how to use these tools for effective book selection. Create a bibliography and narrow it down using power button feature. Pull the books off the shelf, select the best one and explain why.	OPAC, books, printers, library facilities	2. Peer tutoring Repetition One-to-one as needed Proximity control

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
discussions and presentations. 1.6.7-12 F Use media for learning purposes. 1.8.7-12 B Locate information using appropriate sources and strategies. **Anchors:** Recognizes the need for information. Recognizes that accurate and comprehensive information is the basis for intelligent decision making. Formulates questions based on information needs.	3. Resource lists can be used to create and/or locate specific materials from OPAC. • What is a resource list? • Where do I find a resource list? • How do I make a resource list? • How do I use a resource list that was created for a teacher/class? 4. Reference tools are quick easy reliable access to use for research purposes. • What are the types of reference tools? • When would you use each of the different types of reference tools? • Where are reference tools located?	3. Informal Q & A Informal observation Review entries submitted on OPAC Completion of activities 4. Informal Q & A Informal observation Completion of activities Discussion	3. Walk patrons through where to find the resource list icon on the OPAC program. Explain what a resource list is, how it can be used and how to locate specific lists created for students from teachers. Demonstrate how a resource list can be created and manipulated. 4. Explain the 6 types of reference tools and when each would be used. • Dictionary • Atlas • Almanac	Computers with internet access, OPAC, LCD projector, screen, printers 4. Library facilities, dictionaries, almanacs, atlases, thesauruses, encyclopedias, computers with	3. Peer tutoring Repetition One-to-one as needed Proximity control 4. Peer tutoring Repetition One-to-one as needed Proximity

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Identifies a variety of potential sources of information Develops and uses successful strategies for locating information Assesses the quality of the process and products of personal information seeking	5. Dictionaries are reference tools that gives definitions. • What are the types of dictionaries? • When would you use the different types?	5. Informal Q & A Informal observation Completion of activities Discussion	• Thesaurus • Encyclopedia • Online resources Have patrons locate the area in the library where reference tools are located. Have students look at each tool and give an interesting fact from each. 5. Explain the 5 types of dictionaries and when each would be used • Unabridged • Abridged • Biographical • Geographical • Special Have students obtain a dictionary from the reference shelf. Explain	internet access, Reference tools WS 5. Library facilities, dictionaries	control 5. Peer tutoring Repetition One-to-one as needed Proximity control

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			the five types and show into which type each of the dictionaries falls.		
	6. A bibliography or source citation lists, gives credit to the people who have done works of published information that one has used for their own research purposes. • What is the purpose of creating a works cited list when doing research? • What is the format used when citing a print resource? • What information must be included when a print resource is used? **Vocabulary:** Abridged dictionary Almanac Atlas Author search Bibliography Biographical dictionary Call number Copy category Copyright date	6. Informal observation Completion of activities Discussion	6. Explain the MLA format of citing a book, reference tool and periodical resource. Show what aspects of the format are required. Cite a book, encyclopedia and a magazine.	6. MLA format for citing print resources, books, encyclopedias, periodicals, Citing print resources WS	6. Peer tutoring Repetition One-to-one as needed Proximity control

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Dictionary Encyclopedia Geographical dictionary Index Keyword search OPAC Periodical Personal list Poetry Power search Professional review Reference tool Resource list Series search Signage Special dictionary Subject search Summary Table of contents Thesaurus Title search Unabridged dictionary Visual Search				

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Competencies: By the end of high school students will: • Read widely with fluency and understanding • Write effectively for a variety of purposes and audiences • Speak articulately with purpose • Listen attentively and critically • Find, evaluate, use and create information in multiple media formats Competencies for this grade level are: • Think critically • Identify essential content of text and relate it to other disciplines. • Evaluate the author's use of text features and organizational structures, including literary elements and devices, to convey a message. • Evaluate the author's purpose, develop an informed opinion and establish a critical stance based on the text. • Evaluate the use of specific genre and literary form to deliver adequately a message. • Distinguish the appropriateness of using primary and secondary sources to achieve the research				

Library & Information Literacy Curriculum- Grade 6

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	goal. • Independently locate and select the appropriate source materials to achieve the research goal. • Assess the credibility, reliability, consistency, • strengths and limitations of resources.				

COMMON VOCABULARY – GRADE 6

Audio books – a book formatted in a CD or DVD so that the "reader" listens to someone narrate the story

Biography – an account of someone's life written by another person

Blogs – short for web log, is a web page that serves as a publically accessible personal journal that is usually updated daily and reflects the personality of the blogger

Cyber bullying – slang term used to describe online harassment which can be in the form of comments made in chat rooms, the sending of offensive or cruel email or by posting blogs on social networking sites such as Facebook or MySpace. Unlike physical bullying, cyber bullying can often be difficult to track since the cyberbully can remain anonymous.

Cyber profile – the physical and emotional description of a person that is posted online. This profile may or may not be correct and can be posted by the individual or others.

Evaluation – judging the effectiveness of the completed research problem as well as the efficiency the process used to create the finished product. The sixth step of the Big6.

Genre – one of the categories, based on form, style, or subject matter, into which artistic works of all kinds can be divided. For example, historical fiction is a genre of fiction.

Identity theft – the use of someone's personal identifying information such as their name, Social Security, credit card number without permission, for the purpose of commiting fraud or other crimes. This felony affects as many as nine million Americans per year.

Information seeking strategies - determining all possible sources to check when solving the information problem and selecting only the best sources. The second step in the Big6.

Invisible audience – those individuals who access the information, blogs, social networking sites or other postings belonging to an individual who go unidentified because they haven't responded to any of the information therefore, the size of the invisible audience cannot be determined

Location and Access – the location of sources of information which will solve the information problem, and selecting only the best sources for that task. The third step in the Big6.

Online identity – is a social identity that an Internet user establishes in an online community or website. Some people use their real names but most prefer to be anonymous and they reveal only bits of personal information.

Online security – the assurance that personal information is safe and protected when posted on a website or social networking site

COMMON VOCABULARY – GRADE 6

OPAC – an acronym for Online Public Access Catalog

Paraphrasing – to restate something using other words, often for the purpose of making it easier to understand

Periodicals –a magazine or journal published at regular intervals, especially weekly, monthly, quarterly or annually

Personal profile – a social identity that an Internet user establishes in an online community or website.

Poem – a complete piece of writing in verse that is set out in lines of a set length and uses rhythm, imagery, and often rhyme to achieve its effect

Poetry – literary works expressing the author's emotional sincerity , intensity, or profound insight written in verse

Posting – a message sent to and displayed on an online facility such as an internet newsgroup, bulletin board , blog or twitter

Privacy policy – usually stated in the form of a web document linked to a company or organization's website that details how they handle a person's identifiable information , how the information is used, who the information is shared and how the person can control the information that is gathered

Privacy tools – software written into a website that protects the users of that website to ensure that pieces of information are not used by others for the purpose of felonious acts.\

Scholarly database – a collection of articles, written by individuals within that field of study. The information is authoritative, timely and contains a large percentage of primary sources. Often these databases contain tools which further aid the researcher; for example, ready-made citations in varying formats for each article. This type of database contains information in varying formats including print, audio, photographs, video clips and study guides.

Short story – a work of fiction that is usually written in prose, usually in narrative format

Short story collection – an area within the library collection containing works in the short story format

Skimming – reading very quickly, looking occasionally at lines or words to get the general idea of the content of the material

COMMON VOCABULARY – GRADE 6

Social networking site – websites focused on building online communities of people who share interests and/or activities. Sites are web based and provide a variety of ways for users to interact such as email and instant messaging.

Synthesis – the process of combining different ideas, influences, or objects into a new whole. This is the fifth step in the Big 6.

Task definition – in the research process, one of the first missions the researcher must complete is thoroughly understanding what precise information problem they will be solving This is the first of six steps in the Big6.

Use of Information – engaging, hearing, viewing or touching the source of information and extracting the relevant information. This is the fourth step in the Big6.

Webpath Express – a service available for purchase through the Follett Software Company that can be added to their library management software. This add-on identifies websites that are reviewed, assigned grade ranges, organized by subject, and evaluated for their effectiveness and efficiency. When a subject is searched in the online management system these websites results are included in the search for library materials.

World Wide Web – not synonymous with the Internet. The WWW or Web, is a system of Internet servers that handle a special kind or formatted document (HTML or Hyper Text Markup Language, which can be linked to other documents, graphics or videos.

Scope and Sequence Library and Information Literacy Curriculum – Secondary Grades 7-12

Anchor : Demonstrates familiarity with library services, resources, policies and procedures

- The arrangement of the physical library will be reviewed.
- The library website and all its electronic resources will be reviewed.

Anchor: Demonstrates the ability to locate, evaluate and utilize print materials

- OPAC (Online Public Access Catalog) will be reviewed as the tool to locate print materials.
- Student will evaluate print materials in relation to his or her information needs.

Anchor: Demonstrates the ability to locate, evaluate and utilize online materials (i.e. scholarly databases, eBooks, and websites)

- Model proper use of scholarly databases, eBooks, and websites.
- Model evaluation process of online materials.
- Instruct users on the importance of Internet safety.

Anchor: Demonstrate the use of a process model such as the Big6 ™

- Teach students that task definition is the first step in solving an information problem.
- Instruct students on information seeking strategies.
- Demonstrate how to locate and access relevant information.
- Model how to extract relevant information.
- Guide students on the process of synthesizing information from multiple sources.
- Model self evaluation of the process and product produced.

Anchor: Demonstrate how to safely, securely, and ethically use the Internet for communication, creativity, collaboration, critical thinking and problem solving

- Brainstorm safety and security issues when utilizing online resources.
- Discuss creation of personal online images and the audiences that may view them.
- Outline the causes and effects of cyber bullying.

Scope and Sequence Library and Information Literacy Curriculum – Secondary Grades 7-12

Anchor: Demonstrates characteristics of an information literate, independent learner by engaging in literature appreciation

- Assist students in becoming cognizant of their personal reading interests.
- Demonstrate use of sources like booklists, professional book reviews, author websites, reader advisory websites and library advertising to increase the success of book selection.

Library and Information Literacy Curriculum – Secondary Grades 7-12

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.7-12 H Demonstrate fluency and comprehension in reading. 1.2.7-12 A Read and understand essential content of informational texts and documents in all academic areas. 1.6.7-12 E Participate in small and large group discussions and presentations. 1.6.7-12 F Use media for learning purposes. 1.8.7-12 B Locate information using appropriate sources and strategies.	**Big Idea:** Familiarity with library services, resources, policies and procedures is essential to a high quality education. **Concepts/Essential Questions:** 1. The library website outlines library services, resources, policies and procedures. • What services are provided by the library? • What print and electronic resources are available? • What are the library's policies and procedures? 2. Library resources are arranged in an organized method to ensure ease of use. • How are the library's resources organized? • How can I find what I am looking for?	1. Informal observation Verbal responses Completion of "library overview scavenger hunt" 2. Informal Q & A Informal observation	1. Introduce library services, resources, policies and procedures. Conduct an informal Q & A to reinforce information presented regarding library services, resources, policies and procedures. 2. Conduct a tour of the library facility to show and explain the purpose of available materials including, signage, periodicals, circulation desk, book drop, fiction collection, non-fiction collection, biographies, and	1. Computers, multi-media projector, library website, "library overview" brochure, "library overview scavenger hunt" 2. Library facility, signage	1. Peer tutoring Repetition One-to-one as needed Proximity control 2. Peer tutoring Repetition One-to-one as needed Proximity control

Library and Information Literacy Curriculum – Secondary Grades 7-12

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Anchors: All students will demonstrate how to navigate and utilize the library website. Students will follow policies and procedures of the library and be responsible for the care of materials and equipment.	**Vocabulary:** Access PA Power Library Database OPAC **Competencies:** By the end of high school students will: • Read widely with fluency and understanding, • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. • Think critically. Competencies for this grade level are: • Independently locate and select the appropriate source materials to achieve the research goal. • Interact effectively in discussions by o Maintaining the focus of the discussion by contributing relevant content, o Asking relevant and clarifying questions. o Monitoring the response of participants and adjust actions accordingly.		collective biographies.		

Library and Information Literacy Curriculum – Secondary Grades 7-12

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.7-12 A Identify and establish the purpose for reading. 1.1.7-12 B Identify and use common organizational structures, e.g., index, table of contents, to comprehend information. 1.1.7-12 G Demonstrate, after reading, understanding and interpretation of both fiction and nonfiction text. 1.1.7-12 H Demonstrate fluency and comprehension in reading.	**Big Ideas:** The ability to locate, evaluate, and utilize print materials is a compulsory skill in obtaining Information Literacy. The student who is information literate can locate print materials for research and personal interests. **Concepts / Essential Questions:** 1. OPAC (Online Public Access Catalog) is the tool to locate print materials. • What information do I need or want? • How do I use OPAC to locate print materials? • How do I navigate the physical space of the library using signage and call numbers?	1. Informal Q & A Informal observation	1. During individual, small group and whole group instruction, model how to determine what a patron needs or wants. Walk patrons through the steps involved in completing OPAC searches. Review how to use signage and call numbers to physically obtain materials.	1. Computer with internet access, OPAC, LCD projector, signage	1. Peer tutoring Repetition One-to-one as needed Proximity control

Library and Information Literacy Curriculum – Secondary Grades 7-12

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
1.2.7-12 A Read and understand essential content of informational texts and documents in all academic areas. 1.2.7-12 B Use and understand a variety of media and evaluate the quality of material produced. 1.3.7-12 A Read and understand works of literature. 1.3.7-12 F Read and respond to non-fiction and fiction including poetry and drama. 1.6.7-12 E Participate in small and large group discussions and presentations.	2. Print materials must be evaluated and selected based on relevance and currency in relation to present needs. • Do the print resources located provide the information needed? • Does the information located reflect the most current research? • Do the print resources located address my personal needs and or interests? **Vocabulary:** Author search Call number Copy category Copyright date Index Keyword search OPAC Personal list Professional review Series search Signage Subject search Summary Table of contents Title search Visual Search	2. Informal Q & A Informal observation Review entries submitted on OPAC	2. Review how to use the table of contents, index and skim materials to evaluate relevancy. Review copyright dates. Show patrons where summaries, accolades, and professional reviews can be found on OPAC and book covers. Explain and demonstrate how to use these tools for effective book selection.	2. OPAC, books	2. Peer tutoring Repetition One-to-one as needed Proximity control

Library and Information Literacy Curriculum – Secondary Grades 7-12

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
1.6.7-12 F Use media for learning purposes. 1.8.7-12 B Locate information using appropriate sources and strategies. **Anchors:** Recognizes the need for information. Recognizes that accurate and comprehensive information is the basis for intelligent decision making. Formulates questions based on information needs. Identifies a variety of potential	**Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. Competencies for this grade level are: • Think critically. • Identify essential content of text and relate it to other disciplines. • Evaluate the author's use of text features and organizational structures, including literary. elements and devices, to convey a message. • Evaluate the author's purpose, develop an informed opinion and establish a critical stance based on the text. • Evaluate the use of specific genre and literary form to adequately deliver a message. • Distinguish the appropriateness of using primary and secondary sources to achieve the research goal. • Independently locate and select the appropriate source materials to achieve the research goal. • Assess the credibility, reliability, consistency,				

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
sources of information. Develops and uses successful strategies for locating information. Assesses the quality of the process and products of personal information seeking.	strengths and limitations of resources.				

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.7-12 A Identify and establish the purpose for reading. 1.1.7-12 G Demonstrate, after reading, understanding and interpretation of both fiction and nonfiction text. 1.2.7-12 A Read and understand essential content of informational texts and documents in all academic areas. 1.2.7-12 B Use and understand a variety of media and evaluate the quality of material produced.	**Big Ideas:** The ability to locate, evaluate, and utilize online materials (i.e. databases, eBooks, websites) is a compulsory skill in obtaining Information literacy. The student who is information literate can locate online materials for research and personal interests. **Concepts / Essential Questions:** 1. Scholarly databases, eBooks, and the World Wide Web are the tools to locate online materials. • What information do I need or want? • How do I use scholarly databases, eBooks and the World Wide Web to locate online materials? 2. Online materials must be evaluated and selected based on accuracy, relevance, currency, and authority. • Do the online resources located provide the information needed? • Does the information located reflect the most current research?	1. Informal Q & A Informal observation 2. Informal Q & A Informal observation	1. Model how to choose which online resources will best meet current needs. Illustrate how to navigate through various scholarly databases. 2. Demonstrate how to evaluate websites informally or with the use of a web evaluation form.	1. Computers with internet access 2. Web evaluation form	1. Peer tutoring Repetition One-to-one as needed Proximity control 2. Peer tutoring Repetition One-to-one as needed Proximity control

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
1.3.7-12 F Read and respond to non-fiction and fiction including poetry and drama. 1.6.7-12 E Participate in small and large group discussions and presentations. 1.6.7-12 F Use media for learning purposes. 1.8.7-12 B Locate information using appropriate sources and strategies. **Anchors:** Recognizes the need for information. Recognizes that accurate and comprehensive	3. When using online resources it is vital to protect personal information and utilize resources responsibly. • What is personal information and how do I protect it? • What does it mean to use online resources responsibly? **Vocabulary:** World Wide Web Scholarly database eBook Acceptable Use Policy **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. Competencies for this grade level are: • Independently locate and select the appropriate source materials to achieve the research goal.	3. Informal Q & A Informal observation	3. Review ESASD's Acceptable Use Policy. Review rules and tips related to online safety.	3. ESASD's Acceptable Use Policy	3. Peer tutoring Repetition One-to-one as needed Proximity control

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
information is the basis for intelligent decision making. Formulates questions based on information needs. Identifies a variety of potential sources of information. Develops and uses successful strategies for locating information. Assesses the quality of the process and products of personal information seeking.	• Independently locate and select the appropriate source materials to meet personal needs and interests. • Assess the credibility, reliability, consistency, strengths and limitations of resources.				

Library and Information Literacy Curriculum – Secondary Grades 7-12

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.7-12 H Demonstrate fluency and comprehension in reading. 1.2.7-12 A Read and understand essential content of informational text and documents in all academic areas. 1.6.7-12 F Use media for learning purposes. 1.8.7-12 A Select and refine a topic for research. 1.8.7-12 B Locate information using appropriate sources and strategies.	**Big Idea:** Using a process model such as The Big6™ students can solve any information problem. **Concepts/Essential Questions:** 1. Task definition is the first step in solving a problem and or beginning a research project. • What is my current task? • What are some topics or questions I need to answer? • What information will I need? 2. Information seeking strategies are required to determine what sources are available and which will best meet current needs. • What are all the possible sources to check? • What are the best sources of information for this task? 3. Location and access of sources are needed to find relevant information. • Where can I find these sources? • Where can I find the information in the source?	1. Compile list of possible topics 2. Bibliography or Works cited as stipulated by content area instructor 3. Informal observation	1. Assist student in selecting research topics according to classroom assignment specifications or personal interests. 2. Review print and online resources pertinent to current needs. 3. Review library floor plan, signage and call numbers. As needed, demonstrate navigation techniques	1. OPAC, Webpath Express, scholarly databases 2. OPAC, Webpath Express, scholarly databases, print resources, Noodletools 3. OPAC, Webpath Express, scholarly databases, print resources	1. One-to-one as needed Proximity Control 2. Peer tutoring One-to-one as needed Repetition Proximity control 3. Peer tutoring One-to-one as needed Repetition

Library and Information Literacy Curriculum – Secondary Grades 7-12

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Anchors: Recognizes the need for information. Formulates questions based on information needs. Identifies a variety of potential sources of information. Identifies inaccurate and misleading information. Select information appropriate to the problem or question at hand. Develops and uses successful strategies for locating information.	4. Sources must be reviewed to extract relevant information. 1. What information from the source is useful? 5. Synthesis of information requires the organization of multiple sources. • How will I organize my information? 6. Evaluation includes assessment of the process and product. • Did I do what was required? • Do I need to make any changes?	4. Informal observation Review note cards or highlighting completed by students 5. Completed project 6. Informal observation	for print and online resources (i.e. index, table of contents, online search features). 4. Review skimming, selecting pertinent information and paraphrasing. 5. Instruction developed based on needs outlined by content area instructor (i.e. Power Point, typed report, oral presentation, etc.). 6. Illustrate how to use a rubric, checklist, or assignment guidelines when provided by content instructor.	4. Webpath Express, scholarly databases, print resources 5. Computer workstation 6. rubric, checklist, assignment guidelines	4. Peer tutoring One-to-one as needed Repetition Proximity control 5. Peer tutoring One-to-one as needed Repetition Proximity control 6. One-to-one as needed Repetition

Library and Information Literacy Curriculum – Secondary Grades 7-12

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Organize information for practical application. Produce and communicate information in appropriate formats. Design, develop, and evaluate information related to personal interests. Assesses the quality of the process and products of information seeking. Devise strategies for revising, improving, and updating self-generated knowledge.	**Vocabulary:** Task definition Information seeking strategies Synthesis Skimming Paraphrasing **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. Competencies for this grade level are: • Select, develop, research and prove a thesis. • Distinguish the appropriateness of using primary and secondary sources to achieve the research goal. • Independently locate and select the appropriate source materials to achieve the research goal. • Independently synthesize pertinent information from source materials to achieve the research goal.				

Library and Information Literacy Curriculum – Secondary Grades 7-12

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.2.7-12 A Read and understand essential content of informational text and documents in all academic areas. 1.6.7-12 E Participate in small and large group discussions and presentations. **Anchors:** Defines online identity theft and describe several ways it can occur Communicates good online identity theft prevention practices	• Assess the credibility, reliability, consistency, strengths and limitations of resources, including information gathered from Web sites. • Analyze, synthesize, organize and present integrated information and data that support and illustrate inferences and conclusions drawn from research. **Big Ideas:** Students must be prepared to safely, securely, and ethically use the Internet for communication, creativity, collaboration, critical thinking, and problem solving. **Concepts/Essential Questions:** 1. When using online resources, it is important to consider safety and security issues. • What is online identity theft? • How do I make decisions to protect my online identity? • How do I secure my data and my family's data?	1. Completed identity theft prevention tip list Informal discussion	1. Act out scenes described on index cards where identity or data has been compromised. Read, review and discuss the handout titled Online Identity Theft: Information Power from the CyberSmart website. Develop an identity theft prevention tip	1. Scenario note cards	1. One-to-one as needed Repetition Proximity control

Library and Information Literacy Curriculum – Secondary Grades 7-12

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			list and propose ways to communicate their tips to their families.		
	2. When creating a personal online image, it is crucial to understand the consequences of unintended audiences viewing social network profiles. • What audiences other than teens might be interested in viewing teens' social networking profiles? Why? • What characteristics make social networking sites very public spaces? • What are some solutions for dealing with unintended online audiences?	2. Informal observation Informal discussion Completion of individual projects	2. Complete a Venn Diagram to compare and contrast the way students act, dress, and talk in three different settings. In small groups, read and discuss social networking scenario cards. Present information from the social networking scenario cards in the form of a skit, improvisation, debate, news article, or a concept map. Discuss solutions to the dangers of social networking including: the exploration of the privacy tools available on the sites, consideration of the	2. Venn Diagram Social Networking Scenario Cards provided on the CyberSmart website http:// cybersmart.org	2. Peer tutoring One-to-one as needed Repetition Proximity control

Library and Information Literacy Curriculum – Secondary Grades 7-12

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
			"invisible" audience, monitoring of what others post about you, and the Privacy Policy or Terms of Service of any network joined.		
	3. Ethical users of social networks do not engage in cyber bulling. • What is cyber bullying? • What are some examples of cyber bullying**?** • What are the effects of cyber bullying? • What should I do if I am a victim of cyber bullying? **Vocabulary:** Identity theft Online identity Online security Social networking Privacy policy Privacy tools Invisible audience Posting Blogs Venn Diagram Personal profile Cyber profile Cyber bulling	3. Informal observation Informal discussion	3. Have guest speakers or role players present examples of cyber bullying and the effects it had on their lives.	3. Guest speakers or note cards with scenarios and effects	3. One-to-one as needed Proximity control

Library and Information Literacy Curriculum – Secondary Grades 7-12

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	Competencies: By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose. • Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. Competencies for this grade level are: • Independently synthesize pertinent information from source materials to achieve the research goal. • Analyze, synthesize, organize and present integrated information and data that support and illustrate inferences and conclusions drawn from research. • Demonstrate safe, ethical, and legal use of digital information and technology.				

Library and Information Literacy Curriculum – Secondary Grades 7-12

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Standards: 1.1.7-12 H Demonstrate fluency and comprehension in reading. 1.2.7-12 A Read and understand essential content of informational texts and documents in all academic areas. 1.6.7-12 E Participate in small and large group discussions and presentations. 1.6.7-12 F Use media for learning purposes. 1.8.7-12 B Locate information using appropriate sources and strategies.	**Big Ideas:** The student who is an independent learner is information literate and appreciates and pursues information related to personal interests. **Concepts/Essential Questions:** 1. A self-motivated and competent reader is cognizant of their personal reading interests. • What types of books populate the library collection? • What types of books do I enjoy reading? • How do I find books that reflect my reading interests?	1. Informal observation Informal discussion	1. Explain that the online card catalog is like an immense restaurant menu. It is designed to assist the reader in locating materials that appeal to their academic or personal needs and interests. Demonstrate how subject searches lead to genres like love stories, adventures, fantasy, etc. Show students how to use the subject headings for titles that they have enjoyed in the past to find similar books.	1. OPAC	1. Peer tutoring One-to-one as needed Repetition

Library and Information Literacy Curriculum – Secondary Grades 7-12

Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
Anchors: Demonstrate an appreciation for literature. Derive meaning from information presented creatively in a variety of formats. Demonstrate signs of being a competent and self-motivated reader.	2. Use of sources like booklists, professional book reviews, author websites, reader advisory websites and library advertising can increase the success of book selection. • What booklists recommend books for my reading and interest level? • Where can I find appropriate booklists? • What are professional book reviews and where can I find them? • How do I find and use an author's website to select a book that would appeal to me? • What are some quality reader's advisory websites and how do I access them? • How does my library promote and advertise books? **Competencies:** By the end of high school students will: • Read widely with fluency and understanding. • Write effectively for a variety of purposes and audiences. • Speak articulately with purpose.	2. Informal Q&A Informal observation	Review how to use Titlepeek and Copy Categories to make informed book selections. 2. Introduce students to Book Awards like Newberry, *Coretta Scott King*, Pura Belpre, Michael L. Printz, YALSA Best Books For Young Adults, Alex Awards, etc. using the American Library Associations website. Demonstrate how to find professional book reviews using Titlepeek. Show students links to author websites posted on the home page of the online catalog. Demonstrate how to locate other author sites.	2. American Library Association website www.ala.org Fantastic Fiction website www.fantasticfiction.co.uk Teen Reads website www.teenreads.com Book displays, posters, bulletin board displays, Power Point book advertisement slides	2. Peer tutoring One-to-one as needed Repetition

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Clear Standards	Curriculum Framework	Assessments	Instruction	Materials and Resources	Interventions
	• Listen attentively and critically. • Find, evaluate, use and create information in multiple media formats. Competencies for this grade level are: • Independently locate and select the appropriate source materials to achieve the research goal. • Independently locate and select the appropriate source materials to meet personal needs and interests. • Assess the credibility, reliability, consistency, strengths and limitations of resources.		Demonstrate how to locate and use Novel List Power Library Database, Fantastic Fiction website, and Teen Reads website to enhance book selection process. Inform students of various promotional tools employed by library staff to advertise books such as book displays, bulletin boards, slides on scrolling announcements, and entries on the library Moodle page. Explain that attention to these tactics should help students locate quality literature.		

COMMON VOCABULARY - SECONDARY GRADES 7-12

Acceptable Use Policy - sometimes referred to as an AUP, a contract specifying what a user can and cannot do while using an Internet service. An AUP usually contains things like liability disclaimers, lists of actions or behavior that will result in the termination of a customer's account.

Access PA Power Library - online scholarly databases made available to the residents of Pennsylvania by the state's Governor

Author search – using online search software to locate titles written by a particular author

Blogs – shortened from "weblog", a type of website maintained by an individual with regular entries of commentary an/or graphics

Call number – a series of letters, numbers or both that appear on the spine label of the book that indicates where in the library that book can be located

Copy category – books grouped together for a common purpose accessible through a tab in the library catalog

Copyright date – the date the creator of the work (book) legally filed the right to control the use of his/her work

Cyber bullying - involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others

Cyber profile – a description an individual posts online about him or herself (or others) which may or may not be correct

Database – a systematically arranged collection of computer data, structured so that it can be automatically retrieved or manipulated

eBook – a book in an electronic format

Identity theft – a crime used to refer to fraud that involves someone pretending to be someone else in order to steal money or get other benefits. The term is relatively new and is actually a misnomer, since it is not inherently possible to steal an identity, only to use it. The person whose identity is used can suffer various consequences when he or she is held responsible for the perpetrator's actions. In many countries specific laws make it a crime to use another person's identity for personal gain

Index - an alphabetical list of topics, people, or titles, giving the location of where they are mentioned in a text

Information seeking strategies – methods that individuals use to locate needed information or data

Invisible audience – individuals that have public access to personal information posted online which do not belong to the intended audience of the person posting the information

COMMON VOCABULARY - SECONDARY GRADES 7-12

Keyword search – using online software to locate information or library material

Online identity – internet identity, or internet persona is a social identity that an Internet user establishes in online communities and websites. Although some people prefer to use their real names online, most Internet users prefer to be anonymous, identifying themselves by means of pseudonyms, which reveal varying amounts of personally identifiable information.

Online security – techniques for ensuring that data stored in a computer cannot be read or compromised by any individuals without authorization. Most security measures involve data encryption and passwords. Data encryption is the translation of data into a form that is unintelligible without a deciphering mechanism. A password is a secret word or phrase that gives a user access to a particular program or system.

OPAC – an acronym for Online Public Access Catalog; software used to search the holdings of a library.

Paraphrasing – to restate something using other words, especially in order to mage it simpler or shorter

Personal list – individuals you share equal access to on social networking sites

Personal profile – see "cyber profile"

Posting – an entry in a blog or internet forum

Privacy policy – a Web document found on a company or organization's Web site that details the type of personally identifiable information the company collects about its site visitors, how the information is used — including who it may be shared with — and how users can control the information that is gathered

Privacy tools – software toolkits written to rid your system of spyware which threaten the personal information stored on your computer or website

Professional review – information or data that is examined by an individual currently worked in that field

Scholarly databases - a collection of information that has been authored by vetted researchers in their fields, editorially selected, systematically reviewed for accuracy and currency and organized in such a way that a computer program can quickly select desired pieces of data.

Series search - using online software to locate books belonging to the same series

Signage – graphics posted on library shelving to assist the staff or student to locate materials

COMMON VOCABULARY - SECONDARY GRADES 7-12

Skimming – to rapidly look through printed text for the purpose of picking out the main ideas

Social networking software – using online programs designed to build or maintain informal relationships, especially with people whose friendships could bring advantages socially or professionally

Subject search – using online software to locate books that are related to the search

Summary – a shortened version of something that has been said or written, containing only the main points

Synthesis – the process of combining different ideas, influences, or objects into a new whole

Table of contents – an arrangement of information or data into columns and rows representing the scope and location of information that can be found within a book

Task definition - identification of the problem that is to be solved

Title search – using software to locate books using the title of the work as a search term

Venn Diagram – a diagram representing sets as circles, with their relationships to each other expressed through their overlapping positions so that all possible relationships between the sets are shown.

Visual Search – using representational icons in a library software search program to search for books which share a common theme

World Wide Web – a system of Internet servers that support specially formatted documents. The documents are formatted in a markup language called HTML (*Hyper Text Markup Language)* that links to other documents, as well as graphics, audio, and video files. This means you can jump from one document to another simply by clicking on hot spots. Not all Internet servers are part of the World Wide Web. *World Wide Web* is **not** synonymous with *the Internet*.