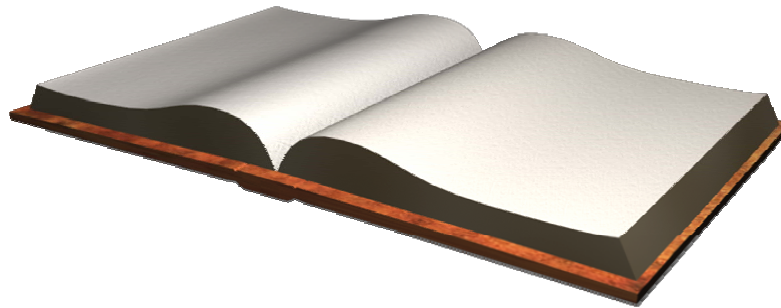


Bedminster Township School District

Information Literacy/Library Skills Curriculum



**“Knowledge is free at the library. Just bring your own container.”
--Unknown**

**Grades PreK-8
Summer 2009**

BEDMINSTER TOWNSHIP BOARD OF EDUCATION

James Carter, President

Louis Casella, Jr., Vice President

Jason Anagnostis

Emily Caspersen

Judy Creelman

Julie Goetz

Brian Haggerty

Caitlyn Parker

Alice Rose

ADMINISTRATION

Dr. Andrew Rinko, Superintendent

Christine McCann, Principal

Christine Landwehrle, Assistant Principal

Teresa Vaught, Director of Student Services

Debe Besold, School Business Administrator

CURRICULUM DRAFTED BY

Rebecca S. S. Crawford, School Media Specialist

Philosophy and Mission

“At the dawn of the 21st century, where knowledge is literally power, where it unlocks the gates of opportunity and success, we all have responsibilities as parents, as librarians, as educators, as politicians, and as citizens to instill in our children a love of reading so that we can give them a chance to fulfill their dreams.”

-- Barack Obama

The Bedminster Township School’s Information Literacy/Library Skills program is centered on reading as the fundamental skill to furthering student learning, personal growth, and enjoyment. Reading in all formats (print, electronic, images) is the key to understanding and comprehending the explosion of information now available to anyone with the will and the desire to locate it. Reading is the stepping stone, but students today must be able to acquire, evaluate and interpret information gathered from multiple and ever-changing sources, efficiently and effectively. The ultimate goal is to empower our students with the necessary information-seeking and processing skills to become lifelong learners.

This curriculum document is based on the AASL Standards for the 21st-Century Learner (ALA and AASL, 2007). As such it is not seen as a separate entity but is integrated into the content of other curricular areas. Therefore it also addresses the following:

- The ISTE National Educational Technology Standards (NETS-S) and Performance Indicators for Students (2007)
- The New Jersey Core Curriculum Content Standards
- New Jersey Preschool Teaching and Learning Standards of Quality (2009)

Through an integrated instructional program, school library media specialists empower students, faculty and staff to master the critical information literacy skills necessary for success in the modern world.

Standards for the 21st-Century Learner **American Association of School Librarians**

Standard 1: Inquire, think critically, and gain knowledge

1.1 Skills

- 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.1.3 Develop and refine a range of questions to frame the search for new understanding.
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- 1.1.6 Read, view and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- 1.1.9 Collaborate with others to broaden and deepen understanding.

1.2 Dispositions in Actions

- 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- 1.2.3 Demonstrate creativity by using multiple resources and formats.
- 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.
- 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- 1.2.6 Display emotional resilience by persisting in information searching despite challenges.
- 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.

Standard 1: Inquire, think critically, and gain knowledge, continued

1.3 Responsibilities

- 1.3.1 Respect copyright/intellectual property rights of creators and producers.
- 1.3.2 Seek divergent perspectives during information gathering and assessment.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
- 1.3.4 Contribute to the exchange of ideas within the learning community.
- 1.3.5 Use information responsibly.

1.4 Self-Assessment Strategies

- 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
- 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.
- 1.4.4 Seek appropriate help when it is needed.

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

- 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions and create new knowledge.
- 2.1.2 Organize knowledge so that it is useful.
- 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
- 2.1.4 Use technology and other information tools to analyze and organize information.
- 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2 Dispositions in Actions

- 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
- 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.
- 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
- 2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3 Responsibilities

- 2.3.1 Connect understanding to the real world.
- 2.3.2 Consider diverse and global perspectives in drawing conclusions.
- 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

2.4 Self-Assessment Strategies

- 2.4.1 Determine how to act on information (accept, reject, modify)
- 2.4.2 Reflect on systematic process, and assess for completeness of investigation.
- 2.4.3 Recognize new knowledge and understanding.
- 2.4.4 Develop directions for future investigations.

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

- 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
- 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.1.5 Connect learning to community issues.
- 3.1.6 Use information and technology ethically and responsibly.

3.2 Dispositions in Action

- 3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
- 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- 3.2.3 Demonstrate teamwork by working productively with others.

3.3 Responsibilities

- 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
- 3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.
- 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
- 3.3.4 Create products that apply to authentic, real-world contexts.
- 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.
- 3.3.6 Use information and knowledge in the service of democratic values.
- 3.3.7 Respect the principles of intellectual freedom.

3.4 Self-Assessment Strategies

- 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
- 3.4.2 Assess the quality and effectiveness of the learning product.
- 3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

Standard 4: Pursue Personal and aesthetic growth.

4.1 Skills

- 4.1.1 Read, view, and listen for pleasure and personal growth.
- 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
- 4.1.4 Seek information for personal learning in a variety of formats and genres.
- 4.1.5 Connect ideas to own interests and previous knowledge and experience.
- 4.1.6 Organize personal knowledge in a way that can be called upon easily.
- 4.1.7 Use social networks and information tools to gather and share information.
- 4.1.8 Use creative artistic formats to express personal learning.

4.2 Dispositions in Action

- 4.2.1 Display curiosity by pursuing interests through multiple resources.
- 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
- 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
- 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

4.3 Responsibilities

- 4.3.1 Participate in the social exchange of ideas, both electronically and in person.
- 4.3.2 Recognize that resources are created for a variety of purposes.
- 4.3.3 Seek opportunities for pursuing personal and aesthetic growth.
- 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

4.4 Self-Assessment Strategies

- 4.4.1 Identify own areas of interest.
- 4.4.2 Recognize the limits of own personal knowledge.
- 4.4.3 Recognize how to focus efforts in personal learning.
- 4.4.4 Interpret new information based on cultural and social context.
- 4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.
- 4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

Adapted from: "AASL Standards for the 21st-Century Learner (2007)." American Association of School Librarians. 2009. American Library Association. 08 July 2009
<<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>>.

The ISTE
National Educational Technology Standards (NETS-S)
And Performance Indicators for Students

Standard 1: Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

Standard 2: Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

Standard 3: Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

Standard 4: Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

Standard 5: Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

Standard 6: Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

Adapted from: "ISTE | National Educational Technology Standards." [ISTE | Home](#). 2007. International Society for Technology in Education. 08 July 2009

<http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm >.

New Jersey Core Curriculum Content Standards

The following New Jersey Core Curriculum Content Standards are referenced in this curriculum.

1. Visual & Performing Arts (2009)

1.3 Performing

3. Language Arts Literacy (2004)

3.1 Reading

3.2 Writing

3.3 Speaking

3.4 Listening

3.5 Viewing & Media Literacy

4. Mathematics (readopted 2008)

4.1 Number & Numerical Operations

4.4 Data Analysis, Probability & Discrete Mathematics

4.5 Mathematical Processes

5. Science (2009)

5.3 Life Science

6. Social Studies (2009)

6.1 U. S. History: America in the World

6.2 World History/Global Studies

6.3 Active Citizenship in the 21st Century

8. Technological Literature (2009)

8.1 Educational Technology

9. Career Education & Consumer, Family & Life Skills (2004)

9.1 Career & Technical Education

9.2 Consumer, Family & Life Skills

For the complete document outlining the New Jersey Core Curriculum Content Standards please go to:

"New Jersey Core Curriculum Content Standards." State of New Jersey Department of Education. 2006. State of New Jersey. <<http://www.state.nj.us/education/cccs/>>.

New Jersey Preschool Teaching & Learning Standards of Quality (2009)

The following New Jersey Preschool Teaching & Learning Standards are referenced in this curriculum.

Social/Emotional Development

STANDARD 1: Children demonstrate self-confidence.

STANDARD 2: Children demonstrate self-direction.

STANDARD 4: Children exhibit positive interactions with other children and adults.

STANDARD 5: Children exhibit pro-social behaviors.

Visual & Performing Arts

STANDARD 2: Children express themselves and develop an appreciation for music.

STANDARD 4: Children express themselves and develop an appreciation for visual arts (e.g., painting, sculpting and drawing).

Health, Safety & Physical Education

STANDARD 1: Children develop self-help and personal hygiene skills.

STANDARD 3: Children begin to develop an awareness of potential hazards in their environment.

STANDARD 4: Children develop competence and confidence in activities that require gross and fine motor skills.

Language Arts/Literacy

STANDARD 1: Children listen and respond to environmental sounds, directions and conversations.

STANDARD 2: Children converse effectively in their home language, English or sign language for a variety of purposes relating to real experiences and different audiences.

STANDARD 3: Children demonstrate emergent reading skills.

Mathematics

STANDARD 1: Children demonstrate an understanding of number and numerical operations.

STANDARD 2: Children develop knowledge of spatial concepts, e.g., shapes and measurement.

STANDARD 3: Children understand patterns, relationships and classification.

Science

STANDARD 1: Children develop inquiry skills.

STANDARD 2: Children observe and investigate matter and energy.

STANDARD 3: Children observe and investigate living things.

STANDARD 4: Children explore and investigate the Earth.

STANDARD 5: Children gain experience in using technology.

Social Studies, Family & Life Skills

STANDARD 3: Children demonstrate knowledge of neighborhood and community.

World Languages

STANDARD 1: Children know that others may use different languages (including sign) to communicate and will express simple greetings, words and phrases in a language other than their own.

For the complete document outlining the New Jersey Preschool Teaching & Learning Standards of Quality please go to:

"New Jersey Preschool Teaching and Learning Standards of Quality." New Jersey Department of Education. January 2009. The State of New Jersey. <<http://www.state.nj.us/education/ece/code/expectations/standards/ptls.pdf>>.

Program Goals and Areas of Instruction

The PreK-8 Information Literacy/Library Skills Curriculum has three main components, which are further divided into subcategories:

- The Effective Use of a Library
 - Citizenship
 - Organization
 - Classification system
 - Online catalog
- Understanding and Appreciation of Literature
 - Literary elements
 - Literary appreciation
 - Literacy criticism
 - Reader advisory
- Information Problem Solving
 - Task definition
 - Information seeking strategies
 - Location and access
 - Use of information
 - Synthesis
 - Evaluation

In the Bedminster Township School, the library program is delivered to children in grades PreK-4 through fixed classes. Students in grades 5-8 are taught the information literacy/library skills in lessons integrated with the subject areas. As Laura Bush stated,

“Libraries allow children to ask questions about the world and find the answers. And the wonderful thing is that once a child learns to use a library, the doors to learning are always open.”

Bedminster Township School District
Information Literacy/Library Skills Scope & Sequence Chart

SKILLS OF THE LIBRARY MEDIA CENTER USE

| | | Introduce □ | | | Reinforce ■ | | | | Refine ◆ | | |
|-----------------------------------------------------------------------------------|-------------|----------------|----------|----------|----------------|----------|----------|----------|-------------|----------|--|
| Citizenship | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students will: | | | | | | | | | | | |
| Exhibit appropriate media behavior | □ | □ | ■ | ■ | ■ | ■ | ◆ | ◆ | ◆ | ◆ | |
| Demonstrate responsible borrowing habits | □ | □ | ■ | ■ | ■ | ■ | ■ | ◆ | ◆ | ◆ | |
| Recognize, understand and use library media vocabulary at appropriate level | | □ | □ | □ | □ | □ | □ | □ | □ | □ | |
| Demonstrate care of print and non-print materials and computer equipment | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Assist others in following library procedures | | | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Adhere to District Policy for network use | | | | | □ | □ | ■ | ■ | ■ | ■ | |
| Recognize that personal and school-related questions can be answered in libraries | □ | □ | ■ | ■ | ■ | ■ | ■ | ◆ | ◆ | ◆ | |
| Alignment with Standards | | | | | | | | | | | |
| AASL 1.1; 1.2; 1.3; 1.4; 2.1; 2.3; 2.4; 3.1; 3.2; 3.3; 4.1; 4.2; 4.3; 4.4 | | | | | | | | | | | |
| NJCCCS: LAL 3.1, 3.2, 3.3; 3.4, 3.5; SS 6.1, 6.3; TL 8.1; CE&CFLS 9.2 | | | | | | | | | | | |
| NJPT&LS: S/ED 1, 2, 4, 5; HS&PE 3; LAL 1, 2, 3; Math 1; Sci 1, 5 | | | | | | | | | | | |
| ISTE 1, 3, 4, 5, 6 | | | | | | | | | | | |

| Organization | Introduce □ | | Reinforce ■ | | | | Refine ◆ | | | |
|---------------------------------------------------------------------------------|----------------|---|----------------|---|---|---|-------------|---|---|---|
| | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Students will: | | | | | | | | | | |
| Describe the services provided by the media center | | | | □ | □ | □ | ■ | ■ | ■ | ■ |
| Identify, locate and recognize the order of the media collections | | | | | | | | | | |
| Easy | □ | □ | ■ | ■ | ■ | ◆ | ◆ | ◆ | ◆ | ◆ |
| Beginning chapter books | | □ | □ | ■ | ■ | ◆ | ◆ | ◆ | ◆ | ◆ |
| Fiction | | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Nonfiction | □ | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Biography | | | □ | □ | □ | □ | ■ | ■ | ■ | ■ |
| Reference | | | | □ | □ | □ | □ | □ | □ | □ |
| Periodicals | | | | | □ | □ | ■ | ■ | ■ | ■ |
| Multimedia Materials | | | | | □ | □ | □ | □ | □ | □ |
| Identify and locate computer | □ | □ | □ | □ | ■ | ■ | ■ | ◆ | ◆ | ◆ |
| Identify and locate library home page | | | | | □ | □ | ■ | ■ | ◆ | ◆ |
| Identify and locate online catalog | | | | □ | □ | ■ | ■ | ◆ | ◆ | ◆ |
| Identify and locate online databases | | | | | | □ | □ | ■ | ■ | ■ |
| Alignment with Standards | | | | | | | | | | |
| AASL: 1.1; 1.2; 1.3; 1.4; 2.1; 2.3; 2.4; 3.1; 3.2; 3.3; 4.1; 4.2; 4.3; 4.4 | | | | | | | | | | |
| NJCCCS: LAL 3.1, 3.2, 3.3, 3.4, 3.5; Math 4.1; SS 6.1, 6.3; TL 8.1; CE&CFLS 9.2 | | | | | | | | | | |
| NJPT&LS: S/ED 1, 2, 4; HS&PE 4; LAL 1, 3; Math 1; Sci 5 | | | | | | | | | | |
| ISTE 1, 2, 3, 5, 6 | | | | | | | | | | |

| | | Introduce □ | | | | Reinforce ■ | | | Refine ◆ | | |
|----------------------------------------------------------------------------------------------------------------------------|-------------|----------------|----------|----------|----------|----------------|----------|----------|-------------|----------|--|
| Classification System | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students will: | | | | | | | | | | | |
| Recognize and understand the parts of a call number and use it for location of materials | | | | | | | | | | | |
| Easy books | | □ | □ | ■ | ■ | ◆ | ◆ | ◆ | ◆ | ◆ | |
| Fiction books | | □ | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Nonfiction books | | □ | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Biography | | | □ | □ | □ | □ | ■ | ■ | ■ | ■ | |
| Reference | | | | □ | □ | □ | □ | □ | □ | □ | |
| Multimedia materials | | | | | | □ | □ | □ | □ | □ | |
| Understand the broad categories of the Dewey Decimal classification system and that subjects are grouped together | | □ | □ | □ | ■ | ■ | ■ | ◆ | ◆ | ◆ | |
| Understand that media centers are systematically organized and that knowledge of one media center can be applied to others | □ | □ | □ | □ | □ | ■ | ■ | ■ | ◆ | ◆ | |
| Alignment with Standards | | | | | | | | | | | |
| AASL: 1.1; 1.3; 1.4; 2.1; 2.3; 2.4; 3.1; 3.2; 3.3; 4.1; 4.3 | | | | | | | | | | | |
| NJCCCS: LAL 3.1, 3.2, 3.3, 3.4, 3.5; Math 4.1, 4.4, 4.5; SS 6.3; TL 8.1; CE&CFLS 9.2 | | | | | | | | | | | |
| NJPT&LS: S/ED 1, 2; V&PA 2; LAL 1, 2, 3; Math 1 | | | | | | | | | | | |
| ISTE 3, 5, 6 | | | | | | | | | | | |

Introduce
□

Reinforce
■

Refine
◆

| Online Catalog | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------------------------------------------------|------|---|---|---|---|---|---|---|---|---|
| Students will: | | | | | | | | | | |
| Identify components of a computer | | □ | □ | □ | ■ | ■ | ■ | ■ | ◆ | ◆ |
| Launch, open, and quit library catalog | | | | □ | □ | ■ | ■ | ◆ | ◆ | ◆ |
| Search by subject | | | | □ | □ | ■ | ■ | ◆ | ◆ | ◆ |
| Search by title | | | | □ | □ | ■ | ■ | ◆ | ◆ | ◆ |
| Search by author | | | | □ | □ | ■ | ■ | ◆ | ◆ | ◆ |
| Search by keyword | | | | □ | □ | □ | □ | ■ | ■ | ■ |
| Search by series | | | | | | | □ | □ | ■ | ■ |
| Locate and understand the parts of a bibliographic record screen | | | | | | □ | □ | □ | ■ | ■ |
| Request materials through interlibrary loan | | | | | | | | | □ | □ |
| Reserve materials that are on loan | | | | | | □ | □ | □ | ■ | ■ |

Alignment with Standards

AASL: 1.1; 1.3; 1.4; 2.3; 2.4; 3.2; 3.3; 4.3

NJCCCS: LAL 3.1, 3.3, 3.4, 3.5; SS 6.3; TL 8.1; CE&CFLS 9.2

ISTE 3, 5, 6

LITERARY UNDERSTANDING & APPRECIATION

| | Introduce □ | | Reinforce ■ | | | | Refine ◆ | | | |
|--------------------------------------------------------------------|----------------|----------|----------------|----------|----------|----------|-------------|----------|----------|----------|
| Literary Elements | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Students will: | | | | | | | | | | |
| Listen attentively to literary passages for increased time periods | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Describe the parts of a book | | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Recognize the elements of a story | | | | | | | | | | |
| Plot, character and setting | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Beginning, middle and end | | □ | ■ | ■ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| Compare and contrast | | □ | □ | □ | □ | ■ | ■ | ■ | ■ | ■ |
| Predications | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Identify theme and supportive details in fiction | □ | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Identify main idea and supportive details in nonfiction | □ | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Identify author's purpose | | | □ | □ | □ | ■ | ■ | ■ | ■ | ■ |

Alignment with Standards

AASL: 1.1; 1.2; 1.3; 1.4; 2.1; 2.3; 2.4; 3.1, 3.2, 3.3; 4.1; 4.2; 4.3; 4.4

NJCCCS: LAL 3.1, 3.2, 3.3, 3.4, 3.5; Math 4.5; Sci 5.3; SS 6.1; TL 8.1; CE&CFLS 9.2

NJPT&LS: S/ED 1, 2, 4, 5; V&PA 2, 4; LAL 1, 2, 3; Math 1, 3; Sci 1, 2, 3, 4, 5

ISTE 1, 3, 4, 5, 6

| | | Introduce □ | | | Reinforce ■ | | | | Refine ◆ | | |
|-----------------------------------------------------------------------------------------------------------------------------|-------------|----------------|----------|----------|----------------|----------|----------|----------|-------------|----------|--|
| Literary Appreciation | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students will: | | | | | | | | | | | |
| Understand the variety of literary forms, and develop appreciation for each through exposure and analysis of the following: | | | | | | | | | | | |
| Picture books | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Beginning chapter books | | | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Novels | | | | | □ | □ | ■ | ■ | ■ | ■ | |
| Nonfiction books | | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Biography and autobiography | | | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Folk tales, fairy tales and nursery rhymes | | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Mythology and epics | | | | | | | □ | □ | □ | □ | |
| Poetry | | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Journal, diary, and interview | | | | | | | □ | □ | □ | □ | |
| Short stories | | | | | | □ | □ | □ | □ | □ | |
| Drama | | | | | | | □ | □ | □ | □ | |
| Describe differences in genres of fiction, i.e. fantasy, historical fiction, mystery, science fiction, graphic novels | | | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Recognize and appreciate authors and illustrators by exposure to a variety of age-appropriate materials | □ | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Be aware of various literary awards and their significance (Caldecott, Newbery, Charlotte, Pulitzer, Printz, King, Nobel) | | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Alignment with Standards | | | | | | | | | | | |
| AASL: 1.1; 1.2; 1.3; 1.4; 2.1; 2.3, 2.4; 3.1; 3.2; 3.3; 4.1; 4.2; 4.3; 4.4 | | | | | | | | | | | |
| NJCCCS: V&PA 1.3; LAL 3.1, 3.2, 3.3, 3.4, 3.5; Sci 5.3; SS 6.1; 6.3; TL 8.1; CE&CFLS 9.2 | | | | | | | | | | | |
| NJPT&LS: S/ED 1, 2, 4; LAL 1, 3 | | | | | | | | | | | |
| ISTE 3, 5, 6 | | | | | | | | | | | |

| | | Introduce □ | | | Reinforce ■ | | | Refine ◆ | | |
|-------------------------------------------------------------------------------------|-------------|----------------|----------|----------|----------------|----------|----------|-------------|----------|----------|
| Literary Criticism | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Students will: | | | | | | | | | | |
| Participate in group discussions of literature | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Give brief reviews of a book – listing title, author, and reasons liked or disliked | | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Engage in an author/illustrator study | | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Compare and contrast formats of different genres (i.e. plays, poetry, stories) | □ | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Read and reflect on criticism in journals and other sources | | | | | | | | | □ | □ |
| Alignment with Standards | | | | | | | | | | |
| AASL: 1.1; 1.2; 1.3; 1.4; 2.1; 2.3; 2.4; 3.1; 3.2; 3.3; 4.1; 4.2; 4.3; 4.4 | | | | | | | | | | |
| NJCCCS: LAL 3.1, 3.2, 3.3, 3.4, 3.5; Sci 5.3; SS 6.1; TL 8.1; CE&CFLS 9.2 | | | | | | | | | | |
| NJPT&LS: S/ED 1, 2, 4, 5; LAL 1, 2, 3; Math 2; Sci 2; WL 1 | | | | | | | | | | |
| ISTE 1, 3, 4, 5, 6 | | | | | | | | | | |

| | | Introduce □ | | | Reinforce ■ | | | Refine ◆ | | |
|------------------------------------------------------------------------------------------------------|-------------|----------------|----------|----------|----------------|----------|----------|-------------|----------|----------|
| Reader Advisory | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Students will: | | | | | | | | | | |
| Select books and materials for classroom and personal use at appropriate interest and reading levels | □ | □ | □ | ■ | ■ | ■ | ◆ | ◆ | ◆ | ◆ |
| Share reading experiences | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Discriminate in choice of reading matter | | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Develop lifelong recreational and informational reading habits | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Alignment with Standards | | | | | | | | | | |
| AASL: 1.1; 1.2; 1.3; 1.4; 2.1; 2.3; 2.4; 3.1; 3.2; 3.3; 4.1; 4.2; 4.3; 4.4 | | | | | | | | | | |
| NJCCCS: LAL 3.1, 3.2, 3.3, 3.4, 3.5; TL 8.1 | | | | | | | | | | |
| NJPT&LS: S/ED 1, 2, 4, 5; V&PA 2; LAL 1, 2; Sci 2, 4 | | | | | | | | | | |
| ISTE 1, 2, 3, 4, 5, 6 | | | | | | | | | | |

SKILLS OF INQUIRY & INVESTIGATION

Introduce
□

Reinforce
■

Refine
◆

| Task Definition | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------------------------------------|------|---|---|---|---|---|---|---|---|---|
| Students will define the information problem: | | | | | | | | | | |
| Select a topic | □ | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Narrow/broaden topic | | | | | | □ | □ | ■ | ■ | ■ |
| Formulate research questions or subtopics | | | □ | □ | □ | □ | ■ | ■ | ■ | ■ |
| Develop a list of keywords, synonyms | | □ | □ | □ | □ | □ | ■ | ■ | ■ | ■ |
| Determine the quantity of information needed | | | □ | □ | □ | □ | ■ | ■ | ■ | ■ |
| Develop a thesis statement | | | | | | | | | ■ | ■ |

Alignment with Standards

AASL: 1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 3.1; 3.2; 3.3; 4.1; 4.2; 4.3; 4.4

NJCCCS: V&PA 1.3; **LAL** 3.1, 3.2, 3.3, 3.4, 3.5; **Sci** 5.3; **SS** 6.1, 6.2; **TL** 8.1; **CE&CFLS** 9.2

NJPT&LS: S/ED 5; **LAL** 1; **Math** 3; **Sci** 1, 4, 5

ISTE 1, 3, 4, 5, 6

Introduce
□

Reinforce
■

Refine
◆

| Information Seeking Strategies, Cont. | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Community sources, cont. | | | | | | | | | | |
| Public and academic libraries | | | | | | □ | ■ | ■ | ■ | ■ |
| Museums and historic sites | | | | | | | | | □ | □ |
| Community and public agencies | □ | □ | □ | □ | □ | □ | □ | □ | □ | □ |
| Students will evaluate possible sources to determine usefulness | | | | □ | □ | □ | ■ | ■ | ■ | ■ |
| Students will evaluate sources using such criteria as currency, accuracy, reliability, ease of use, availability, comprehensibility, authority and bias | | | | □ | □ | □ | ■ | ■ | ■ | ■ |
| Alignment with Standards AASL: 1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 4.3 NJCCCS: LAL 3.1, 3.2, 3.3, 3.4, 3.5; SS 6.1; 6.3; TL 8.1; CE&CFLS 9.2 NJPT&LS: S/ED 1; HS&PE 3; LAL 1. 2. 3; Sci 5; SSF&LS 3 ISTE 1, 3, 4, 5, 6 | | | | | | | | | | |

Introduce
□

Reinforce
■

Refine
◆

| Location and Access | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|----------------------------------------------------------|------|---|---|---|---|---|---|---|---|---|
| Students will locate sources using: | | | | | | | | | | |
| Dewey Decimal classification system | | | | □ | □ | ■ | ■ | ■ | ◆ | ◆ |
| Computer catalog | | | | □ | □ | ■ | ■ | ■ | ◆ | ◆ |
| Library homepage | | | | | □ | □ | ■ | ■ | ■ | ■ |
| Periodical indexes | | | | □ | □ | □ | ■ | ■ | ■ | ■ |
| Online databases | | | | | | □ | □ | □ | □ | □ |
| Hyperlinks | | | | | □ | □ | ■ | ■ | ■ | ■ |
| Internet search engines and directories | | | | | | □ | ■ | ■ | ■ | ■ |
| Boolean search strategies | | | | | | □ | ■ | ■ | ■ | ■ |
| Specialized subject reference sources | | | | □ | □ | □ | □ | □ | □ | □ |
| Public and academic libraries | | | | | | □ | ■ | ■ | ■ | ■ |
| Interlibrary loan | | | | | | | □ | □ | □ | □ |
| Human resources | | | | | | | □ | □ | □ | □ |
| Community and public resources (museums, hotlines, etc.) | | | | | | | □ | □ | □ | □ |

| | | Introduce □ | | | Reinforce ■ | | | | Refine ◆ | | |
|------------------------------------------------------------------------------------------------------|-------------|----------------|----------|----------|----------------|----------|----------|----------|-------------|----------|--|
| Location and Access, Cont. | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students will find information within sources using: | | | | | | | | | | | |
| Alphabetical order | | | □ | □ | ■ | ■ | ■ | ◆ | ◆ | ◆ | |
| Inverted names when necessary | | | | □ | □ | ■ | ■ | ■ | ■ | ■ | |
| Cross-references | | | | | | □ | ■ | ■ | ■ | ■ | |
| Guide words | | | | □ | □ | ■ | ■ | ◆ | ◆ | ◆ | |
| Keywords, headings and subheadings | | | | □ | □ | □ | ■ | ■ | ■ | ■ | |
| Indexes | | | □ | □ | □ | ■ | ■ | ■ | ◆ | ◆ | |
| Tables of contents | | | □ | □ | ■ | ■ | ■ | ◆ | ◆ | ◆ | |
| Glossaries | | | □ | □ | ■ | ■ | ■ | ◆ | ◆ | ◆ | |
| Alignment with Standards | | | | | | | | | | | |
| AASL: 1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 3.1; 3.2; 3.3; 3.4; 4.1; 4.3; 4.4 | | | | | | | | | | | |
| NJCCCS: LAL 3.1, 3.2, 3.3, 3.4, 3.5; Math 4.1, 4.4, 4.5; SS 6.1, 6.3; TL 8.1; CE&CFLS 9.2 | | | | | | | | | | | |
| ISTE 1, 3, 4, 5, 6 | | | | | | | | | | | |

| | | Introduce □ | | | Reinforce ■ | | | Refine ◆ | | |
|--------------------------------------------------------------------------|-------------|----------------|----------|----------|----------------|----------|----------|-------------|----------|----------|
| Use of Information | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Students will examine the information in a source: | | | | | | | | | | |
| Listen purposefully and attentively | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Actively view | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Skim and scan to identify keywords and context clues | | | | | □ | □ | ■ | ■ | ■ | ■ |
| Read and interpret information | | | | □ | □ | □ | ■ | ■ | ■ | ■ |
| Follow links in electronic sources | □ | □ | ■ | ■ | ■ | ◆ | ◆ | ◆ | ◆ | ◆ |
| Identify and ignore unnecessary information | | | | | | □ | □ | ■ | ■ | ■ |
| Students will gather information by: | | | | | | | | | | |
| Summarizing, paraphrasing, or using information | | | □ | □ | □ | ■ | ■ | ■ | ■ | ■ |
| Highlighting or underlining | | | | | | | □ | □ | ■ | ■ |
| Note taking on cards or paper | | | | | | □ | □ | ■ | ■ | ■ |
| Interpreting graphs, charts, and diagrams | | | □ | □ | ■ | ■ | ■ | ■ | ■ | ■ |
| Interviewing | | | | | | | □ | □ | □ | □ |
| Students will practice ethical behavior in regard to information: | | | | | | | | | | |
| Respect intellectual property rights/avoid plagiarism | | | | | | □ | □ | ■ | ■ | ■ |
| Record information for sources used | | | □ | □ | □ | □ | □ | ■ | ■ | ■ |
| Create bibliographies in MLA format | | | □ | □ | □ | □ | □ | ■ | ■ | ■ |
| Use parenthetical references to explicitly cite sources | | | | | | | | | □ | □ |

Alignment with Standards

AASL: 1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 3.1; 3.2; 3.3; 4.1; 4.3

NJCCCS: LAL 3.1, 3.2, 3.3, 3.4, 3.5; **Sci** 5.3; **SS** 6.2, 6.4, 6.6; **TL** 8.1; **CE&CFLS** 9.2

NJPT&LS: S/ED 1, 4, 5; **LAL** 1.2, 3; **Math** 1, 3; **Sci** 1, 2, 4

ISTE 3, 4, 5, 6

| | | Introduce □ | | | Reinforce ■ | | | Refine ◆ | | |
|-----------------------------------------------------------------------------------|-------------|----------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Synthesis | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Students will organize information from sources: | | | | | | | | | | |
| Use an outline or graphical organizer | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Students will verify that information is complete | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Students will be prepared to present information in the following formats: | | | | | | | | | | |
| Written | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Visual | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oral | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Multimedia | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Alignment with Standards

AASL: 1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 3.1; 3.2; 3.3; 3.4; 4.1; 4.3

NJCCCS: V&PA 1.3; **LAL** 3.1, 3.2, 3.3, 3.4, 3.5; **Math** 4.1, 4.4, 4.5; **Sci** 5.3; **SS** 6.1, 6.2; **TL** 8.1; **CE&CFLS** 9.2

ISTE 1, 2, 3, 5, 6

| | | Introduce □ | | | Reinforce ■ | | | Refine ◆ | | |
|-----------------------------------------------------|-------------|----------------|----------|----------|----------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Evaluation | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Students will evaluate the research process: | | | | | | | | | | |
| Reflect on the information-seeking process | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Explain which sources were used and why | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Explain what additional sources were needed | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Explain the difficulties of the assignment | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Assess use of time available for the task | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Make recommendations for improvement | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Alignment with Standards

AASL: 1.1; 1.2; 1.4; 2.4; 3.2; 3.4; 4.3; 4.4

NJCCCS: LAL 3.1, 3.2, 3.3, 3.4, 3.5; **TL** 8.1

ISTE 2, 3, 5

Bedminster Township School

Information Literacy/Library Skills Learning Expectations



PreK

BTS Information Literacy/Library Skills Expectations for PreKindergarten

(Codes: **DI** = Direct Instruction by Library Media Specialist **CS** = Benchmarks related to other curricula where Library Media Specialist may provide classroom support)

| AASL Standards | Standards: NJPT&LS ISTE | Skills/Benchmarks | Suggested Activities | Suggested Materials | Possible Assessments |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | SKILLS OF LIBRARY MEDIA CENTER USE | | | |
| | | CITIZENSHIP: | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.6; 1.18 1.4.2 2.1.1; 2.1.3 2.3.1 2.4.3 3.3.5 4.1.1; 4.1.3; 4.1.4; 4.1.5 4.2.4 4.3.1 4.4.1; 4.4.6 | NJPT&LS: S/ED 1.3, 2.3, 4.1, 5.4; HS&PE 3.1; LAL 1.1, 1.2, 1.4, 2.1, 2.2, 2.6, 2.7, 3.8, 3.9, 3.12; Math 1.1, 1.2, 1.5; Sci 1.3, 5.1 ISTE: 1.a, 5.b, 6.a | Exhibit appropriate media center behavior Demonstrate responsible borrowing habits Demonstrate care of print and non-print materials and computer equipment Recognize that personal and school-related questions can be answered in libraries | Exhibit appropriate behavior – Students will learn the rules and behavior expectations for the library – DI Borrowing habits - Book check out procedures – DI Demonstrate care of materials – Students will return books in good condition & take care while using the ActivBoard pen - DI Recognize that questions can be answered in libraries – Reinforcing the learning of colors - DI Recognize that questions can be answered in libraries – Counting and choices about clothing – DI | Class discussion of the rules and librarian will model appropriate behaviors Picture book section of the library & circulation desk During class students will be reminded to be careful with the ActivBoard pen & to return books in good condition “Color the Rainbow” online story, “What Color is It” online activity (at www.storyplace.org) & ActivBoard with setup “6 Little Teddy Bears” online story, “What Will Bella Wear” online activity (at www.storyplace.org) & Activboard with setup | Librarian will observe student behavior and correct any inappropriate actions Each student will pick out one library book and check it out at the circulation desk Librarian will observe students as they use the ActivBoard equipment & check books when they are returned Students will use the ActivBoard to read a simple online story and complete an activity reinforcing their unit on colors Students will count to six, complete simple subtraction, & decide the best clothes to wear during rainy, sunny, or snowy days |

| | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | ORGANIZATION: | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.6; 1.1.8 1.3.4 1.4.2 2.1.3 2.3.1 3.2.2; 3.2.3 4.1.1; 4.1.3 4.3.1; 4.3.2 | NJPT&LS: S/ED 1.3, 2.3, 2.4, 4.1; HS&PE 4.1; LAL 1.1, 1.2, 1.3, 1.4, 3.10, 3.12; Sci 5.1 ISTE: 5.b, 6.a | Identify, locate and recognize the order of the media collections: <p style="text-align: center;">Easy Nonfiction</p> Identify and locate computers | Identify, locate and recognize the order of the media collections – Going on a hike – DI Identify computers – Students will identify and locate the ActivBoards – DI | <u>Sophie' Knapsack</u> by Stock – E STO (from public library) ActivBoards and setup | After listening to a book about hiking and packing an imaginary backpack the students will take a hike around the library to learn the different media center areas Observe students to see if they know the location of the library's ActivBoards |
| | | CLASSIFICATION SYSTEM: | | | |
| | | Students will: | | | |
| AASL: 1.1.4; 1.1.6 2.1.1; 2.1.3 2.3.1 2.4.3 3.2.2 4.1.1; 4.1.2 4.3.1 | NJPT&LS: S/ED: 1.3, 2.3, 2.4; V&PA: 2.1; LAL: 1.1, 1.2, 1.4, 2.8, 3.3; Math: 1.1, 1.2 ISTE: 3.b | Understand that media centers are systematically organized and that knowledge of one media center can be applied to others | Media Order – ABC & 123s – DI | <u>ABCS and 1-2-3's</u> by Martin – VT E MAR (video) & either TV with VCR or projector connected to a VCR & screen | Students will be introduced to book arrangement (ABC & number order) by reciting the alphabet and counting to ten |
| | | LITERARY UNDERSTANDING AND APPRECIATION | | | |
| | | LITERARY ELEMENTS | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.6; 1.1.7; 1.1.8 1.3.2; 1.3.4 1.4.2 2.1.2; 2.1.3 2.3.1 2.4.3 3.1.2; 3.1.3 | NJPT&LS: S/ED 1.3, 2.3, 4.1, 5.4; V&PA 2.1, 4.1; LAL 1.1, 1.2, 1.4, 2.2, 2.6, 2.8, 3.8, 3.9, 3.10, 3.12, 3.13; Math 1.1, 1.2, 1.5, 3.1, 3.4; Sci 1.1, 1.3, 2.1, 3.1, 4.3; 5.1 | Listen attentively to literary passages for increased time periods | Listen attentively - Listen to stories about animals & identify each animal's sound – DI Listen attentively - Indoor nature walk – identifying animals – DI Listen attentively – Introduction to the many | <u>The Cow Who Clucked</u> by Fleming - E FLE <u>In the Tall, Tall Grass</u> by Fleming – E FLE <u>In a Small, Small Pond</u> by Fleming – E FLE & "Pond | Teacher will observe students to see if they can orally identify animal sounds Teacher will question students about the illustration in the book to see if students can identify the animals By listening to a story and completing an ActivBoard |

| | | | | | |
|-------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3.3.5</p> <p>4.1.1; 4.1.3; 4.1.4; 4.1.5;</p> <p>4.3.1; 4.3.2</p> | <p>ISTE: 1.a, 3.b, 5.b 6.a, 6.b</p> | <p>Recognize the elements of a story Plot, character and setting Predictions</p> <p>Identify theme and supportive detail in fiction</p> | <p>different animals and insects found in ponds – DI</p> <p>Listen attentively – Music, songs and instruments - DI</p> <p>Story elements – Predicting plot - DI</p> <p>Theme in fiction – Using illustrations and rhyming words to identify the theme of the story – DI</p> <p>Theme in fiction – Colors – DI</p> <p>Theme in fiction – Counting – DI</p> <p>Theme in fiction – Snow – DI</p> <p>Supportive details in fiction – Using illustration/picture clues to identify animals depicted</p> | <p>Animal and Plants” ActivBoard flipchart & ActivBoard with setup</p> <p>“The Barnyard Chorus” online story & “The All Star Band” online activity (both from www.storyplace.com) & ActivBoard with setup</p> <p><u>This is the Hat</u> by Van Lann – E VAN & <u>Tan Tan’s Hat</u> by Iwamura – E IWA (both from public library)</p> <p><u>Sheep in a Jeep</u> by Shaw – E SHA</p> <p>“Brown Bear, Brown Bear” ActivBoard flipchart & ActivBoard setup plus <u>Brown Bear, Brown Bear What Do You See</u> by Martin – E MAR</p> <p><u>Mouse Count</u> by Walsh – E WAL & <u>Roar! A Noisy Counting Book</u> by Edwards – E 511 EDW & <u>Click, Clack, Splish, Splash</u> by Cronin – E 511 CRO (last two from public library)</p> <p><u>Snowballs</u> by Ehlert – E EHK and snowman stick puppets craft</p> <p><u>Tail Toes Eyes Ears Nose</u> by Burton – E BUR Red Dot (from public library)</p> | <p>activity students will identify the different animals and insects found near ponds</p> <p>By the end of class students will sing a simple song and identify a number of common musical instruments</p> <p>Students will analyze the pictures in a book and make predictions about the story’s plot</p> <p>Teacher will assess student knowledge by asking questions related to the story & noting students’ oral answers</p> <p>Students will correctly identify the colors on the ActivBoard activity and in the book</p> <p>Students will count out loud using the book’s pictures as prompts</p> <p>Students will orally identify snow as the theme of the book and complete a snow craft</p> <p>Students will orally identify the animals after seeing pictures of their tails, toes, eyes, ears and noses</p> |
|-------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Identify main idea and supportive details in nonfiction | in a book – DI Supportive details in nonfiction – Identify, sort and count animals found on farms – DI Supportive details in nonfiction – Discover how animals use camouflage to keep safe from predators | <u>In The Chicken Coop</u> (with CD) by Stockland – 636.5 STO & “Down on the Farm” ActivBoard flipchart & ActivBoard with setup <u>Red-Eyed Tree Frog</u> by Cowley – 597.9 COW & “Animal Camouflage” game | Students will use the supportive details in a nonfiction book and an ActivBoard activity to identify, count and sort different farm animals By the end of class students will identify a number of animals and notice how they use color and shape as camouflage |
| | | LITERARY APPRECIATION | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.6 1.3.4 1.4.2 2.3.1 2.4.3 3.1.3 3.3.5 4.1.1; 4.1.3; 4.1.5 4.2.4 4.3.1 | NJPT&LS: S/ED 1.3, 2.4, 4.1; LAL 1.2, 1.4, 3.14; 3.16 ISTE: 3.b | Understand the variety of literary forms, and develop appreciation for each through exposure and analysis of the following: Picture books Recognize and appreciate authors and illustrators by exposure to a variety of age-appropriate materials | Literary variety - Introduction to rhyming books (picture books)– DI Literary variety – rhyming continued (picture books)– DI Author study – Introduction to Eric Carle stories – DI | <u>How Do Dinosaurs Say Good Night? – and More Stories That Rhyme</u> DVD E HOW and TV with DVD Player or Projector connected to DVD player <u>Hop On Pop</u> video – VT E SEU and related books <u>The Very Hungry Caterpillar and Other Stories by Eric Carle</u> DVD – DVD E CAR and copies of the books shown on DVD | Students will identify and repeat the rhyming words heard on the DVD Repeat the rhyming words and check out a rhyming book Observation of students to see if they are enjoying the DVD |
| | | LITERARY CRITICISM | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.6; 1.1.8; 1.1.9 1.3.4 1.4.2 2.1.1; 2.1.3 2.3.1 3.1.3 | NJPT&LS: S/ED 1.3, 2.4, 4.1, 5.4; LAL 1.2, 1.4, 2.6, 3.10, 3.12; Math 2.2; Sci 2.1; WL 1.1, 1.2 ISTE: | Participate in group discussions of literature | Group discussions – Use illustrations in a book to identify shapes – DI Group discussions – Identify and name animals in both English and Spanish – DI | <u>Color Zoo</u> by Ehler – E EHL and <u>The Wee Little Woman & My Car</u> both by Barton – E BAR “Morris’ Special Day” online story & “Who Am I?” online activity (both at www.storyplace.org) & ActivBoard with setup | Students will identify the variety of shapes found in the illustrations of the featured books Students will orally name some common animals in both English and Spanish |

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.2.2; 3.2.3 3.3.5 4.1.1; 4.1.3; 4.1.5 4.3.1 | 1.a, 4.c, 5.b, 6.a | Compare and contrast formats of different genres (i.e. plays, poetry, stories) | Compare genre formats – Video vs. book - DI | Library video of any popular character – Dora, Thomas the Tank Engine, Clifford or Franklin plus copies of books about those characters & TV or VCR connected to a computer projector | Have students orally explain the differences between the two formats. |
| | | READER ADVISORY | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.6; 1.1.8 1.2.2 1.3.4 1.4.2; 1.4.4 2.1.3 2.3.1 3.1.3 3.2.2; 3.2.3 4.1.1; 4.1.3; 4.1.4 4.2.4 4.3.1 4.4.1 | NJPT&LS: S/ED 1.1, 1.3, 2.1, 2.3, 2.4, 4.1, 5.4; V&PA 2.1: LAL 1.1, 1.2, 1.4, 2..6, 2.8: Sci 2.1, 4.3 ISTE: 1.a, 2.b, 4.b, 5.b, 5.c, 6.a, 6.d | Select books and materials for classroom and personal use at appropriate interest and reading levels Share reading experiences Develop lifelong recreational and informational reading habits | Select books – Students will check out one book each week - DI Shared reading experience – Snowman computer activity – DI Shared reading experience – Dental assembly follow up – Tooth story – DI Lifelong reading habits – Students will begin to develop a joy of reading both through listening and checking out library books - DI | Picture book and board book collections “Ten Little Snowmen Reading Activity” at www.starfall.com and ActivBoard setup “Clyde’s Smile” online story, “Hungry Crocs” online activity (both at www.storyplace.org) and ActivBoard with setup Age appropriate library books and electronic activities | Check students’ selections to make sure they are choosing age appropriate books Students will complete the computer activity by reading simple words and singing a song Students will manipulate the online story using the ActivBoard pen and end by helping the crocodiles identify colors Observe students to see if they are enjoying the books and activities |
| | | <u>SKILLS OF INQUIRY AND INVESTIGATION</u> | | | |
| | | TASK DEFINITION | | | |
| | | Students will define the information problem: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.3; 1.1.6; 1.1.8 1.2.1; 1.2.3 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.3; 2.1.5 | NJPT&LS: S/ED 5.4; LAL 1.2, 1.4; Math 3.5; Sci 1.2, 4.1, 5.1 ISTE: 1.a, 1.b, 4.a, 5.b, 6.a | Select a topic | Select a topic – Books and activities around a simple topic – Clouds – DI | <u>Little Cloud</u> by Carle – E CAR (from public library) & <u>It Looked Like Spilt Milk</u> by Shaw – E SHA & two web games “Elmer’s Cloud Game” at www.sesamestreet.org and “The Cloud Game” at outdoors.webshots.com | By listening to the stories students will do a simple study of clouds and then create their own clouds by completing the web games |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.3.1 3.1.2; 3.1.3; 3.1.4 3.2.2 3.3.5 4.1.1; 4.1.3; 4.1.4 4.3.1 | | | | | |
| | | INFORMATION SEEKING STRATEGIES | | | |
| | | Students will determine the variety of potential sources: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.3; 1.1.6; 1.1.8 1.3.4 1.4.2 2.1.3; 2.1.5 2.3.1 3.1.2; 3.1.3; 3.1.5 3.2.2; 3.2.3 3.3.5 4.1.1; 4.1.3; 4.1.4; 4.1.5 4.3.1 | NJPT&LS: S/ED 1.3; HS&PE 3.3; LAL 1.2, 1.4, 2.1, 3.13; Sci 5.1; SSF&LS 3.2 ISTE: 4.a, 4.c, 5.b, 6.a | Community sources Community & public agencies | Community sources – Dentists investigation (before assembly for Dental Health Month) – DI | <u>My Dentist</u> by Rockwell – E 617.6 ROC (from public library), ActivBoard flipchart on tooth care, and ActivBoard with setup | Students will orally explain some of the many ways dentist help us take care of our teeth |
| | | USE OF INFORMATION | | | |
| | | Students will examine the information in a source: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.6; 1.1.8 1.3.4 2.1.1; 2.1.3; 2.1.5 2.3.1 2.4.1; 2.4.3 | NJPT&LE: S/ED 1.3, 4.1, 5.4; LAL 1.1, 1.2, 1.4, 2.1, 2.6, 3.9, 3.10, 3.13; Math 1.1; 1.2, 1.3, 3.4; Sci 1.2, 2.1, 4.2 | Listen purposefully and attentively | Listen purposefully - Compare the different events taking place in the day and night – DI Listen purposefully – Identify animals in both print stories and after hearing a drawing story – | <u>What the Sun Sees, What the Moon Sees</u> by Tafuri – E TAF <u>Animals Black and White</u> by Tildes – E TIL, “The Black Cat” drawing stories from <u>Drawing</u> | Assess using class discussion and teacher questioning Students will use both oral and picture clues in the stories to identify different types of animals |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3.1.2; 3.1.3; 3.1.4</p> <p>3.2.2; 3.2.3</p> <p>3.3.1; 3.3.2; 3.3.5</p> <p>4.1.1; 4.1.3; 4.1.5</p> <p>4.3.1</p> | <p>ISTE: 3.b, 4.a, 5.b, 6.a, 6.d</p> | <p>Actively view</p> <p>Follow links in electronic sources</p> | <p>DI</p> <p>Listen purposefully – Name animals that would make good pets – DI</p> <p>Actively view – Students will identify colors - DI</p> <p>Links in electronic sources – Counting on the ActivBoard – DI</p> | <p><u>Stories From Around the World</u> by Pellowski (personal copy) and large writing surface</p> <p>“The Perfect Pet” online story & “Pick a Pet” online activity (both at www.storyplace.org) & ActivBoard with setup</p> <p><u>My Many Colored Days</u> by Seuss – E SEU, “Choose the Color” ActivBoard flipchart and Activboard with setup</p> <p>“Gingerbread Math” ActivBoard flipchart and ActivBoard setup</p> | <p>Students will listen to the story and then use the information from the story to complete the activity and identify the animals that would make good pets</p> <p>Students will identify colors they view in the story and on the ActivBoard</p> <p>Students will use the ActivBoard pen to correctly manipulate the gingerbread men as they count out loud</p> |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.3.1; 4.3.2 | | | Library (public library) - DI | | |
| | | ONLINE CATALOG | | | |
| | | Students will: | | | |
| AASL: 1.3.5 1.4.2; 1.4.4 2.3.1 2.4.3 4.3.2 | NJCCCS: TL 8.1.2: A.1, A.3 ISTE: 6.a | Identify components of a computer | Identify components of a computer – Introduction to the library computer catalog - DI | Computers with the library catalog | Students will observe librarian using the catalog to locate books and identify the catalog as a library resource |
| | | LITERARY UNDERSTANDING AND APPRECIATION | | | |
| | | LITERARY ELEMENTS | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.6; 1.1.7 1.3.2; 1.3.4 1.4.2 2.1.2; 2.1.3 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2 3.3.5 4.1.1; 4.1.3; 4.1.4; 4.1.5 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.K: D.1, D.3, G.2, G.5; LAL 3.2.K: A.1, A.2; LAL 3.3.K: A.1, A.2, A.3, B.1, B.2, C.1. C.2; LAL 3.4.K: A.1, A.2, A.3, B.1, B.2; LAL 3.5.K: A.1, A.2; SS 6.1.4: B.1, B.2, B.3; CE&CFLS 9.2.4: A.4 ISTE: 3.b, 4.a | Listen attentively to literary passages for increased time periods Describe the parts of a book Recognize the elements of a story Plot, character and setting Beginning, middle and end Compare and contrast Predictions | Listen attentively – Native American folktales – Comparing fairytales & folklore - DI Book parts – Cover and spine – DI Story elements – Nursery rhyme characteristics and comparison to stories – DI Story elements – Author and characters – DI Story elements – Author and characters review – DI Story elements – Plot, character and setting – DI | <u>Coyote and the Butterflies</u> by Hayes – (BB) 970.6 HAY Any library book especially when discussing the importance of spine labels <u>To Market, To Market</u> by Miranda – E MIR and the two Opie nursery rhyme books <u>Arthur Writes a Story</u> by Brown – E BRO or other Marc Brown story <u>Arthur's New Puppy</u> video – VT E BRO to reinforce author study <u>Aunt Isabel Tells a Good One</u> by Duke – E DUK | Using this story as a guide have students explain the differences between fairytale and folktales Have students point out the cover and spines of their library book Oral discussion – nursery rhymes are short, have rhyming words and rhythm & stories have a beginning, middle and end Orally have students identify the author of the book and the characters he created Students will name one character from the books they check out Assess using questions and students' responses, noticing if students were able to identify the characters, setting and plot |

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>Story elements – Beginning, middle and end – DI</p> <p>Story elements – Predicting plots – DI</p> <p>Identify theme in fiction – Students will review characters, setting and plot – DI</p> <p>Identify theme and supportive details in fiction – Literacy with maps and globes – DI</p> <p>Main idea and supportive details in nonfiction – Introduction to nonfiction books - DI</p> | <p><u>Red Riding Hood</u> by Marshall – 398.2 MAR</p> <p><u>Zomo the Rabbit</u> by McDermott – E MCD</p> <p><u>Jabuti the Tortoise</u> by McDermott – E MCD & large world map</p> <p><u>You Are Here</u> by Crews – E CRE & <u>As the Crow Flies: a First Book of Maps</u> by Hartman – E HAR & various types of maps & treasure map coloring page</p> <p>Any easy nonfiction book – relate to a topic being discussed in the classroom (will change yearly)</p> | <p>Through discussion students will discover that all good stories need to be written in logical order with a beginning, middle and end</p> <p>Through class discussion and questions/answers see if students can make reasonable predictions about a book's plot</p> <p>Students will identify the characters, setting (on world map) and plot of the featured story</p> <p>Students will list different types of maps and their usage</p> <p>Students will list the information contained in the book and explain the differences between fiction & nonfiction</p> |
| | | LITERARY APPRECIATION | | | |
| | | Students will: | | | |
| <p>AASL: 1.1.1; 1.1.2; 1.1.6</p> <p>1.3.4</p> <p>1.4.2</p> <p>2.1.1; 2.1.3</p> <p>2.3.1</p> <p>2.4.3</p> <p>3.1.3</p> <p>3.2.2</p> | <p>NJCCCS: V&PA 1.2.3: D.1; LAL 3.1.K: A.5, B.5, D.3, D.4, E.1, E.3, E.4, E.5, G.2, G.6; LAL 3.2.K: A.2, A.6, C.2; LAL 3.3.K: A.1, A.2, A.3, B.1, B.2, C.1, C.2,</p> | <p>Understand the variety of literary forms, and develop appreciation for each through exposure and analysis of the following:</p> <p style="padding-left: 40px;">Picture books Nonfiction books Folk tales, fairy tales and nursery rhymes Poetry</p> | <p>Literary forms – Nursery rhymes -Recite nursery rhymes – DI</p> <p>Literary forms - Nursery rhymes – Characteristics of nursery rhymes – DI</p> <p>Literary appreciation –</p> | <p><u>Here Comes Mother Goose</u> by Opie – 398.2 OPI and <u>My Very First Mother Goose</u> by Opie – 398.2 OPI</p> <p><u>The Mother Goose Treasury</u> video – VC 398.8 MOT & TV with VCR or projector connected to a VCR & screen</p> <p>Various Thanksgiving</p> | <p>Choral readings and oral recitations</p> <p>While reciting along with the video students will note that nursery rhymes are short, have rhyming words and a rhythm or beat</p> <p>Assess using questioning</p> |

| | | | | | |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3.3.5 4.1.1; 4.1.3; 4.1.4; 4.1.5</p> <p>4.2.4</p> <p>4.3.1</p> | <p>D.1; LAL 3.4.K: A.1, A.2, A.3, B.1, B.2; LAL 3.5.K: A.1, B.1, B.2; SS 6.1.4: D.12</p> <p>ISTE: 3.b</p> | <p>Recognize and appreciate authors and illustrators by exposure to a variety of age-appropriate materials</p> <p>Be aware of various literary awards and their significance (Caldecott, Newbery, Charlotte, Pulitzer, Printz, King, Nobel)</p> | <p>Thanksgiving stories – DI</p> <p>Literary appreciation – Christmas, Hanukkah, and Kwanzaa stories – DI</p> <p>Literary appreciation – Poetry appreciation - DI</p> <p>Illustrator exposure – Introduction to illustrator – DI</p> <p>Illustrator exposure – Students will become illustrators - DI</p> <p>Caldecott Medal – Introduce the importance of the Caldecott Medal Award – DI</p> <p>Caldecott Medal – Review the concept of illustrator and the significance of the Caldecott Medal – DI</p> | <p>books</p> <p><u>Light the Lights!</u> by Moorman – E Moo & <u>My First Kwanzaa Book</u> by Chocolate – 394.2 CHO</p> <p><u>The Adventures of Taxi Dog</u> by Barracca – E BAR</p> <p><u>Arthur's Nose</u> by Brown – E BRO</p> <p>Kindergarten created books from author study <u>If You Give a Tiger Cub a Tomato</u> – one copy for each student and colored pencils</p> <p>Use the winners from the year the majority of the kindergarten students were born and highlight that every year there are new winners</p> <p><u>Officer Buckle and Gloria</u> (video) – VC E OFF and copy of the book by Rathmann – E RAT (TV or projector & VCR)</p> | <p>and noting students' answers about the stories read</p> <p>Assess using questioning and noting students' answers about the stories read</p> <p>Through class discussion and questions/answers have students list the characteristics of poems</p> <p>Through questioning have students explain the differences between an author and illustrator</p> <p>Students will draw pictures in their storybooks thus becoming illustrators</p> <p>Oral discussion of the importance of the Caldecott Medal and the role of the illustrator</p> <p>Oral discussion of the importance of the Caldecott Medal and the differences between the movie and the book</p> |
| | | <p>LITERARY CRITICISM</p> | | | |
| | | <p>Students will:</p> | | | |
| <p>AASL: 1.1.1; 1.1.2; 1.1.6; 1.1.8; 1.1.9</p> <p>1.3.4</p> <p>1.4.2</p> | <p>NJCCCS: LAL 3.1.K: A.1, A.5, A.6, D.4, E.3, E.4, G.2, G.5; LAL 3.2.K:</p> | <p>Participate in group discussions of literature</p> | <p>Group discussion of literature – Fairytales and culture - DI</p> | <p><u>Lon Po Po</u> by Young – 398.2 YOU and world map</p> | <p>Using informal observation and questioning to notice if students were able to identify the Chinese cultural elements contained in the fairytale</p> |

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2.1.1; 2.1.3; 2.1.5</p> <p>2.3.1 3.1.2; 3.1.3</p> <p>3.2.2; 3.2.3</p> <p>3.3.5</p> <p>4.1.1; 4.1.3; 4.1.5; 4.1.8</p> <p>4.2.4</p> <p>4.3.1</p> | <p>A.1, A.2, A.3, A.6: LAL 3.3.K: A.1, A.2, A.3, B.1, B.2; LAL 3.4.K: A.2, B.1, B.2; LAL 3.5.K: A.1, B.2; SS 6.1.4: B.1, B.2, B.3, D.12</p> <p>ISTE: 1.a, 4.a, 4.c, 5.b, 6.a</p> | <p>Give brief reviews of a book – listing title, author, and reasons liked or disliked</p> <p>Engage in an author/illustrator study</p> <p>Compare and contrast formats of different genres (i.e. plays, poetry, stories)</p> | <p>Simple book review – Trickster stories unit - DI</p> <p>Author study – Laura Joffe Numeroff’s writing style – DI</p> <p>Illustrator study – Illustrator and illustrations – DI</p> <p>Illustrator study – Review of illustrator’s function in a book – DI</p> <p>Genre study – Fairytales – Versions of Red Riding Hood – DI</p> <p>Compare formats of genres – Story vs. song – DI</p> | <p><u>Raven</u>, <u>Zomo the Rabbit</u>, <u>Jabuti the Tortoise</u>, & <u>Coyote</u> all by McDermott – 398.2 MCD & World Map ActivBoard activity & ActivBoard with setup</p> <p><u>If You Give a Pig a Pancake</u> by Numeroff – E NUM and copies of her other books</p> <p><u>Wild About Books</u> by Sierra – E SIE and Marc Brown books</p> <p><u>Drawing Lessons From a Bear</u> by MacPhail – E MCP</p> <p><u>Red Riding Hood</u> by Marshall – 398.2 MAR & <u>Lon Po Po</u> by Young – 398.2 YOU & <u>The Gunniwolf</u> by Harper – 398.2 HAR & <u>Petitie Rouge</u> by Artell – 398.2 ART</p> <p><u>Abiyoyo</u> & <u>Return of Abiyoyo</u> both by Seeger – E SEE</p> | <p>Students will review the four trickster stories, vote for their favorite, and using the ActivBoard activity locate the continents each story came from</p> <p>Create a classroom story based on Numeroff’s writing style – “If You Give a Tiger Cub a Tomato”</p> <p>Questioning and student answers discussing the concepts of illustrator and illustration styles</p> <p>Through discussion compare the talents of an illustrator to those of an artist (are they the same?)</p> <p>Students will compare and contrast the four different versions of Red Riding Hood</p> <p>Students will listen to the stories, sing the songs and compare and contrast the two different formats</p> |
| | | <p>READER ADVISORY</p> | | | |
| | | <p>Students will:</p> | | | |
| <p>AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.8</p> <p>1.2.2 1.3.4</p> <p>1.4.2; 1.4.4</p> <p>2.1.3; 2.1.5</p> <p>2.3.1</p> | <p>NJCCCS: LAL 3.1.K: A.4, D.2, D.3, D.4, G.2, G.3, G.5, H.1, H.2; LAL 3.3.K: A.1, A.2, A.3, B.1, B.2; LAL 3.4.K:</p> | <p>Select books and materials for classroom and personal use at appropriate interest and reading levels</p> <p>Share reading experiences</p> | <p>Select books – Students will check out one book each week - DI</p> <p>Shared reading experience – Students will listen to the stories read by the librarian – DI</p> | <p>“Kindergarten” books – picture books, beginning readers, beginning chapter books, easy fiction, easy nonfiction</p> <p>Age appropriate library books</p> | <p>Check students’ selections to make sure they are choosing age appropriate books</p> <p>Observe students to see if they are listening to the stories and sharing their impressions through group</p> |

| | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3.1.2; 3.1.3 3.2.2; 3.2.3</p> <p>3.3.5</p> <p>4.1.1; 4.1.3; 4.1.4</p> <p>4.2.1; 4.2.4</p> <p>4.3.1</p> <p>4.4.1</p> | <p>A.2, B.1, B.2; LAL 3.5.K: A.2; TL 8.1.2: A.5</p> <p>ISTE: 1.a, 2.b, 5.b, 5.c, 6.a, 6.d</p> | <p>Discriminate in choice of reading matter</p> <p>Develop lifelong recreational and informational reading habits</p> | <p>Discriminate in choice of reading matter – Students will check out books based on their own interests - DI</p> <p>Lifelong reading habits – Students will begin to develop a joy of reading both through listening to and checking out library books - DI</p> | <p>“Kindergarten” books throughout the library collection</p> <p>Age appropriate library books and electronic activities</p> | <p>discussions</p> <p>Check students’ selections to make sure they are interested in the topic and the book is age appropriate</p> <p>Observe students to see if they are enjoying the books and activities</p> |
| | | <u>SKILLS OF INQUIRY AND INVESTIGATION</u> | | | |
| | | TASK DEFINITION | | | |
| | | Students will define the information problem: | | | |
| <p>AASL: 1.1.1; 1.1.2; 1.1.3; 1.1.4; 1.1.6; 1.1.8; 1.1.9</p> <p>1.2.1; 1.2.3</p> <p>1.3.4</p> <p>1.4.2; 1.4.4</p> <p>2.1.1; 2.1.3; 2.1.5</p> <p>2.3.1</p> <p>2.4.3</p> <p>3.1.1; 3.1.2; 3.1.3; 3.1.4</p> <p>3.2.2</p> <p>3.3.5</p> <p>4.1.1; 4.1.3; 4.1.4</p> <p>4.2.1</p> <p>4.3.1; 4.3.2</p> | <p>NJCCCS: LAL 3.1.K: D.4, G.2, H.1, H.2; LAL 3.3.K: A.1, A.2, B.1, B.2, C.1; LAL 3.4.K: B.1, B.2; TL 8.1.2: A.5</p> <p>ISTE: 1.a, 3.b, 3.c, 4.a, 5.b, 6.a</p> | <p>Select a topic</p> <p>Develop a list of keywords, synonyms</p> | <p>Select a topic – Students will investigate simple topics during class instruction – CS</p> <p>List keywords – Students will develop a list of keywords to aid in their class research - CS</p> | <p>Library materials (both print and electronic) to support class instruction</p> <p>Library materials (both print and electronic) to support class instruction</p> | <p>Support class instruction by locating materials for both teachers and students</p> <p>Help students and teachers locate materials using these keywords</p> |
| | | INFORMATION SEEKING STRATEGIES | | | |
| | | Students will determine the variety | | | |

| | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | of potential sources: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.3; 1.1.4; 1.1.6 1.3.4 1.4.2 2.1.1; 2.1.2; 2.1.3; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3; 3.1.5 3.2.2; 3.2.3 3.3.5 4.1.1; 4.1.3; 4.1.4; 4.1.5 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.K: D.4, G.5, H.2; LAL 3.2.K: A.2; LAL 3.3.K: A.1, A.3, B.1, B.2; LAL 3.4.K: A.1, A.2, B.1, B.2; LAL 3.5.K: A.2; SS 6.1.4: B.1, B.2, B.3; SS 6.3.4: A.2; CE&CFLS 9.2.4: A.3; A.4, E.4 ISTE: 4.a, 4.c | Print sources Atlases and maps Community sources Community & public agencies | Potential sources – Maps and globes – DI Potential sources – Maps and globes - DI Community sources – Book Fair and PTO - DI | <u>Mapping Penny's World</u> by Leedy – E LEE & a map & a globe "Dora the Explorer: Map Adventures" DVD & DVD player connected to a computer projector DVD provided by Book Fair and copies of books shown on DVD | Students will generate a list of ways to use maps or globes and what information they contain Through questions and answers have the students list different ways to use maps Oral discussion of differences between book fair and library |
| | | USE OF INFORMATION | | | |
| | | Students will examine the information in a source: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.6; 1.1.8 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.2; 2.1.3; 2.1.5 2.3.1 2.4.1; 2.4.3 3.1.2; 3.1.3; 3.1.4 3.2.2; 3.2.3 3.3.1; 3.3.2; 3.3.5 4.1.1; 4.1.3; 4.1.4; 4.1.5 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.K: D.4, E.3, E.4, G.2, G.5; LAL 3.3.K: A.2, A.3, B.1, B.2; LAL 3.4.K: A.2, B.1, B.2; LAL 3.5.K: B.2; SS 6.1.4: B.2 ISTE: 3.b, 4.a, 5.b, 6.a, 6.d | Listen purposefully and attentively Actively view Follow links in electronic sources | Listen purposefully – Comparing different versions of Red Riding Hood – DI Actively view – Trickster Tales and geographical features – DI Follow links – Correctly use the ActivBoard during library activities - DI | <u>The Gunniwolf</u> by Harper – 398.3 HAR & <u>Red Riding Hood</u> by Marshall – 398.2 MAR & <u>Lon Po Po</u> by Young – 398.2 YOU <u>Coyote</u> by McDermott – 398.24 MCD & large world map ActivBoard flipcharts related to library lessons and ActivBoard with setup | Through informal observation and questioning assess whether students were able to compare and contrast the three different versions of Red Riding Hood Students will verbally list the geographical features contained in the American Southwest story and also locate the North American continent on a world map Observe students to see if they are able to correctly navigate through the ActivBoard activities |

BTS Information Literacy/Library Skills Expectations for Grade 1

(Codes: **DI** = Direct Instruction by Library Media Specialist **CS** = Benchmarks related to other curricula where Library Media Specialist may provide classroom support)

| AASL Standards | Standards: NJCCCS ISTE | Skills/Benchmarks | Suggested Activities | Suggested Materials | Possible Assessments |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | SKILLS OF LIBRARY MEDIA CENTER USE | | | |
| | | CITIZENSHIP: | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.3 ;1.1.4; 1.1.6 1.2.2 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.3; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2 3.3.5 4.1.1; 4.1.3; 4.1.4; 4.1.5 4.2.1; 4.2.2; 4.2.4 4.3.1 4.4.1; 4.4.6 | NJCCCS: LAL 3.1.1: D.1, G.1, G.3; LAL 3.2.1: A.2; LAL 3.3.1: A.1, A.2, A.4, B.1, B.2, C.1, C.2; LAL 3.4.1: A.1, A.3, B.1, B.3, B.7; SS 6.1.4: A.1; SS 6.3.4: A.1; CE&CFLS 9.2.4: C.1 ISTE: 1.a, 2.b, 3.b, 4.a, 5.b, 6.a | Exhibit appropriate media center behavior Demonstrate responsible borrowing habits Recognize, understand and use library media vocabulary at appropriate level Demonstrate care of print and non-print materials and computer equipment Assist others in following library procedures Recognize that personal and school-related questions can be answered in libraries | Media behavior - Review prior knowledge – DI Responsible borrowing habits - Lost, ruined, overdue books – DI Library vocabulary – Review of library terms previously learned - DI Book care – Lost/overdue books – DI Assisting others – working together – DI Recognize questions can be answered in libraries – Students will locate materials to answer questions – DI & CS | <u>The Library</u> by Steward – E STE <u>Stella Louella's Runaway Book</u> by Ernst – E ERN and library shelf markers Use library vocabulary during class discussions between librarian and students <u>Arthur's Lost Library Book</u> video – VT E BRO & VCR connected to TV or projector <u>Authur Writes a Story, plus Locked in the Library</u> video – VT E BRO (use the 2 nd story) & VCR connected to TV or projector Various library materials both print and electronic | Student generated list of library rules and prior library knowledge/projects Have students locate, read date due card & explain when to return their books Listen and check to see if students are correctly using simple library vocabulary Have each student state when they will return their book to the library – may use date due card Discuss how Francine and Arthur worked together to solve their problem Help students locate resources to answer both personal and school-related questions |

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | applied to others | number order - DI | library | readers, animal books, poetry, biographies) |
| | | ONLINE CATALOG | | | |
| | | Students will: | | | |
| AASL: 1.3.5 1.4.2; 1.4.4 2.3.1 2.4.3 4.3.2 | NJCCCS: TL 8.1.2: A.1, A.3 ISTE: 6.a | Identify components of a computer | Identify components of computer – Introduction to the library computer catalog - DI | Computers with the library catalog | Students will observe librarian using the catalog to locate books and identify the computer as a library resource |
| | | LITERARY UNDERSTANDING AND APPRECIATION | | | |
| | | LITERARY ELEMENTS | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.7 1.2.2 1.3.2; 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.2; 2.1.3; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2 3.3.5 4.1.1; 4.1.3; 4.1.4; 4.1.5 4.2.1; 4.2.2; 4.2.4 4.3.1; 4.3.2 4.4.1 | NJCCCS: LAL 3.1.1: A.3, A.4, D.1, E.3, G.1, G.3, G.4, G.5; LAL 3.2.1: A.1, A.2; LAL 3.3.1: A.1, A.2, B.1, B.2, C.1, C.2, D.3; LAL 3.4.1: A.1, B.1, B.2, B.3, B.5, B.7; LAL 3.5.1: A.2, A.4; Math 4.5: C.3, C.4; Sci 5.3.2: B.2. C.1; SS 6.1.4: B.1, B.2, B.3; TL 8.1.2: A.5; CE&CFLS 9.2.4: A.4 ISTE: 3.b, 3.c, 4.a | Listen attentively to literary passages for increased time periods Describe the parts of a book Recognize the elements of a story Plot, character and setting Beginning, middle and end Compare and contrast Predictions | Listen attentively to literary passages – Vacation and traveling - DI Book parts – Cover, call number, spine, body, title page, copyright date, author, illustrator, table of contents, index – DI Book parts – Cover, Title page – DI Book parts – Review – DI Book parts – Electronic review – DI Story elements – Review plot, character, beginning, middle, end - DI Story elements – Setting | <u>Searching for Oliver K. Woodman</u> by Pattison – E PAT & “North, South, East or West” & “Practicing Map Skills” map worksheets <u>Life in a Tree</u> by Berger – 582 (BB) BER <u>Red Leaf, Yellow Leaf</u> by Ehlerlert – E EHL <u>From Peanuts to Peanut Butter</u> by Berger – 641.6 (BB) BER and “Book Words” activity sheet “Parts of a Book” ActivBoard flipchart and ActivBoard setup <u>Red Leaf, Yellow Leaf</u> by Ehlerlert – E EHL “Mirette on the High | After listening to the story students will trace Oliver’s travels on a US map and then successfully complete two map worksheets Students will identify at least one book part of each book they check out Orally identify cover and title page Students will correctly complete the activity sheet Students will correctly define at least 80% of the book parts on the flipchart Oral discussion of story elements – What is the story about – leaves or trees? Oral discussion of setting – |

| | | | | | |
|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>– DI</p> <p>Compare and contrast – Fiction vs. nonfiction – DI</p> <p>Story elements – Predicting plots – DI</p> <p>Identify theme and supportive detail in fiction – Sequencing – DI</p> <p>Identify theme and supportive detail in fiction – Vacations and postcards - DI</p> <p>Identify main idea and supportive details in nonfiction</p> <p>Identify author’s purpose</p> | <p>Wire” on <u>Officer Buckle and Gloria and Other Caldecott Classics</u> video – VT E RAT (with VCR connected to TV or projector) and books about France both fiction and nonfiction</p> <p>Janell Cannon fiction books and nonfiction books about the animals she writes about</p> <p><u>Fireboat</u> by Kalman – 974.7</p> <p><u>Rabbit’s Pajama Party</u> by Murphy – E MUR</p> <p><u>The Journey of Oliver K. Woodman</u> by Pattison – E PAT & US map & US map to color</p> <p><u>Crickwing</u> by Cannon – E CAN, <u>Crockroaches</u> by Cole – 595.7 COL and <u>Bugs</u> by Johnson – 595.7 JOH</p> <p>Books listed below for the genres study (i.e. mystery, science fiction, biography, history, etc.)</p> | <p>time and place of a story</p> <p>While listening to the stories students will compare the differences in writing style and information found in fiction & nonfiction books</p> <p>Students will use clues from the book’s pictures and written words to predict the plot of this nonfiction book</p> <p>Referring to the book have students list the events in the order they appeared in the story</p> <p>Through class discussion and questions/answers students will identify postcards/letters as useful writing tools</p> <p>Using a KWL chart students will list the facts about cockroaches contained in the nonfiction books</p> <p>While learning about genres students will also identify the author’s purpose for writing a book in a specific genre</p> |
|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | LITERARY APPRECIATION | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6 1.2.2 1.3.4 1.4.2 2.1.1; 2.1.3 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2 3.3.5 4.1.1; 4.1.3; 4.1.4; 4.1.5 4.2.1; 4.2.4 4.3.1; 4.3.2 4.4.1 | NJCCCS: LAL 3.1.1: D.1, E.1, G.1, G.2, G.3, G.4, G.5; LAL 3.2.1: A.2; LAL 3.3.1: A.1, A.2, B.1, B.2, C.1, C.2; LAL 3.4.1: A.1, A.3, B.2, B.3, B.5, B.7; LAL 3.5.1: A.2, A.3, A.5, A.7; Sci 5.3.2: C.1; SS 6.14.: D.12; CE&CFLS 9.2: A.4 ISTE: 3.b | Understand the variety of literary forms, and develop appreciation for each through exposure and analysis of the following: Picture books Beginning chapter books Nonfiction books Biography and autobiography Folk tales, fairy tales and nursery rhymes Poetry Describe differences in genres of fiction, i.e. fantasy, historical fiction, mystery, science fiction, graphic novels | Literary appreciation – Thanksgiving stories – DI Literary appreciation – Christmas & Hanukkah stories – DI Literary appreciation – Oral stories – CS Literary appreciation – Age appropriate books - DI Genre differences – Distinguish between fictional and factual elements in animal books – Animal books, follow-up – DI Genre differences – Historical fiction - DI Genre differences – Science fiction – DI Genre differences – Mystery – DI | Various Thanksgiving books <u>How Santa Got His Job</u> by Krensky – E KRE & <u>Runaway Dreidel</u> by Newman – E NEW “Bandana Man” oral story & bandana – to support classroom study of the gingerbread stories Students will learn the areas of the library that have age appropriate books Two whale (or any other animal) books – one fiction and one nonfiction – Used <u>Humphrey the Lost Whale</u> by Tokuda – E 599.5 TOK (from public library) and <u>Baby Beluga</u> by Wolff – E WOL <u>Apples to Oregon</u> by Hopkinson – E HOP <u>There’s Nothing To Do On Mars</u> by Gall – E GAL <u>The Mystery of Eatum Hall</u> by Kelly – E KEL | Assess using questioning and answers about the stories read Assess using questioning and answers about the stories read Students will orally list the similarities between the oral and written stories Remind students of the different areas of the library (both fiction & nonfiction) that contain books they can read by themselves Students will orally identify the differences between the two books and decide which is fiction and which is nonfiction Students will be able to identify the characteristics of historical fiction stories and compare them to history books Students will be able to identify the characteristics of science fiction stories and compare them to science books Students will be able to identify the characteristics of mystery stories |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>Recognize and appreciate authors and illustrators by exposure to a variety of age-appropriate materials</p> <p>Be aware of various literary awards and their significance (Caldecott, Newbery, Charlotte, Pulitzer, Printz, King, Nobel)</p> | <p>Genre differences – National Poetry Month – Poetry – DI</p> <p>Genre differences – Fantasy stories – DI</p> <p>Genre differences – Humorous stories - DI</p> <p>Author/Illustrator appreciation – Janell Cannon study - DI</p> <p>Caldecott Medal – Review the concept of illustrator and the significance of the Caldecott Medal – DI</p> | <p><u>A Giraffe and a Half</u> by Silverstein – E SIL</p> <p><u>Just Another Ordinary Day</u> by Clement – E CLE</p> <p><u>Bob</u> by Pearson – E PEA</p> <p><u>Verdi, Crickwing, Stellanluna, and Pinduli</u> all by Cannon – E CAN</p> <p>“Mirette On the High Wire” story on <u>Officer Buckle and Gloria & Other Caldecott Classics</u> video – VT E RAT & copy of the book – E MCC & VCR connected to TV or projector</p> | <p>Students will be able to identify the characteristics of poetry books</p> <p>Students will be able to identify the characteristics of fantasy stories</p> <p>Students will be able to identify the characteristics of humorous or funny stories</p> <p>Students will conduct an author study of these books and use KWL charts to list the animal facts Cannon uses in her stories</p> <p>Oral discussion of the importance of the Caldecott Medal and the role of the illustrator</p> |
| | | LITERARY CRITICISM | | | |
| | | Students will: | | | |
| <p>AASL: 1.1.1; 1.1.2; 1.1.6; 1.1.9</p> <p>1.3.4</p> <p>1.4.2</p> <p>2.1.1; 2.1.3; 2.1.5</p> <p>2.3.1</p> <p>2.4.3</p> <p>3.1.2; 3.1.3</p> <p>3.2.2; 3.2.3</p> <p>3.3.5</p> <p>4.1.1; 4.1.3; 4.1.5</p> | <p>NJCCCS: LAL 3.1.1: D.1, G.2, G.4, H.2; LAL 3.3.1: A.1, A.2, B.1, B.2, C.2; LAL 3.4.1: B.3, B.5, B.7; LAL 3.5.1: A.2; Sci 5.3.2: C.1; CE&CFLS 9.2.4: A.3, A.4</p> <p>ISTE: 3.b, 4.a, 4.c</p> | <p>Participate in group discussions of literature</p> <p>Give brief reviews of a book – listing title, author, and reasons liked or disliked</p> <p>Engage in an author/illustrator study</p> | <p>Group discussion of literature – Character development – DI</p> <p>Brief reviews – Students will orally review the books read for the genre study - DI</p> <p>Author/illustrator study – Students will complete an study of Janell Cannon’s animal stories – DI</p> | <p><u>Hooway For Wodney Wat</u> by Lester – E LES</p> <p>The previously listed books used during the genre study (listed under Literary Appreciation)</p> <p>Books by Janell Cannon listed throughout the first grade learning expectations chart</p> | <p>Through discussion students will identify the unique qualities and characteristics of the main character in the story</p> <p>Students will discuss which genres they like and by briefly reviewing the books, identify reasons for their like or dislike</p> <p>Through discussion and questioning/answers students will complete an author/illustrator study of Janell Cannon’s books</p> |

| | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.2.4 4.3.1; 4.3.2 | | Compare and contrast formats of different genres (i.e. plays, poetry, stories) | Compare formats of genres – Science books vs. animal stories – DI | <u>Chameleon, Chameleon</u> by Cowley – 597.95 COW & <u>Red-eyed Tree Frogs</u> by Cowley – 597.8 COW & the Janell Cannon books <u>My School is a Zoo</u> by Smith – E SMI | Students will identify that science books are informational/factual books and animal stories can be based on facts but are written to entertain Students will learn that some books may be more than one genre – poetry but also fantasy |
| | | READER ADVISORY | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.8 1.2.2 1.3.4 1.4.2; 1.4.4 2.1.3; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.5 4.1.1; 4.1.3; 4.1.4 4.2.1; 4.2.4 4.3.1 4.4.1 | NJCCCS: LAL 3.1.1: A.2, D.2, D.3, G.5; LAL 3.3.1: B.1, B.2, C.1; LAL 3.4.1: A.1, B.2, B.5; TL 8.1.2: A.3, A.5 ISTE: 1.a, 2.b, 3.b, 5.b, 5.c, 6.a, 6.d | Select books and materials for classroom and personal use at appropriate interest and reading levels Share reading experiences Discriminate in choice of reading matter Develop lifelong recreational and informational reading habits | Book selection - Just Right Books – Selecting books at students’ own reading levels – DI Shared reading experience – Students will listen to the stories read by the librarian – DI Discriminate in choice of reading matter – Students will check out books based on their own interests - DI Lifelong reading habits – Students will begin to develop a joy of reading both through listening to and checking out library books - DI | <u>Cinderella at the Ball</u> by Hillert and <u>Cinderella</u> by Karlin Age appropriate library books “Just Right” books throughout the library collection Age appropriate library books and electronic activities | Students will check out at least one “Just Right” book Observe students to see if they are listening to the stories and sharing their impressions through group discussions Check students’ selections to make sure they are interested in the topic and the book is age appropriate Observe students to see if they are enjoying the books and activities |
| | | <u>SKILLS OF INQUIRY AND INVESTIGATION</u> | | | |
| | | TASK DEFINITION | | | |
| | | Students will define the information problem: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.3; 1.1.4; 1.1.6; 1.1.8; 1.1.9 | NJCCCS: V&PA 1.2.2: D.1; LAL 3.1.1: D.1, | Select a topic | Topic selection – Introduction to Penguin, Arctic Animal or Rain Forest research project – | Computer, projector, electronic copy of last year’s projects, and ActivBoard set-up | Students will create a new title for the booklet and view a sample ActivBoard flipchart page or select |

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.2.1; 1.2.3 1.3.4 1.4.2 ;1.4.3; 1.4.4 2.1.1; 2.1.2; 2.1.3; 2.1.5 2.2.1 2.3.1 2.4.2; 2.4.3 3.1.1; 3.1.2; 3.1.3; 3.1.4 3.2.2; 3.2.3 3.3.4; 3.3.5 4.1.1; 4.1.3; 4.1.4; 4.1.5 4.2.1 4.3.1; 4.3.2 4.4.2; 4.4.5 | G.2, G.5, H.2; LAL 3.2.1: A.1, A.2, A.3, A.4, C.2, C.6, D.2; LAL 3.3.1: A.2, C.1, C.2; LAL 3.5.1: A.2; Sci 5.3.2: A.1, B.2, C.1, C.2 ISTE: 1.a, 3.a, 3.b, 3.c, 4.a, 4.b, 4.c, 5.b, 6.a | Formulate research questions of subtopics Develop a list of keywords, synonyms Determine the quantity of information needed | DI & CS Formulate research questions – Designing Penguin or Arctic Animal research booklets – DI & CS Keywords – Develop a list of keywords for the Penguin, Arctic Animal or Rain Forest research – CS Determine the quantity of information needed – Penguin or Arctic Animal research booklets - DI & CS | Electronic copy of last year's booklet, computer, projector and screen Have classroom teachers help students develop list of keywords as they read the books containing the penguin or arctic animal information to the students Copies of the research booklets | either an Arctic Animal or Rain Forest animal to research Students will decide on the research questions to contain in their booklets Students will use the list of keywords to fill in their research booklets or work on their Rain Forest project Check the booklets to see if the students are using facts to answer to questions. |
| | | INFORMATION SEEKING STRATEGIES | | | |
| | | Students will determine the variety of potential sources: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.3; 1.1.4; 1.1.6; 1.1.7; 1.1.9 1.2.2; 1.2.3 1.3.4 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.1.5; 2.1.6 2.2.4 2.3.1 2.4.2; 2.4.3 | NJCCCS: LAL 3.1.1: D.1, D.3, G.2, G.6, H.3; LAL 3.3.1: A.1, A.2, B.1, B.2, C.2; LAL 3.4.1: B.3, B.5, B.7; LAL 3.5.1: A.2, A.3, A.4; SS 6.1.4: B.1, B.2; SS 6.3.4: A.1; TL 8.1.2: A.5; CE&CFLS 9.2.4: A.3, E.4 | Print sources Nonfiction books Atlases and maps Biographical resources Electronic sources Multimedia sources | Potential sources – Nonfiction animal books (follow up to Wodney Wat story) – DI Potential sources – Review of maps and globes – DI Potential source – Biographies/History books – DI Potential source – Multimedia sources – | The Story of Rodents by Shuttlesworth – 599.323 SHU and <u>About Rodents</u> by Sill – 599.35 SIL <u>Searching for Oliver K. Woodman</u> by Pattison – E PAT & “North, South, East or West” & “Practicing Map Skills” map worksheets <u>George Washington's Teeth</u> by Chandra – 973.4 CHA ActivBoard with setup | Students will check out a nonfiction animal book using the “Just Right Book” rules After listening to the story students will trace Oliver’s travels on a US map and then successfully complete two map worksheets Students will identify research potentials of both biographies and history books Students will design an ActivBoard flipchart page |

| | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1.2; 3.1.3; 3.1.4; 3.1.5 3.2.2; 3.2.3 3.3.4; 3.3.5 4.1.1; 4.1.3; 4.1.4; 4.1.5 4.2.1; 4.2.3 4.3.1; 4.3.2 | ISTE: 1.a, 1.b, 2.a, 3.b, 3.c, 4.a, 4.c, 5.b, 6.a. 6.b | Community sources Community & public agencies | ActivBoard - DI Community sources – Book Fair and PTO – DI | DVD provided by Book Fair and copies of books shown on DVD | with help from the librarian (Penguin, Arctic Animal & Rain Forest research) Oral discussion of the differences between book fair and library |
| | | LOCATION AND ACCESS | | | |
| | | Students will find information within sources using: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6 1.3.4 1.4.1; 1.4.2; 1.4.4 2.1.5 2.3.1 2.4.3 3.2.2 3.3.5 4.4.3 | NJCCCS: LAL 3.1.1: A.1, D.2, F.3; LAL 3.3.1: A.1, A.2, C.1; LAL 3.4.1: A.1, B.2, B.7; LAL 3.5.1: A.3; CE&CFLS 9.2.4: A.2 ISTE: 3.b, 3.c, 4.c | Alphabetical order Indexes Tables of contents Glossaries | Students will find information within sources – During the parts of a book study students will use alphabetical order, indexes, table of contents, and glossaries in grade appropriate books - DI | Books used during the parts of a book study (listed previously) | Through questions and answers check to see if students can use the four book parts to locate information |
| | | USE OF INFORMATION | | | |
| | | Students will examine the information in a source: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.8 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.2; 2.1.3; 2.1.5 2.3.1 2.4.1; 2.4.3 3.1.2; 3.1.3; 3.1.4 | NJCCCS: LAL 3.1.1: A.4, D.1, E.1, E.3, E.6, G.1, G.3, G.5, H.2; LAL 3.2.1: A.1, A.2; LAL 3.3.1: A.1, A.2, B.1, B.2, C.1, C.2; LAL 3.4.1: A.1, B.2, B.3, B.5, B.7; LAL 3.5.1: | Listen purposefully and attentively Actively view Follow links in electronic sources | Listen purposefully and attentively – Identifying facts – DI Actively view – While studying science books students will view the photographs to gain information about rain forest animals – DI Follow links – Correctly use the ActivBoard during library & classroom | <u>Pinduli</u> by Cannon – E CAN <u>Chameleon, Chameleon</u> by Cowley – 597.95 COW & <u>Red-eyed Tree Frogs</u> by Cowley – 597.8 COW ActivBoard flipcharts related to library & classroom lessons and | Students will use a KWL chart to list the facts about hyenas contained in the story Students will orally discuss the photographs contained in two science books Observe students to see if they are able to correctly navigate through the |

| | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.2.2; 3.2.3 3.3.1; 3.3.2; 3.3.5 4.1.1; 4.1.3; 4.1.4; 4.1.5; 4.1.6 4.3.1; 4.3.2 | A.2, A.4, A.5; Sci 5.3.2: B.2, C.1; TL 8.1.2: A.5 ISTE: 3.b, 4.a, 5.b, 6.a, 6.d | | activities – DI & CS | ActivBoard with setup | ActivBoard activities |
| | | Students will gather information by: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.3; 1.1.4; 1.1.6 1.3.2; 1.3.4 1.4.1; 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.2; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.5 4.1.1; 4.1.3; 4.1.4; 4.1.6 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.1: A.4, D.1, G.3, G.5, H.1; LAL 3.2.1: A.2, A.3, A.4, C.2, C.6, D.2; LAL 3.3.1: A.1, B.1, B.2, C.1, C.2; LAL 3.4.1: A.1, B.2, B.3, B.5, B.7; LAL 3.5.1: A.2; Sci 5.3.2: A.1, B.2, C.1, C.2; CE&CFLS 9.2.4: A.4 ISTE: 3.b, 4.b, 4.c | Summarizing, paraphrasing, or using information Interpreting graphs, charts, and diagrams | Summarizing & paraphrasing – Penguin, Arctic Animal or Rain Forest research – DI & CS Interpreting charts – Use KWL chart to identify facts – DI | Copies of the research booklets or projects <u>Stellaluna</u> by Cannon – E CAN and KWL chart | Check students' written answers in their booklets to see if they are summarizing and paraphrasing the information they learned while researching penguins, arctic animals or the rain forest Check the class generated KWL chart to see if students were able to list the bat facts found in the story. |
| | | Students will practice ethical behavior in regard to information: | | | |
| AASL: 1.1.2 1.3.1; 1.3.3; 1.3.5 1.4.2; 1.4.4 2.1.5 3.1.6 | NJCCCS: LAL 3.1.1: A.3; LAL 3.4.1: A.1, B.2, B.7; TL 8.1.2: D.1 ISTE: 5.a | Record information for sources used Create bibliographies in MLA format | Bibliographic information – Copyright dates – DI Create bibliographies – Students will create simple (author, title, copyright date, webpage title) for their Penguin, Arctic Animal, or Rain Forest research projects – DI & CS | A number of books with different copyright dates Bibliography page or format sheet for their projects | Have students find the copyright date of the books they check out Students will locate the author, title and copyright date or the web page title for the resources they used for their project |

| SYNTHESIS | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will organize information from sources: | | | | | |
| AASL: 1.1.6; 1.1.7; 1.1.9 1.3.4 1.4.2; 1.4.3, 1.4.4 2.1.2 2.4.1; 2.4.3 3.1.2; 3.1.3; 3.1.4 3.2.2; 3.2.3 3.3.1; 3.3.5 4.1.3; 4.1.6 4.3.1 | NJCCCS: LAL 3.1.1: A.4, D.1, G.3; LAL 3.2.1: A.2; LAL 3.3.1: A.1, B.1, B.2, C.1, C.2; LAL 3.4.1: A.1, B.2, B.3, B.5, B.7; LAL 3.5.1: A.5; Sci 5.3.2: D.1; CE&CFLS 9.2.4: A.4 ISTE: 3.a | Use an outline or graphical organizer | Use graphical organizer – Using KWL charts – DI | <u>Verdi</u> by Cannon – E <u>CAN & Pythons</u> by McDonald – 597.96 MCD & <u>Pythons</u> by Wechsler – 597.96 WEC | Check the class generated KWL chart for correct facts about pythons found in the featured books |
| AASL: 1.2.4 1.4.1; 1.4.2; 1.4.3; 1.4.4 2.2.4 3.1.1 3.2.1 | NJCCCS: LAL 3.1.1: G.3; LAL 3.2.1: D.1, D.2; CE&CFLS 9.2.4: C.5 ISTE: 2.b, 3.b | Students will verify that information is complete | Verify information is complete – Students will complete their Penguin, Arctic Animal or Rain Forest research projects – DI & CS | Research requirements, grading rubric and final products | Check students' final products against the research rubrics to see if they successfully completed the project |
| Students will be prepared to present information in the following formats: | | | | | |
| AASL: 1.2.3 1.3.4; 1.3.5 1.4.4 2.1.2; 2.1.6 2.2.4 3.1.1; 3.1.2; 3.1.3; 3.1.4 3.2.1; 3.2.3 | NJCCCS: V&PA 1.3.2: D.1; LAL 3.1.1: G.3, G.5, H.1; LAL 3.2.1: A.2, A.3, A.4, C.2, C.6, D.2; LAL 3.3.1: C.1, C.2; LAL 3.4.1: A.1, B.2; LAL | Written Visual Oral | Written – Penguin or Arctic Animal research – DI & CS Visual – Penguin or Arctic Animal research – DI & CS Oral – Penguin or Arctic Animal research – DI & | Copies of the research booklets Copies of the research booklets ActivBoard with microphone | Check students' written answers in their booklets to see if they are using facts and their best handwriting Students will draw pictures of penguins or arctic animals in their research booklets Students will record their interpretation of a penguin |

| | | | | | |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3.3.4; 3.3.5 4.3.1</p> | <p>3.5.1: A.2; Sci 5.3.2: A.1, C.1, C.2; TL 8.1.2: A.4, A.5; B.2, D.1</p> <p>ISTE: 1.b, 2.a, 2.b, 2.d, 5.b, 6.a, 6.b, 6.d</p> | <p>Multimedia</p> | <p>CS</p> <p>Oral – Penguin or Arctic Animal research oral presentation – CS</p> <p>Multimedia – Penguin or Arctic Animal research – DI & CS</p> | <p>ActivBoard with setup and students' flipchart pages</p> <p>ActivBoard with setup and flipchart pages for each student</p> | <p>or arctic animal call on their flipchart page</p> <p>Students will present their penguin or arctic animal research in an oral presentation to their parents and invited guests</p> <p>With librarian's help students will create an ActivBoard flipchart page containing a picture and three to four facts about penguins or arctic animals</p> |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | materials to answer questions – DI & CS | | questions |
| | | ORGANIZATION: | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6 1.3.4 1.4.2; 1.4.4 2.1.4; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.5 4.1.1; 4.1.3; 4.1.4 4.2.4 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.2: G.1; LAL 3.2.2: A.2; LAL 3.3.2: A.1, A.2, A.3, A.4; LAL 3.4.2: A.1, A.3, B.1; Math 4.1.2: A.3; SS 6.3.4: A.2; CE&CFLS 9.2.4: A.3 ISTE: 3.b, 3.c, 5.b, 6.a, 6.d | Describe the services provided by the media center Identify, locate and recognize the order of the media collections: Easy Beginning chapter books Fiction Nonfiction Biography Reference Identify and locate computers Identify and locate online catalog | Describe the services of media centers – Review of reference materials – DI Media order – Review library layout, i.e. Easy, Beginning chapter books, Fiction, Nonfiction, Biography, Reference – DI Locate computers – Students will identify the computers and ActivBoards as library resources – DI Locate online catalog – Students will be introduced to the library’s computer catalog - DI | “Using Reference” worksheet & document camera & various reference books <u>But Excuse Me That Is My Book</u> by Child – E CHI Library computers and ActivBoards <u>Mr. Crumb’s Secret</u> (Chapter 2) by Perry – PC 372.4 PER | Check the students’ worksheets to see if they were able to correctly use the reference sources to answer the questions Students will walk around and physically locate library sections Help students to use the computers and ActivBoards during library lessons After listening to the chapter students will orally identify the purpose of the library computer catalog |
| | | CLASSIFICATION SYSTEM: | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.3; 2.1.5 2.3.1 2.4.3 3.1.3; 3.1.5 3.2.2 3.3.5 | NJCCCS: LAL 3.1.2: H.1; LAL 3.3.2: A.1, A.2, A.3, A.4, B.1, C.1; LAL 3.4.2: A.3, B.1; LAL 3.5.2: A.2; Math 4.1.2: A.3; Math 4.5: C.3, C.4; SS 6.3.4: A.2; CE&CFLS 9.2.4: A.3 | Recognize and understand the parts of a call number and use it for location of materials: Easy books Fiction books Nonfiction books Biography Reference Understand the broad categories of the Dewey Decimal Classification System and that subjects are grouped together | Call number – Students will review how to use call numbers to locate books – DI Categories of the Dewey Decimal System – Students will review the different areas of the nonfiction section – DI | Library materials on the shelves in correct order Nonfiction sections – animals, poetry, biographies, reference | Students will state that fiction books are arranged alphabetically & nonfiction books are arranged by Dewey Decimal number Observe students to see if they can locate specific nonfiction sections of the library |

| | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.1.1; 4.1.2; 4.1.4 4.3.1; 4.3.2 | ISTE: 3.b | Understand that media centers are systematically organized and that knowledge of one media center can be applied to others | Systematic arrangement if libraries – Students will review the concept that all libraries use ABC & number order to organize material - DI | Examples of different library books from different sections of the library | Have students locate specific sections of the library (i.e. easy, beginning chapter, fiction, animal biographies, reference) |
| | | ONLINE CATALOG | | | |
| | | Students will: | | | |
| AASL: 1.1.4 1.3.5 1.4.2; 1.4.4 2.3.1 2.4.3 4.3.2 | NJCCCS: LAL 3.3.2: A.4, B.1, B.4; LAL 3.4.2: A.1, A.3, B.1; SS 6.3.4: A.2; TL 8.1.2: A.1, A.3, A.5; CE&CFLS 9.2.4: A.3 ISTE: 3.a, 3.c, 5.b, 6.a | Identify components of a computer Launch, open, and quit library catalog Search by subject Search by title Search by author Search by keyword | Identify components of computer – Introduction to the library computer catalog – DI Library catalog – Introduction to the computer catalog – DI Library catalog – Students will learn how to navigate through the library’s computer catalog - DI Library catalog – Searching by author, title, subject and keyword - DI | Computers with the library catalog <u>Mr. Crumb’s Secret</u> (Chapter 2) by Perry – PC 372.4 PER Class discussion of the library catalog and computer connected to a projector showing the catalog “Computer Card Catalog” worksheet & computer connected to the catalog and computer projector | Students will observe librarian using the catalog to locate books and identify the computer as a library resource After listening to the chapter students will orally identify the purpose of the library computer catalog Students will visually see how to use the library catalog and practice searching for materials during check out time Through class discussion students will use the library computer catalog to locate books by author, title, keyword and subject |
| | | LITERARY UNDERSTANDING AND APPRECIATION | | | |
| | | LITERARY ELEMENTS | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.7 1.2.2 1.3.2; 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.2; 2.1.3; 2.1.5 2.3.1 2.4.3 | NJCCCS: LAL 3.1.2: G.1, G.3, G.4; LAL 3.3.2: A.1, A.2, A.3, A.4, B.1, B.2, B.3, C.1, C.2; LAL 3.4.2: A.1, A.3; LAL 3.5.2: A.1, A.3; SS 6.1.4: D.12 | Listen attentively to literary passages for increased time periods Describe the parts of a book Recognize the elements of a story Plot, character and setting Beginning, middle and end | Listen attentively – Cumulative story (Folklore study) – DI Book parts – Students will review parts of a book - DI Story elements – Students will review the elements of stories - DI | <u>Grasshopper to the Rescue</u> by Carey – J 398.2 GRA (from public library) Books, both fiction and nonfiction, used during library lessons Books, both fiction and nonfiction, used during library lessons | Through discussion have students identify the distinguishing elements of a cumulative folktale Observe students as they review or learn each book part to see if they are using them correctly Students will use both written and visual clues from the books read during |

| | | | | | |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>Describe differences in genres of fiction, i.e. fantasy, historical fiction, mystery, science fiction, graphic novels</p> <p>Recognize and appreciate authors and illustrators by exposure to a variety of age-appropriate materials</p> <p>Be aware of various literary awards and their significance (Caldecott, Newbery, Charlotte, Pulitzer, Printz, King, Nobel)</p> | <p>Literary appreciation – Kwanzaa story/Folk tale – DI</p> <p>Literary appreciation – Chinese New Year - Mythology/Folk tales – DI</p> <p>Literary appreciation – American Tall Tales (part of Folklore unit) – DI</p> <p>Literary appreciation – American Tall Tales follow up - DI</p> <p>Genre study – Folklore and culture – DI</p> <p>Genre study – Folklore & fairy tale types - DI</p> <p>Exposure to materials – Folklore & fairy tale study review of trickster stories first exposed to in Kindergarten - DI</p> <p>Literary awards – Caldecott Medal/Folktales – DI</p> | <p>gingerbread stories</p> <p><u>Seven Spools of Thread: A Kwanzaa Story</u> by Medearis – E MED</p> <p><u>Cat and Rat: The Legend of the Chinese Zodiac</u> by Young – 133.5 YOU</p> <p><u>Sally Ann Thunder Ann Whirlwind Crockett</u> by Kellogg– 398.2 KEL</p> <p><u>John Henry</u> (DVD) – DVD 398.2 JOH and TV with DVD player</p> <p><u>Two of Everything</u> by Hong – 398.2 HON</p> <p><u>The Magic Dreidels: A Hanukkah Story</u> by Kimmel – E KIM and list of folk tale types</p> <p><u>Anansi and the Talking Melon</u> by Kimmel – 398.24 KIM</p> <p><u>A Story A Story</u> by Haley – 398.468 HAL</p> | <p>Assess using questioning and answers about the story read and identification of its folk tale type</p> <p>Students will orally name some of the animals in the Chinese Zodiac and identify the folk tale elements contained the story</p> <p>Through discussion have students identify the different folktale/fairy tale elements contained in the tall tale</p> <p>Through discussion students will review the characteristics of tall tales</p> <p>Discuss the differences between fiction and folklore plus identification of cultural elements in story</p> <p>Through discussion have students identify the story's folk tale type</p> <p>Have students review trickster story elements learned in kindergarten and then identify the different folktale/fairy tale elements in this new age appropriate trickster stories</p> <p>Oral discussion of the importance of the Caldecott Medal and the role of the illustrator</p> |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| LITERARY CRITICISM | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: | | | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.9 1.2.2 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.3; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5 4.2.4 4.3.1; 4.3.2 4.4.1 | NJCCCS: LAL 3.1.2: G.1, G.4; LAL 3.3.2: A.2, A.4, B.2, C.1; LAL 3.4.2: A.3; LAL 3.5.2: A.1, A.5; CE&CFLS 9.2.4: A.4 ISTE: 3.b, 4.a, 4.c | Participate in group discussions of literature Give brief reviews of a book – listing title, author, and reasons liked or disliked Engage in an author/illustrator study Compare and contrast formats of different genres (i.e. plays, poetry, stories) | Group discussions – Compare and contrast two different formats of a Caldecott medal story – print and video – DI Brief reviews – Students will complete book reviews for classroom assignments - CS Author/illustrator study – Students will conduct author/illustrator studies during classroom instruction - CS Compare formats of genres – Poetry vs. biography - DI Compare formats of genres – Video vs. story - DI | A Story A Story video (on <u>Why Mosquitoes Buzz in People's Ears</u> video – VT E AAR) and <u>A Story A Story</u> by Haley – 398.468 HAL & VCR connected to TV or projector Age appropriate library books to support classroom instruction Age appropriate library books to support classroom instruction <u>Casey at the Bat</u> by Thayer – 811 THA & <u>Mighty Jackie</u> by Moss – 92 MIT <u>John Henry</u> (DVD) – DVD 398.2 JOH & <u>Sally Ann Thunder Ann Whirlwind Crockett</u> by Crockett – 398.2 KEL | Through oral discussion have the students compare the two different media forms of the Caldecott Medal winner Librarian will help students select appropriate books for classroom assignments Librarian will supply age appropriate books to enable students to complete classroom assignments Oral discussion of the differences between two baseball tales – one poetry & one biography Oral discussion of the differences between two tall tales – one a video & one a written story |
| READER ADVISORY | | | | | |
| Students will: | | | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.8 1.2.2; 1.2.3 1.3.4 1.4.2; 1.4.4 2.1.3; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 | NJCCCS: LAL 3.1.2: H.2; LAL 3.3.2: B.1,B.4; LAL 3.4.2: B.1 ISTE: 1.a, 2.b, 3.b, 3.c, 5.b, 5.c, 6.a, 6.d | Select books and materials for classroom and personal use at appropriate interest and reading levels Share reading experiences Discriminate in choice of reading matter | Book selection - “Rule of Five” – System to determine reading level of books – DI Shared reading experiences – Students will listen to the stories read by the librarian – DI Discriminate in choice of reading matter – Students will check out books | <u>Petunia</u> by Duviosin – E DUV and three “Rule of Five” resource sheets Books used during library lessons Age appropriate library books | Students will use the “Rule of Five” when choosing books to check out Observe students to see if they are listening to the stories and sharing their impressions through group discussions Check students’ selections to make sure they are interested in the topic and |

| | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.2.2; 3.2.3 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4 4.2.1; 4.2.2; 4.2.4 4.3.1 4.4.1 | | Develop lifelong recreational and informational reading habits | based on their own interests – DI Lifelong reading habits – Students will develop a joy of reading both through listening to and checking out library books - DI | Age appropriate library books and electronic activities | the book is age appropriate Observe students to see if they are enjoying the books and activities |
| | | <u>SKILLS OF INQUIRY AND INVESTIGATION</u> | | | |
| | | TASK DEFINITION | | | |
| | | Students will define the information problem: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.3; 1.1.4; 1.1.6; 1.1.8 1.2.1; 1.2.2; 1.2.3 1.3.4 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.2; 2.1.3; 2.1.5 2.2.1 2.3.1 2.4.2; 2.4.3 3.1.2 3.2.2 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5 4.2.1 4.3.1; 4.3.2 4.4.2; 4.4.5 | NJCCCS: LAL 3.1.2: G.1, G.2, G.3; LAL 3.2.2: A.1; LAL 3.3.2: A.3; LAL 3.4.2: B.1; LAL 3.5.2: A.2; SS 6.3.4: A.2; TL 8.1.2: A.5; CE&CFLS 9.2.4: A.1, A.2, A.3, A.4 ISTE: 1.a, 3.a, 3.b, 3.c, 4.a, 4.b, 4.c, 5.b, 6.a | Select a topic Formulate research questions of subtopics Develop a list of keywords, synonyms Determine the quantity of information needed | Select a topic – Students will conduct research projects for classroom assignments (i.e. countries) – CS Formulate research questions – Students will develop a list of questions to answer for their research projects – CS Keywords – Students will use keywords and/or synonyms pertaining to their research projects to locate information – DI & CS Determine the quantity of information needed – Students will locate and check out resources to use for research purposes - CS | Age appropriate library books and electronic sources Copies of classroom research descriptions & grading sheet/rubric Library’s computer catalog and age appropriate library books and electronic sources Age appropriate library books and electronic sources | Check students’ research selections to make sure they are age appropriate & deal with their topic Help students locate sources which will answer their research questions Aid students as they locate sources by using keywords and/or synonyms to use the library catalog to search for sources Check students’ research selections to make sure they contain enough information to enable them to complete their research project |

| | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p style="text-align: center;">Community sources Community & public agencies</p> | <p>Internet – DI</p> <p>Potential resources – Multimedia sources – ActivBoard - DI</p> <p>Community sources – Book Fair and PTO – DI</p> <p>Community sources – Telephone directories - DI</p> | <p>(Chapter 8) by Perry – PC 372.4 PER</p> <p>ActivBoard with setup</p> <p>DVD provided by the Book Fair and copies of books shown on the DVD</p> <p><u>Mr. Crumb’s Secret</u> (Chapter 5) by Perry – PC 372.4 PER</p> | <p>chapter students will orally identify the Internet as an useful electronic resources</p> <p>After using the ActivBoard students will orally identify its potential as a presentation resource</p> <p>Oral discussion of the differences between book fair and library</p> <p>After listening to the chapter students will orally identify telephone directories as informational resources</p> |
| <p>AASL: 1.1.1; 1.1.4; 1.1.6</p> <p>1.2.3</p> <p>1.3.4</p> <p>1.4.2; 1.4.4</p> <p>2.1.1; 2.1.5</p> <p>2.2.1</p> <p>2.3.1</p> <p>2.4.3</p> <p>3.1.2; 3.1.3</p> <p>3.2.2</p> <p>3.3.6</p> <p>4.1.3</p> <p>4.3.1; 4.3.2</p> | <p>NJCCCS: LAL 3.1.2: G.1, G.4, H.1; LAL 3.2.2: A.2; LAL 3.3.2: A.2, A.3, A.4, B.1, B.4, C.1; LAL 3.4.2: A.1, A.3, B.1; LAL 3.5.2: A.1, A.3; SS 6.3.4: A.2; CE&CFLS 9.2.4: A.3</p> <p>ISTE: 3.b, 3.c</p> | <p>Students will evaluate possible sources to determine usefulness</p> | <p>Determine usefulness – Women’s History Month – Biography study – DI</p> <p>Determine usefulness – Dictionaries – DI</p> <p>Determine usefulness – Atlases – DI</p> | <p><u>Dolly Madison Saves George Washington</u> by Brown – 92 BRO & <u>Ruth Law Thrills a Nation</u> by Brown – 92 BRO & <u>Mighty Jackie</u> by Moss – 92 MIT & <u>Marvelous Mattie</u> by McCully – 92 KNI</p> <p>“Using a Dictionary” worksheet and dictionaries</p> <p>“Awesome Atlas” worksheet and classroom copies of a children’s atlas</p> | <p>Students will evaluate biographies and determine their usefulness for gaining research information</p> <p>Check students’ worksheets to see if they are able to use the dictionaries to correctly answer the questions</p> <p>Check students’ worksheets to see if they are able to use the atlases to correctly answer the questions</p> |
| <p>AASL: 1.1.1; 1.1.4; 1.1.5; 1.1.6; 1.1.7</p> <p>1.3.4</p> <p>1.4.2; 1.4.4</p> <p>2.1.1</p> | <p>NJCCCS: LAL 3.1.2: G.1, G.3; LAL 3.3.2: A.4, B.1, B.3, C.1; LAL 3.4.2: A.3; LAL 3.5.2: A.2;</p> | <p>Students will evaluate sources using such criteria as currency, accuracy, reliability, ease of use, availability, comprehensibility, authority and bias</p> | <p>Evaluate sources – Encyclopedias – DI</p> | <p>“Exciting Encyclopedias” worksheet and different encyclopedia versions</p> | <p>Students will use encyclopedias to answer the questions on the worksheet and evaluate the reliability, ease of use, and accuracy of the print encyclopedias</p> |

| | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.3.1 2.4.3 3.1.1; 3.1.3 3.3.5 3.4.1 4.1.4 4.3.1; 4.3.2 | CE&CFLS 9.2.4: A.3 ISTE: 3.b, 3.c | | | | |
| | | LOCATION AND ACCESS | | | |
| | | Students will locate sources using: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6 1.3.4; 1.3.5 1.4.2; 1.4.4 2.1.1 2.3.1 2.4.3 3.1.3 3.2.2 3.3.5 4.3.1; 4.3.2 4.4.3 | NJCCCS: LAL 3.1.2: D.4, D.6, G.1, G.3; LAL 3.3.2: A.4, B.1, B.3, B.4, C.1; LAL 3.4.2: A.1, A.3, B.1; LAL 3.5.2: A.2; SS 6.3.4: A.2; TL 8.1.2: A.3; CE&CFLS 9.2.4: A.1, A.2, A.3 ISTE: 3.a, 3.b, 3.c, 5.b, 6.a, 6.d | Dewey Decimal Classification System Computer catalog Periodical indexes Specialized subject reference sources | Dewey Decimal System – Students will use the Dewey Decimal System to locate nonfiction books – DI Computer catalog – Students will be introduced to the library’s computer catalog – DI Periodical indexes – Students will be introduced to magazines and <u>The Reader’s Guide to Periodical Literature</u> - DI Specialized references – Students will be introduced to atlases and world record books – DI | Dewey Decimal signs and labels on the library’s nonfiction shelves <u>Mr. Crumb’s Secret</u> by Perry – PC 372.4 PER & computer connected to a computer projector <u>Mr. Crumb’s Secret</u> by Perry – PC 372.4 PER & sample magazines & sample of <u>The Reader’s Guide</u> <u>Mr. Crumb’s Secret</u> by Perry – PC 372.4 PER & sample atlases & world record books | Observe and help students find nonfiction books using numerical order Observe students as they use the computer catalog to see if they are able to locate sources Through discussion students will learn the importance of periodical indexes Through discussion and examination students will learn the research potential of atlases and world record books |
| | | Students will find information within sources using: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6 1.3.4 1.4.1; 1.4.2; 1.4.4 2.1.1; 2.1.5 2.3.1 | NJCCCS: LAL 3.1.2: A.1, F.5, H.1; LAL 3.3.2: A.1, A.2, A.3, A.4, B.1, B.3, B.4, C.1; LAL 3.4.2: A.3, B.1; LAL | Alphabetical order Inverted names when necessary | Alphabetical order – Students will locate information in both dictionaries & encyclopedias by using alphabetical order – DI Inverted names – Students will learn that authors’ and illustrators’ | Dictionaries & encyclopedias Library’s computer catalog & document camera | Observe students as they use the two reference sources to see if they are able to find information using ABC order Through discussion and questions/answers check to see if students remember to |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.4.3 3.1.3 3.2.2 3.3.5 3.4.1 4.1.4 4.3.1; 4.3.2 4.4.3 | 3.5.2: A.2; TL 8.1.2: A.3; CE&CFLS 9.2.4: A.1, A.2, A.3, A.4 ISTE: 3.a, 3.b, 3.c, 4.c, 5.b, 6.a, 6.d | Guide words Keywords, headings and subheadings Indexes Tables of contents Glossaries | names are inverted in the computer catalog – DI Guide words – Students will use guide words to narrow their search while using both dictionaries & encyclopedias – DI Keywords – Students will use keywords as a search strategy when using the computer catalog - DI Students will find information within sources – While researching students will remember to use indexes, table of contents & glossaries as aids to find information - DI | Dictionaries & encyclopedias Library’s computer catalog & document camera Age appropriate nonfiction books | search by “last name, first name” when using the computer catalog Observe students as they use the two reference sources to see if they remember to use guide words to aid in locating information Through discussion and questions/answers check student understanding of using keywords as aids in locating information Observe students as they use nonfiction books to see if students remember to use indexes, table of contents & glossaries as aids for locating information |
| | | USE OF INFORMATION | | | |
| | | Students will examine the information in a source: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6 1.2.2 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.2; 2.1.3; 2.1.5 2.3.1 2.4.1; 2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.1; 3.3.2; 3.3.5 | NJCCCS: LAL 3.1.2: G.1, G.4; LAL 3.2.2: A.2; LAL 3.3.2: A.2, A.3, A.4, C.1; LAL 3.4.2: A.1, A.3, B.1; LAL 3.5.2: A.1, A.3; SS 6.3.4: A.2; TL 8.1.2: A.5; CE&CFLS 9.2.4: A.1, A.2, A.3, A.4 ISTE: 3.a, 3.b, 4.a, | Listen purposefully and attentively Actively view Read and interpret information Follow links in electronic sources | Listen purposefully – Women’s History Month – Biographies – DI Actively view – Students will visually learn how to use the computer catalog & specific reference sources – DI Read and interpret – While using the encyclopedias students will read and interpret information – DI Follow links – Students will correctly use the computer catalog - DI | <u>Dolly Madison Saves George Washington</u> by Brown – 92 MAD Computer catalog and reference books & document camera Grade appropriate encyclopedias & “Exciting Encyclopedias” worksheet Computer catalog | Students will listen to a biography and list facts about the person’s life Observe students to see if they are visually paying attention while learning how to use the library resources Check students’ answers on the worksheet to see if they correctly interpreted the information found in the encyclopedias Observe students as they use the computer catalog to see if they can correctly |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1.1; 2.1.2 2.3.1 2.4.1; 2.4.3 3.1.2; 3.1.3; 3.1.4 3.2.2; 3.2.2 3.3.1; 3.3.5 4.1.3; 4.1.6 4.3.1 | C.1; LAL 3.4.2: A.1, A.3; LAL 3.5.2: A.1; SS 6.1.4: D.12; CE&CFLS 9.2.4: A.4 ISTE: 3.a | | | 92 MIT & <u>Marvelous Mattie</u> by McCully – 92 KNI & Women’s History Chart (one per class) | |
| AASL: 1.2.1; 1.2.4; 1.2.5 1.4.1; 1.4.2; 1.4.3; 1.4.4 2.2.1; 2.2.4 3.1.1 3.2.1 3.4.2 | NJCCCS: LAL 3.1.2: G.3; LAL 3.2.2: D.1, D.2, D.3; CE&CFLS 9.2.4: C.5 ISTE: 2.b, 3.b | Students will verify that information is complete | Verify information is complete – Students will complete their research projects - CS | Research requirements, grading rubric and final products | Check students’ final products against the research rubrics to see if they successfully completed the project |
| | | Students will be prepared to present information in the following formats: | | | |
| AASL: 1.2.3 1.3.4; 1.3.5 1.4.4 2.1.2; 2.1.6 2.2.4 3.1.1; 3.1.2; 3.1.3; 3.1.4 3.2.1; 3.2.3 3.3.4; 3.3.5 4.3.1 | NJCCCS: V&PA 1.3.2: D.1; LAL 3.1.2: A.2, G.1, G.4; LAL 3.2.2: A.1, A.2, A.4, B.1, D.1, D.2; LAL 3.3.2: A.2, A.4, B.2, C.1; LAL 3.4.2: A.1, A.3; CE&CFLS 9.2: A.4, C.5 ISTE: 1.b, 2.a, 2.b, 2.d, 5.b, 6.a, 6.b, 6.d | Written Visual Oral Multimedia | Written – Second Grade Fairytale (ending unit for Fairytale study) – DI Visual – Illustrating Second Grade Fairytale (Cooperative unit with art class)- DI & CS Oral & Multimedia – Students will present oral & multimedia projects for classroom projects - CS | List of fairytale types and characteristics, and large writing surface Copies of the Second Grade Fairytale in book format (one for each student) Project requirements and grading sheets of rubric | Keeping in mind the fairytale types and characteristics, each student in the second grade will add a sentence to create a Second Grade Fairytale Students will use clues in the story to create original illustrations for a second grade fairytale Librarian will act as a resource helping students to locate information and use the multimedia presentation tools |

BTS Information Literacy/Library Skills Expectations for Grade 3

(Codes: **DI** = Direct Instruction by Library Media Specialist **CS** = Benchmarks related to other curricula where Library Media Specialist may provide classroom support)

| AASL Standards | Standards: NJCCCS ISTE | Skills/Benchmarks | Suggested Activities | Suggested Materials | Possible Assessments |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | SKILLS OF LIBRARY MEDIA CENTER USE | | | |
| | | CITIZENSHIP: | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.3; 1.1.6; 1.1.9 1.2.2 1.3.3; 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.3; 2.1.5; 2.1.6 2.3.1 2.4.3 3.1.2; 3.1.3; 3.1.5; 3.1.6 3.2.1; 3.2.2; 3.2.3 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5 4.2.1; 4.2.2; 4.2.4 4.3.1 4.4.1; 4.4.6 | NJCCCS: LAL 3.1.3: A.1; LAL 3.3.3: A.1, A.2, A.3, B.2, C.1; LAL 3.4.3: A.1, B.1; TL 8.1.4: A.5, D.3; CE&CFLS 9.2.4: A.3 ISTE: 1.a; 2.a, 2.b, 3.b, 4.a, 5.a, 5.b | Exhibit appropriate media center behavior Demonstrate responsible borrowing habits Recognize, understand and use library media vocabulary at appropriate level Demonstrate care of print and non-print materials and computer equipment Assist others in following library procedures Adhere to District Policy for network use | Media behavior – Students will exhibit proper behavior while in the library – DI Responsible borrowing habits – Students will return books on time before they are overdue - DI Media vocabulary – Vocabulary review – DI Media vocabulary – Library vocabulary – DI Care of materials – Students will not damage any library materials – DI Assist others – Students will voluntarily assist classmates while in the library – DI & CS Adhere to District network use – Students will follow the District Technology | Posted library rules and procedures Computer generated list of materials checked out by students “Show What You Know” worksheet “Library Terms” ActivBoard flipchart and ActivBoard setup Library materials used by the students Posted library rules and procedures & shelf labels Copy of District Technology Policy and list of students who have | Observe students’ behavior and correct any inappropriate actions Check the lists and send out overdue lists to the appropriate students Check worksheet for correct definitions of the vocabulary words Correctly define at least 80% of the library terms Observe the materials students are using to check for misuse or damage Observe students to see if they are helping each other follow the library rules and locate library materials Monitor students who are using the library’s electronic materials to see if they are |

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Recognize that personal and school-related questions can be answered in libraries | Policy when using the library's electronic materials – DI & CS Recognize questions can be answered in libraries – Students will locate materials to answer questions – DI & CS | returned the signed forms Various library materials, both print and electronic | following the District's Technology Policies Help students locate resources to answer both personal and school-related questions |
| | | ORGANIZATION: | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6 1.2.2 1.3.4 1.4.2; 1.4.4 2.1.4; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.5 4.1.1; 4.1.3; 4.1.4 4.2.4 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.3: A.1; LAL 3.3.3: A.1, A.2, B.2, C.1, C.3; LAL 3.4.3: A.1, A.2, B.1; TL 8.1.4: A.5; CE&CFLS 9.2.4: A.3 ISTE: 3.b, 3.c, 5.b, 6.a, 6.b, 6.d | Describe the services provided by the media center Identify, locate and recognize the order of the media collections: Easy Beginning chapter books Fiction Nonfiction Biography Reference Periodicals Multimedia Materials Identify and locate computers Identify and locate library home page Identify and locate online catalog | Describe the service of the media center – Library review – DI Media order – Review library layout introducing new materials, i.e. multimedia materials – DI Locate computers – Students will identify the computers and ActivBoards as library resources - DI Library home page – Students will locate the library home page while learning about the library computer catalog – DI Locate online catalog – Students will use the library's computer catalog to locate sources - DI | "Crossword Review" worksheet & <u>The Secret of the Silver Key</u> (Chapter 10) by Perry – PC 372.4 PER Age appropriate library materials Library computers and ActivBoards Computers with access to the internet Computers with access to the internet | Check students' answers on the worksheet to see if they were able to correctly identify the major library concepts and services Observe students as they walk around the library to see if they can locate specific materials Help students to use the computer and ActivBoards during library lessons Observe students as they use the computers noticing if they can locate the library's home page Observe students as they use the computer catalog noticing if they are correctly using the search features |

| | | CLASSIFICATION SYSTEM: | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.5; 1.1.6 1.3.4 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.1.5 2.3.1 2.4.1; 2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.4; 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.3: G.7, G.8, H.1, H.2; LAL 3.2.3: D.1; LAL 3.3.3: A.1, A.2, B.2, C.1; LAL 3.4.3: A.1, A.2, B.1, B.2; LAL 3.5.3: A.1; Math 4.1.3: A.1, A.5; Math 4.4.3: C.1; Math 4.5: C.3, C.4; TL 8.1.4: A.5; CE&CFLS 9.2.4: A.1, A.2, A.3, C.5 ISTE: 3.a, 3.b, 3.c, 5.b, 6.a, 6.b, 6.d | <p>Recognize and understand the parts of a call number and use it for location of materials:</p> <p style="padding-left: 40px;">Easy books Fiction books Nonfiction books Biography Reference</p> <p>Understand the broad categories of the Dewey Decimal Classification System and that subjects are grouped together</p> <p>Understand that media centers are systematically organized and that knowledge of one media center can be applied to others</p> | <p>Recognize parts of a call number – Library Dewey Identification Index Card project – Assigning a Dewey Number to topic – DI</p> <p>Categories of the Dewey Decimal Classification System – Dewey Web Quest – DI</p> <p>Systematic organization – Introduction to the Dewey Decimal Classification System – DI</p> | <p>Project topic & laptops with access to the library computer catalog</p> <p>Web quest worksheets & laptop computers with access to the Internet</p> <p><u>The Secret of the Silver Key</u> (Chapter 6) by Perry – PC 372.4 PER</p> | <p>By the end of class students will have used the computer catalog to locate the appropriate Dewey number associated with their topic</p> <p>Check students' worksheets to see if they correctly used the web quest to answer the questions about the Dewey Decimal System</p> <p>After listening to the chapter students will orally state that nonfiction books are arranged on the shelves according to the Dewey Decimal System</p> |
| | | ONLINE CATALOG | | | |
| | | Students will: | | | |
| AASL: 1.1.4 1.3.5 1.4.2; 1.4.4 2.3.1 2.4.3 3.2.2 3.3.5 4.3.2 | NJCCCS: LAL 3.1.3: G.7, H.1; LAL 3.3.3: A.1, A.2, B.2; LAL 3.4.3: A.2, B.2, B.3; LAL 3.5.3: A.1; TL 8.1.4: A.5; CE&CFLS 9.2.4: A.3, C.5 ISTE: 3.a, 3.b, 3.c, 5.b, 6.a | <p>Identify components of a computer</p> <p>Launch, open, and quit library catalog</p> <p>Search by subject Search by title Search by author Search by keyword</p> | <p>Identify components of computer – Introduction to the library computer catalog – DI</p> <p>Library catalog – Introduction to the computer catalog – DI</p> <p>Library catalog – Searching by title, author, keyword and subject - DI</p> | <p>Computers with the library computer catalog</p> <p><u>The Secret of the Silver Key</u> (Chapter 5) by Perry – PC 372.4 PER</p> <p>"Computer Card Catalog" worksheet and laptop computers with access to the library computer catalog</p> | <p>Observe students as they use the computers to see if they can access the library's computer catalog</p> <p>After listening to the chapter students will orally identify the computer catalog as a library resource</p> <p>Check for understanding of the computer card catalog by correcting the students' worksheets</p> |

| | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.2.3 1.3.4 1.4.2 2.1.1; 2.1.3; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2 3.3.2; 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5 4.2.1; 4.2.4 4.3.1; 4.3.2 4.4.1 | <p>3.1.3: A.1, G.1, G.5, G.6, G.7; LAL 3.2.3: A.1, A.2; LAL 3.3.3: A.1, A.2, A.3, A.4, B.2, C.3, D.1; LAL 3.4.3: A.1, A.2, B.1, B.2; LAL 3.5.3: A.1, A.2, B.1; SS 6.1.4: D.12; CE&CFLS 9.2.4: A.4</p> <p>ISTE: 3.b</p> | <p>the following: Picture books Beginning chapter books Novels Nonfiction books Biography and autobiography Folk tales, fairy tales and nursery rhymes Poetry</p> <p>Describe differences in genres of fiction, i.e. fantasy, historical fiction, mystery, science fiction, graphic novels</p> <p>Recognize and appreciate authors and illustrators by exposure to a variety of age-appropriate materials</p> <p>Be aware of various literary awards and their significance (Caldecott, Newbery, Charlotte, Pulitzer, Printz, King, Nobel)</p> | <p>Literary appreciation – Drawing story – DI</p> <p>Literary appreciation – Novels – DI</p> <p>Literary appreciation – Review picture books, beginning chapter books, nonfiction, biography, folk tales, poetry - DI</p> <p>Genre study - Describe Tall Tales and identify the common characteristics contained in this genre – DI</p> <p>Genre study – Tall Tale video – DI</p> <p>Exposure to materials – Brief reviews of library materials – DI</p> <p>Literary awards – Students will locate award winning books - DI</p> | <p>Any drawing story (except the Chinese New Year one) from <u>Handmade Tales</u> by Dianne De Las Casas (personal copy) and large writing surface</p> <p><u>The Secret of the Silver Key</u> by Perry – PC 372.4 PER</p> <p>Various age appropriate library books</p> <p><u>How I Spent by Summer Vacation</u> by Teague – E TEA</p> <p><u>The Story of Paul Bunyan</u> video by Gleeson – VT 392.2 GLE & VCR connected to TV or projector</p> <p>Age appropriate library books</p> <p>Copies of award winning books</p> | <p>Students will learn the story plus draw and color the resulting picture</p> <p>Assess using questioning and answers about the story</p> <p>Informal observation and class discussions about the different forms of literature available in the library</p> <p>Use passages from the story to highlight the Tall Tale characteristics found in the story</p> <p>Orally identify the Tall Tale elements contained in the video story</p> <p>During check out time the librarian will briefly review and recommend materials for students to borrow</p> <p>During check out time the librarian will point out and recommend award winning books</p> |
| | | LITERARY CRITICISM | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.9 1.2.2 1.3.4 | NJCCCS: LAL 3.1.3: G.1, G.2, G.5, G.6, G.7, G.10; LAL 3.2.3: A.1, A.2, C.3; LAL | <p>Participate in group discussions of literature</p> <p>Give brief reviews of a book – listing</p> | <p>Group discussions – Students will listen to a chapter book and conduct group discussions after each chapter – DI</p> <p>Brief reviews – Students</p> | <p><u>The Secret of the Silver Key</u> by Perry – PC 372.4 PER</p> <p>Age appropriate library</p> | <p>Assess using questioning and answers about the story</p> <p>Librarian will help students</p> |

| | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.4.2; 1.4.4 2.1.1; 2.1.3; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5 4.2.4 4.3.1; 4.3.2 4.4.1 | 3.3.3: A.1, A.2, A.4, B.2; LAL 3.4.3: A.2, B.2; LAL 3.5.3: A.2; CE&CFLS 9.2.4: A.4 ISTE: 3.b, 4.a, 4.c | title, author, and reasons liked or disliked Engage in an author/illustrator study Compare and contrast formats of different genres (i.e. plays, poetry, stories) | will complete book reviews for classroom assignments – CS Author/illustrator study – Students will conduct author/illustrator studies during classroom instruction – CS Compare formats of genres – Video vs. story - DI | books to support classroom instruction Age appropriate library books to support classroom instruction <u>The Story of Paul Bunyan</u> video by Gleeson – VT 392.2 GLE & <u>How I Spent by Summer Vacation</u> by Teague – E TEA & VCR connected to TV or projector | select appropriate books for classroom assignments Librarian will supply age appropriate books to enable students to complete classroom assignments Oral discussion of the similarities & differences between two tall tales – one a video & one a written story |
| | | READER ADVISORY | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6 1.2.2; 1.2.3 1.3.4 1.4.2; 1.4.4 2.1.3; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4 4.2.1; 4.2.2; 4.2.4 4.3.1; 4.3.3 4.4.1 | NJCCCS: LAL 3.1.3: H.3; LAL 3.2.3: A.2, C.3; LAL 3.3.3: B.2; LAL 3.5.3: A.1 ISTE: 2.b, 3.b, 3.c, 5.b, 5.c, 6.a, 6.d | Select books and materials for classroom and personal use at appropriate interest and reading levels Share reading experiences Discriminate in choice of reading matter Develop lifelong recreational and informational reading habits | Book selection – Students will check out books for both personal and school-related reading – DI Shared reading experiences – Students will listen to the stories read by the librarian – DI Discriminate in choice of reading matter – Students will check out books based on their own interests – DI Lifelong reading habits - Students will develop a joy of reading both through listening to and checking out library books - DI | Age appropriate library books Books used during library lessons Age appropriate library books Age appropriate library books and electronic activities | Check students' books as they check them out to see if they are age appropriate and at the right reading levels Observe students to see if they are listening to the stories and sharing their impressions through group discussions Check students' selections to make sure they are interested in the topic and the book is age appropriate Observe students to see if they are enjoying the books and activities |

| | | SKILLS OF INQUIRY AND INVESTIGATION | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | TASK DEFINITION | | | |
| | | Students will define the information problem: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.3; 1.1.4; 1.1.6; 1.1.8 1.2.1; 1.2.2; 1.2.3 1.3.4 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.2; 2.1.3; 2.1.5 2.2.1 2.3.1 2.4.2; 2.4.3 3.1.2 3.2.2 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5 4.2.1 4.3.1; 4.3.2 4.4.2; 4.4.3; 4.4.5 | NJCCCS: LAL 3.1.3: G.1, G.2, G.7, G.8, G.13, H.1; LAL 3.2.3: A.1, D.3; LAL 3.3.3: B.1; LAL 3.4.3: B.1; LAL 3.5.3: A.2; SS 6.3.4: A.2; TL 8.1.4: A.5; CE&CFLS 9.2.4: A.1, A.2, A.3, A.4 ISTE: 1.a, 3.a, 3.b, 3.c, 4.a, 4.b, 4.c, 5.b, 6.a | Select a topic Formulate research questions or subtopics Develop a list of keywords, synonyms Determine the quantity of information needed | Select a topic – Library Dewey Identification Index Card project – DI Formulate research questions – Students will develop a list of questions to answer for classroom research projects – CS Keywords – Students will use keywords and/or synonyms pertaining to their research projects to locate information – DI & CS Determine the quantity of information needed – Students will locate and check out resources to use for research purposes - CS | Project overview, project grading sheet, & index cards Copies of classroom research descriptions & grading sheet/rubric Library computer catalog and age appropriate library books and electronic sources Age appropriate library books and electronic sources | Students will pick a topic for their library identification cards Help students locate sources which will answer their research questions Aid students as they locate sources by using keywords and/or synonyms while using the library catalog to search for sources Check students' research selections to make sure they contain enough information to enable them to complete their research project |
| | | INFORMATION SEEKING STRATEGIES | | | |
| | | Students will determine the variety of potential sources: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.7; 1.1.9 1.2.2; 1.2.3 1.3.4 1.4.2; 1.4.4 | NJCCCS: LAL 3.1.3: A.1, F.4, G.1, G.2, G.6, G.7, G.13, H.1, H.3; LAL 3.2.3: A.9, A.10; LAL | Print sources Nonfiction books Dictionaries Encyclopedias – general Encyclopedias – specialized Atlases and maps Biographical resources | Potential sources - Complete a map reading test – DI Potential sources – Dictionary – DI | “Can You Read A Map” map and test <u>The Secret of the Silver Key</u> (Chapter 1) by Perry – PC 372.4 PER | Students will have correctly answered at least 80% of the map test questions After listening to the chapter students will orally identify dictionaries as library resources |

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2.1.1; 2.1.3; 2.1.5</p> <p>2.3.1</p> <p>2.4.3; 2.4.4</p> <p>3.1.2; 3.1.3</p> <p>3.2.2; 3.2.3</p> <p>3.3.5</p> <p>4.1.1; 4.1.3; 4.1.4; 4.1.5</p> <p>4.2.1</p> <p>4.3.1; 4.3.2</p> | <p>3.3.3: A.1, A.2, A.3, A.4, B.2; LAL 3.4.3: A.1, A.2, B.1, B.2; LAL 3.5.3: A.1; SS 6.1.4: A.6; SS 6.3.4: A.2; TL 8.1.4: A.5; CE&CFLS 9.2.4: A.1, A.3, C.5, E.4</p> <p>ISTE: 1.a, 3.b, 3.c, 4.a, 4.c, 5.b, 6.a, 6.b</p> | <p style="text-align: center;">Periodicals Magazines Newspapers</p> <p style="text-align: center;">Electronic sources Library homepage World Wide Web Multimedia sources</p> <p style="text-align: center;">Community sources Community & public agencies</p> | <p>Potential sources – Dictionary Quiz – DI</p> <p>Potential sources - Use a dictionary to correct spelling in their Tall Tale summer vacation postcards – DI</p> <p>Potential sources – Introduction to types of encyclopedias – DI</p> <p>Potential sources – Using encyclopedias - DI</p> <p>Potential sources – Introduction to atlases – DI</p> <p>Potential sources – Review of magazines and newspaper – DI</p> <p>Electronic sources – Review of library homepage, library catalog, Internet, & multimedia sources - DI</p> <p>Community sources – Introduction to the phone books – DI</p> <p>Community sources – Using the phone book – DI</p> <p>Community sources –</p> | <p>“Dictionary Data” quiz</p> <p>Rough copies of postcards and dictionaries</p> <p><u>The Secret of the Silver Key</u> (Chapter 3) by Perry – PC 372.4 PER</p> <p>“Using Encyclopedias” worksheets, encyclopedias, and document camera</p> <p><u>The Secret of the Silver Key</u> (Chapter 4) by Perry – PC 372.4 PER</p> <p>Sample magazines & a copy of <u>The Abridged Reader’s Guide to Periodical Literature</u></p> <p>Computers and ActivBoards used during library instruction</p> <p><u>The Secret Of the Silver Key</u> (Chapter 2) by Perry – PC 372.4 PER</p> <p>“Phone Book Basics” worksheet and phone books</p> <p>DVD provided by Book</p> | <p>Corrected quizzes</p> <p>Check spelling when the students are done with their postcards</p> <p>After listening to the chapter the students will identify the two main types of encyclopedias – general and special</p> <p>Check worksheet to see if students were able to locate the correct answers in the encyclopedias</p> <p>After listening to the chapter the students will identify atlases as good sources for geographical information</p> <p>Oral discussion of the usefulness of newspapers, magazines and <u>The Reader’s Guide</u></p> <p>Oral discussion of how to access & use the library homepage, computer catalog, Internet & ActivBoards</p> <p>After listening to the chapter the students will identify the phone book as a potential library resource</p> <p>Students will use the phone books to correctly answer the questions on the worksheet</p> <p>Oral discussion of</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | Book Fair and PTO – DI | Fair and copies of books shown on DVD | differences between the book fair and library |
| AASL: 1.1.1; 1.1.4; 1.1.6 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.6 4.1.4 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.3: A.1; LAL 3.3.3: A.1, A.2, B.2; LAL 3.4.3: A.2, B.1; SS 6.1.4: B.1, B.2, B.3; CE&CFLS 9.2.4: A.3, C.5 ISTE: 3.b, 3.c, 4.a | Students will evaluate possible sources to determine usefulness | Determine usefulness – Atlases – DI | “Amazing Atlas” worksheet and atlases | By completing the worksheet students will determine the possible uses of atlases |
| AASL: 1.1.1; 1.1.4; 1.1.5; 1.1.6; 1.1.7; 1.1.8; 1.1.9 1.2.2; 1.2.4 1.3.4 1.4.1; 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.3; 2.1.4; 2.1.5 2.3.1 2.4.1; 2.4.2; 2.4.3 3.1.1; 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.5 3.4.1 4.1.4 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.3: A.1, G.1, G.2, G.7, G.13, H.2; LAL 3.3.3: A.2, A.4, B.2, C.1; LAL 3.4.3: A.2, B.1; LAL 3.5.3: A.1, A.2; TL 8.1.4: A.5; CE&CFLS 9.2.4: A.1, A.2, A.3, A.4 ISTE: 1.a, 3.b, 3.c, 4.c, 5.b, 6.a, 6.d | Students will evaluate sources using such criteria as currency, accuracy, reliability, ease of use, availability, comprehensibility, authority and bias | Evaluate sources – Encyclopedias & Internet web pages used during Dewey Web Quest - DI | “Using Encyclopedias” & Dewey web quest worksheets | Students will fill in the worksheets & evaluate the reliability, ease of use, and accuracy of the encyclopedias & web pages linked to the Dewey web quest |

| | | LOCATION AND ACCESS | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| | | Students will locate sources using: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.5; 1.1.6 1.2.2 1.3.4; 1.3.5 1.4.2; 1.4.4 2.1.1; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.5 4.3.1; 4.3.2 4.4.3 | NJCCCS: LAL 3.1.3: A.1, G.8, H.1, H.2; LAL 3.2.3: D.1; LAL 3.3.3: B.2; LAL 3.4.3: A.2, B.1; LAL 3.5.3: A.1; Math 4.1.3: A.5; Math 4.5: C.3; SS 6.3.4: A.2; TL 8.1.4: A.5; CE&CFLS 9..4: A.2, A.3, C.5 ISTE: 1.a, 3.a, 3.b, 3.c, 4.c, 5.b, 6.a, 6.d | Dewey Decimal Classification System | Dewey Decimal Classification System – Identify Dewey numbers for specific library books – DI | “Digging Into the Dewey Decimals” worksheet & laptops connected to the computer catalog and computer projector | Check the student’s worksheet to see if they were able to use the Dewey Decimal System to locate the specific books |
| | | Computer catalog | Dewey Decimal Classification System – Locate one book for each of the 10 Dewey Decimal Classifications - DI | Dewey web quest and the library shelves | Students will use their knowledge of the Dewey Decimal System to locate books on the library’s shelves |
| | | Library homepage | Computer catalog – Students will use the computer catalog to locate sources – DI | Computers with library catalog | Observe students as they use the computer catalog to see if they can locate sources |
| | | Periodical indexes | Library homepage – Students will locate the library homepage to open the library catalog – DI | Computers with Internet access | Observe students as they use the library computers to see if they can locate the library’s homepage |
| | | Hyperlinks | Periodical indexes – Students will review the usefulness of <u>The Reader’s Guide</u> – DI | Sample copies of <u>The Abridged Reader’s Guide to Periodical Literature</u> | Through discussion students will review that <u>The Reader’s Guide</u> is used to locate magazine articles |
| | | Specialized subject reference sources | Hyperlinks – Students will use the hyperlinks built into the Dewey Web Quest activity – DI | Dewey web quest worksheets & computers with Internet access | Observe students as they work on the web quest to see if they are able to use the built in hyperlinks to locate the answers for the worksheet |
| | | | Specialized reference sources – Using encyclopedias to locate information – DI | Grade appropriate encyclopedias and “Using Encyclopedias” worksheets | Check the students’ worksheets to see if they were able to locate the correct answers for the encyclopedia questions |
| | | Students will find information within sources using: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6 1.3.2 | NJCCCS: LAL 3.1.3: A.1, A.3, F.4, H.1; LAL 3.2.3: | Alphabetical order | Alphabetical order – Students will locate information in both dictionaries & | Dictionaries & encyclopedias | Observe students as they use the two reference sources to see if they are able to find information |

| | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.4.1; 1.4.2; 1.4.4 2.1.1; 2.1.5 2.3.1 2.4.3 3.1.3 3.2.2 3.3.5 3.4.1 4.1.4 4.3.1; 4.3.2 4.4.3 | A.9; LAL 3.3.3: A.1, B.2; LAL 3.4.3: A.1, A.2, B.1; LAL 3.5.3: A.1; TL 8.1.4: A.5; CE&CFLS 9.2.4: A.3 ISTE: 3.a, 3.b, 3.c, 4.c, 5.b, 6.a, 6.d | Inverted names when necessary Guide words Keywords, headings and subheadings Indexes Tables of contents Glossaries | encyclopedias by using alphabetical order – DI Inverted names – Students will review that authors' and illustrators' names are inverted in the computer catalog – DI Guide words – Students will locate information in dictionaries using both guide words and pronunciation keys – DI Keywords – Students will use keywords as a search strategy when using the computer catalog – DI Students will find information within sources – While researching students will remember to use indexes, table of contents & glossaries as aids to find information – DI & CS | Library's computer catalog & document camera "Dictionary Data" worksheets and dictionaries Library's computer catalog & document camera Age appropriate nonfiction books | using ABC order Through discussion and questions/answers check to see if students remember to search by "last name, first name" when using the computer catalog Help students locate information using both guide words and pronunciation keys in dictionaries Through discussion and questions/answers check student understanding of using keywords as aid in locating information Observe students as they use nonfiction books to see if they remember to use indexes, table of contents & glossaries as aids for locating information |
| | | USE OF INFORMATION | | | |
| | | Students will examine the information in a source: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6 1.2.2 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.2; 2.1.3; 2.1.5 2.3.1 2.4.1; 2.4.2; 2.4.3 | NJCCCS: LAL 3.1.3: A.1, G.2, G.7, G.8, G.13, H.2; LAL 3.2.3: D.1; LAL 3.3.3: A.1, B.2, D.1; LAL 3.4.3: A.2, B.1; LAL 3.5.3: A.1, A.2; SS 6.3.4: A.4; TL 8.1.4: A.5; | Listen purposefully and attentively Actively view Skim and scan to identify keywords and context clues | Listen purposefully – Kwanzaa information – DI Actively view – Students will visually learn how to use specific reference & electronic sources – DI Skim and scan – Dewey Web Quest - DI | <u>The Principles of Kwanzaa</u> video – VT 394.2 GOL & VCR connected to TV or projector Dewey Web Quest home page and specific reference books & document camera Dewey Web Quest worksheets and laptop | Through discussion identify the different Kwanzaa elements contained in the video Observe students during library lessons to see if they are visually paying attention while learning how to use the highlighted resources Students will skim or scan the websites on the web |

| | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.1; 3.3.5 4.1.1; 4.1.2; 4.1.4; 4.1.5 4.3.1; 4.3.2</p> | <p>CE&CFLS 9.2.4: A.2, A.3, C.5</p> <p>ISTE: 3.a, 3.b, 3.c, 4.a, 5.b, 6.a, 6.d</p> | <p>Read and interpret information</p> <p>Follow links in electronic sources</p> | <p>Read and interpret information – Using encyclopedias – DI</p> <p>Follow links – Dewey Web Quest - DI</p> | <p>computers connected to the Internet</p> <p>“Using Encyclopedias” worksheet and encyclopedias</p> <p>Web quest worksheets and laptop computers connected to the Internet</p> | <p>quest to find answers pertaining to the Dewey Decimal System</p> <p>Students will correctly read and interpret information in encyclopedias to answer the questions on the worksheet</p> <p>Circulate around the room and check to see if the students are correctly using the electronic links to navigate through the web quest</p> |
| Students will gather information by: | | | | | |
| <p>AASL: 1.1.1; 1.1.2; 1.1.3; 1.1.4; 1.1.6 1.3.2; 1.3.4 1.4.1; 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.3; 2.1.5 2.3.1 2.4.1; 2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4 4.3.1; 4.3.2</p> | <p>NJCCCS: LAL 3.1.3: A.1, G.1, G.2, G.3, G.7, G.8, G.13, H.2; LAL 3.2.3: A.1, A.2; LAL 3.3.3: A.1, B.2, C.1; LAL 3.4.3: A.2; LAL 3.5.3: A.2; CE&CFLS 9.2.4: A.3, A.4</p> <p>ISTE: 3.b, 4.b, 4.c</p> | <p>Summarizing, paraphrasing, or using information</p> <p>Interpreting graphs, charts, and diagrams</p> | <p>Summarizing & paraphrasing – Students will summarize or paraphrase information found in encyclopedias – DI</p> <p>Interpreting graphs, charts, & diagrams – Students will interpret graphs, charts & diagrams found in encyclopedias - DI</p> | <p>Grade appropriate encyclopedias & “Using Encyclopedias” worksheet</p> <p>Grade appropriate encyclopedias & “Using Encyclopedias” worksheet</p> | <p>Check students’ answers on the worksheet to see if they were able to summarize or paraphrase the answers instead of just copying word by word</p> <p>Check students’ answers on the worksheet to see if they correctly interpreted the information found in the graphs, charts & diagrams found in encyclopedias</p> |
| Students will practice ethical behavior in regard to information: | | | | | |
| <p>AASL: 1.1.2 1.3.1; 1.3.3; 1.3.5 1.4.2; 1.4.4</p> | <p>NJCCCS: LAL 3.4.3: B.1; TL 8.1.4: D.2</p> <p>ISTE:</p> | <p>Record information for sources used</p> <p>Create bibliographies in MLA format</p> | <p>Record information – Students will locate author, title, publisher and copyright dates – DI & CS</p> <p>Create bibliographies – Students will create</p> | <p>Age appropriate nonfiction books & reference sources</p> <p>Bibliography page or format sheet for their</p> | <p>Librarian will help students locate bibliographic information for research sources</p> <p>Students will locate the author, title, publisher and</p> |

| | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 2.1.5 3.1.6 | 5.a | | simple bibliographies for classroom research projects – DI & CS | research projects | copyright date or the web page title for the resources they used for their projects |
| | | SYNTHESIS | | | |
| | | Students will organize information from sources: | | | |
| AASL: 1.1.1; 1.1.6; 1.1.7 1.3.4 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.2 2.3.1 2.4.1; 2.4.3 3.1.3; 3.1.4 3.3.5 4.1.3; 4.1.6 4.3.1 | NJCCCS: LAL 3.1.3: G.3, G.7; LAL 3.2.3: A.3; LAL 3.3.3: C.1; LAL 3.4.3: B.1; CE&CFLS 9.2.4: A.2, A.4 ISTE: 3.a | Use an outline or graphical organizer | Graphical organizer – Students will record information for research by using an graphical organizer - CS | Copies of graphical organizers used during classroom instruction | Librarian will help students locate research information to fill in their assigned graphic organizers |
| AASL: 1.2.1; 1.2.4; 1.2.5 1.4.1; 1.4.2; 1.4.3; 1.4.4 2.1.2 2.2.1; 2.2.4 3.1.1 3.2.1 3.3.4; 3.3.5 3.4.2 | NJCCCS: ; V&PA 1.3.5: D.1; LAL 3.1.3: H.1; LAL 3.4.3: B.1; Math 4.1.3: A.1, A.5; Math 4.4.3: C.1; Math 4.5: C.3, C.4; CE&CFLS 9.2.4: A.1, A.2 ISTE: 1.a, 1.b, 2.b, 3.b | Students will verify that information is complete | Verify that information is complete – Dewey Identification Index Card Project – DI | Students final designs of the index cards & the grading rubric | Students will check their final project index card against the grading rubric to make sure their cards are complete |
| | | Students will be prepared to present information in the following formats: | | | |
| AASL: 1.2.3 1.3.4; 1.3.5 | NJCCCS: V&PA 1.3.5: D.1; LAL 3.1.3: G.1, | Written | Written format - Students will create a Tall Tale postcard about their | <u>How I Spent My Summer Vacation</u> by Teague – E TEA and Postcard | Tall Tale Postcard Grading Sheet |

BTS Information Literacy/Library Skills Expectations for Grade 4

(Codes: **DI** = Direct Instruction by Library Media Specialist **CS** = Benchmarks related to other curricula where Library Media Specialist may provide classroom support)

| AASL Standards | Standards: NJCCCS ISTE | Skills/Benchmarks | Suggested Activities | Suggested Materials | Possible Assessments |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | SKILLS OF LIBRARY MEDIA CENTER USE | | | |
| | | CITIZENSHIP: | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.3; 1.1.6; 1.1.9 1.2.2 1.3.3; 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.3; 2.1.5; 2.1.6 2.3.1 2.4.3 3.1.2, 3.1.3; 3.1.5; 3.1.6 3.2.1; 3.2.2; 3.2.3 3.3.5 4.1.1;4.1.2; 4.1.3; 4.1.4; 4.1.5 4.2.1; 4.2.2; 4.2.4 4.3.1 4.4.1; 4.4.6 | NJCCCS: LAL 3.1.4: G.5; LAL 3.3.4: B.4; LAL 3.4.4: A.1, A.3, B.2, B.3, B.6; LAL 3.5.4: B.1; TL 8.1.4: A.5, D.1, D.3; CE&CFLS 9.2.4: A.1, A.2, A.3 ISTE: 1.a, 2.a, 2.b, 3.b, 4.a, 5.a, 5.b; 6.a | Exhibit appropriate media center behavior Demonstrate responsible borrowing habits Recognize, understand and use library media vocabulary at appropriate level Demonstrate care of print and non-print materials and computer equipment Assist others in following library procedures Adhere to District Policy for network use | Media behavior - Review library media rules, policies, procedures and services – DI Responsible borrowing habits – Students will return books on time before they are overdue - DI Media vocabulary – Students will learn new media vocabulary during library lessons - DI Care of materials – Students will not damage or misuse library materials - DI Assist others – Students will voluntarily assist classmates while in the library – DI & CS Adhere to District network use – Students will follow the District Technology Policy when using the | Library Orientation – Grade 4 Computer generated list of materials checked out by students Verbal usage of new vocabulary by librarian Library materials used by students Posted library rules and procedures & shelf labels Copy of District Technology Policy and list of students who have returned the signed forms | Check worksheets for correct answers about library procedures/policies Check the lists and send out overdue lists to the appropriate students Listen to the students as they use the new vocabulary noticing if they are correctly defining library concepts and materials Observe students as they use the library materials checking for misuse or damage Observe students to see if they are helping each other follow the library rules and locate library materials Monitor students who are using the library's electronic materials to see if they are following the District's |

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Recognize that personal and school-related questions can be answered in libraries | library's electronic materials – DI & CS Recognize questions can be answered in libraries – Students will locate materials to answer questions – DI & CS | Various library materials, both print and electronic | Technology Policies Help students locate resources to answer both personal and school-related questions |
| | | ORGANIZATION: | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6 1.2.2 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.2; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.4; 3.3.5 4.1.1; 4.1.3; 4.1.4 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.4: A.1, G.5, H.1; LAL 3.3.4: A.2, A.3, B.4, D.6; LAL 3.4.4: A.1, A.3, B.4; LAL 3.5.4: A.1, A.3, B.1; SS 6.1.4: B.1, B.2; TL 8.1.4: A.5; CE&CFLS 9.2.4: A.1, A.2, A.3, C.5 ISTE: 1.a, 3.b, 3.c, 5.b, 6.a, 6.b, 6.d | Describe the services provided by the media center Identify, locate and recognize the order of the media collections: Easy Beginning chapters Fiction Nonfiction Biography Reference Periodicals Multimedia Materials Identify and locate computers Identify and locate library home page Identify and locate online catalog Identify and locate online databases | Describe the services of the media center – Library personnel and tasks - DI Media collections - Identify the library media resources and services – DI Media collections – Students will design and label a map of the library - DI Locate computers – Library map - DI Library home page – Students will locate the library home page while using the library computer catalog & learning about the EBSCOHost databases – DI Locate online catalog – Students will use the library's computer catalog to locate sources – DI Locate online databases – Students will be | <u>Exploring the Library</u> (Chapter 5) by Flanagan – 027 FLA and “What Does a Librarian Do?” worksheet Library Orientation – Grade 4 “Location, Location, Location” worksheets and list of key areas of the library “Location, Location, Location” worksheets and list of key areas of the library Computers with access to the Internet Computers with access to the Internet Computers with access to the Internet & copies of | Check the students' worksheets to see if they were able to correctly define the different library tasks Check worksheets for correct answers about library media resources and services Check the students' maps to see if they correctly labeled the key areas of the school library Students will locate the library computers and label them on the school library maps Observe students as they use the computers noticing if they can locate the library's home page Observe students as they use the computer catalog noticing if they are correctly using the search features Check students answers on the scavenger hunt answer |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | introduced to the EBSCOHost databases - DI | the Searchasaurus scavenger hunt | sheets to see if students were able to navigate through the databases to locate the correct information |
| | | CLASSIFICATION SYSTEM: | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.5; 1.1.6 1.3.4 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.1.5 2.3.1 2.4.1; 2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.5 4.1.1; 4.1.3; 4.1.4 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.4: A.1, G.5, G.7; LAL 3.3.4: A.2, B.4; LAL 3.4.4: A.1, A.3, B.3, B.6; Math 4.1.4: A.1, A.2, A.4, A.6; Math 4.4.4: C.1; Math 4.5: C.3, C.4; TL 8.1.4: A.5; CE&CFLS 9.2.4: A.1, A.3, A.4 ISTE: 3.a, 3.b, 3.c, 5.b, 6.a, 6.d | Recognize and understand the parts of a call number and use it for location of materials: Easy books Fiction books Nonfiction books Biography Reference Multimedia materials Understand the broad categories of the Dewey Decimal Classification System and that subjects are grouped together Understand that media centers are systematically organized and that knowledge of one media center can be applied to others | Recognize parts of a call number – Students will use call numbers to locate fiction, nonfiction sources - DI Classification Systems – library catalog, Dewey Decimal System, Library of Congress Classification System & subject headings – DI Systematic arrangement – Arranging fiction books – DI Systematic arrangement – Dewey Decimal order - DI Systematic arrangement – Dewey Decimal order – DI | Library computer catalogs and spine labels on library materials, both print & multimedia <u>Exploring the Library</u> (Chapter 4) by Flanagan – 027 FLA “Arranging Books” ActivBoard flipchart & ActivBoard setup “Practice with Decimals” worksheet, ActivBoard flipchart for Practice with Decimals and ActivBoard setup “Huey and Dewey meet Dewey” worksheet and laminated copies of the Dewey Decimal Chart | Observe students as they locate materials on the shelves to see if they can successfully read a spine label/call number After reading the chapter students will identify the difference ways library materials are organized Correctly arrange fiction books in alphabetical order on the sample shelves Students will correctly arrange Dewey Decimal numbers first by one decimal place, then using two decimal places and finally using a combination of numbers By the end of class students will have assigned nonfiction books a Dewey number and then arranged them in shelf order |
| | | ONLINE CATALOG | | | |
| | | Students will: | | | |
| AASL: 1.1.4 1.3.5 | NJCCCS: LAL 3.1.4: H.1; LAL 3.3.4: B.6; | Identify components of a computer | Identify components of computer – Students will identify computer elements, i.e. keyboard, | Computers and library activities dealing with using the computers | Students will use computers to complete library class assignments |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.4.2; 1.4.4 2.3.1 2.4.3 3.2.2 3.3.5 4.3.1; 4.3.2 | LAL 3.4.4: A.1, A.2, B.1; LAL 3.5.4: A.1, A.7, B.1; TL 8.1.4: A.5, D.2; CE&CFLS 9.2.4: A.1, A.3, C.5 ISTE: 3.a, 3.b, 3.c, 5.b, 6.a | Launch, open, and quit library catalog Search by subject Search by title Search by author Search by keyword Locate and understand the parts of a bibliographic record screen Reserve materials that are on loan | screen, mouse – DI Library catalog – Review – DI Library catalog – Searching by subject and keyword – DI Library catalog – Searching by title and author – DI Bibliographic record screen – Students will be introduced to the bibliographic screen of the computer catalog – DI Reserve materials – Students will learn the benefits of reserving materials - DI | Laptop connected to computer projector “Searching by Subject” worksheet & “Search With Limited Information” worksheet & laptop computers with access to the library computer catalog “Searching by Title or Author” worksheet & laptop computers with access to the library computer catalog Computer with library catalog and computer projector Library catalog | Students will use the computer catalog to locate library resources Check for understanding of the computer card catalog by correcting the students’ worksheets Check for understanding of the computer card catalog by correcting the students’ worksheets While reviewing the library computer catalog students will view the bibliographic screen Students will ask librarian to reserve unavailable material |
| | | <u>LITERARY UNDERSTANDING AND APPRECIATION</u> | | | |
| | | LITERARY ELEMENTS | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.7 1.2.2 1.3.2; 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.3; 2.1.5 2.3.1 | NJCCCS: LAL 3.1.4: G.1, G.2, G.6, G.7, G.9, G.10; LAL 3.2.4: A.1, A.2, B.4, B.9, C.6, D.2; LAL 3.3.4; A.2, B.4; LAL 3.4.4 A.1, B.1, B.5; LAL 3.5.4: A.2, | Listen attentively to literary passages for increased time periods Describe the parts of a book Recognize the elements of a story Plot, character and setting | Listen attentively to literary passages – Introduction to plagiarism – DI Book parts – Students will review parts of a book - DI Story elements – Students will identify the | <u>When Marion Copied</u> by Berg – PC 372.6 BER Books, both fiction and nonfiction, used during library lessons <u>The Fantastic Undersea Life of Jacques Cousteau</u> | After listening to the story the students will be introduced to the concept of plagiarism Observe students after reviewing the functions of common book parts to see if they are using them correctly After listening to the story students will discuss the |

| | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2.4.3 3.1.2; 3.1.3 3.2.2 3.3.2; 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5 4.2.1; 4.2.4 4.3.1; 4.3.2</p> | <p>A.4, B.1; CE&CFLS 9.2.4: A.1, A.4 ISTE: 3.a, 3.b, 3.c</p> | <p>Beginning, middle and end Compare and contrast Predictions Identify theme and supportive detail in fiction Identify main idea and supportive details in nonfiction Identify author's purpose</p> | <p>story elements contained in a simple biography - DI Identify theme in fiction – Students will identify themes in their classroom novels – CS Identify theme in nonfiction – Students will analyze a simple biography – DI Author's purpose – Students will make predictions about the information contained in a simple biography - DI</p> | <p>by Yaccarino – 93 COU Copies of classroom novels <u>The Fantastic Undersea Life of Jacques Cousteau</u> by Yaccarino – 93 COU Cover of <u>The Fantastic Undersea Life of Jacques Cousteau</u> by Yaccarino – 93 COU</p> | <p>book's story elements and compare this biography to a fictional life story Librarian will be a resource for students as they discuss the novels read during classroom instruction After listening to the story students will list details mentioned in the text in order to conduct a simple research project List students' predictions to see if they were able to identify the author's purpose in writing the book</p> |
| LITERARY APPRECIATION | | | | | |
| Students will: | | | | | |
| <p>AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.7 1.2.3 1.3.4 1.4.2 2.1.1; 2.1.3; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2 3.3.2; 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5 4.2.4 4.3.1; 4.3.2</p> | <p>NJCCCS: V&PA 1.3.5: D.1; LAL 3.1.4: G.2, G.3, G.8; LAL 3.3.4: B.4; LAL 3.4.4: A.1, B.1, B.3, B.6; LAL 3.5.4: A.2, B.1; CE&CFLS 9.2.4: A.4 ISTE: 3.b</p> | <p>Understand the variety of literary forms, and develop appreciation for each through exposure and analysis of the following: Picture books Beginning chapter books Novels Nonfiction books Biography and autobiography Folk tales, fairy tales and nursery rhymes Poetry</p> | <p>Literary appreciation – Thanksgiving stories – DI Literary appreciation – Chinese New Year drawing story – DI Literary appreciation – Biographies – DI Literary appreciation – Classroom novels – CS Literary appreciation – Review of picture books, chapter books, nonfiction, folk tales, poetry - DI</p> | <p>Various Thanksgiving books "The Emperor's Dragon" drawing story from <u>Handmade Tales</u> by Dianne De Las Casas (personal copy) and large writing surface <u>The Fantastic Undersea Life of Jacques Cousteau</u> by Yaccarino – 93 COU Copies of classroom novels Various age appropriate library books</p> | <p>Assess using questioning and answers about the stories read Students will learn the story plus draw and color the resulting dragon picture Assess using questioning and answers about the book read Librarian will be a resource for students as they discuss the novels read during classroom instruction Informal observation and class discussion about the different forms of literature available in the library</p> |

| | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.4.1 | | Describe differences in genres of fiction, i.e. fantasy, historical fiction, mystery, science fiction, graphic novels Recognize and appreciate authors and illustrators by exposure to a variety of age-appropriate materials Be aware of various literary awards and their significance (Caldecott, Newbery, Charlotte, Pulitzer, Printz, King, Nobel) | Fiction genres – Review the variety of genres available in fiction stories - DI Exposure to materials – Brief reviews of library materials - DI Literary awards – Students will locate award winning books - DI | Fiction collection of the library Age appropriate library books Copies of award winning books | Informal observation and class discussion about the different genres available in fiction books During check out time the librarian will briefly review and recommend materials to borrow During check out time the librarian will point out and recommend award winning books |
| | | LITERARY CRITICISM | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.9 1.2.2 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.3; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5 4.2.4 4.3.1; 4.3.2 4.4.1 | NJCCCS: LAL 3.1.4: G.2, G.6, G.7, G.10; LAL 3.2.4: A.1, A.2; LAL 3.3.4: A.1, A.2, B.4; LAL 3.4.4: A.1, B.3; LAL 3.5.4: A.2; CE&CFLS 9.2.4: A.4 ISTE: 3.b, 4.a, 4.c | Participate in group discussions of literature Give brief reviews of a book – listing title, author, and reasons liked or disliked Engage in an author/illustrator study Compare and contrast formats of different genres (i.e. plays, poetry, stories) | Group discussions – Students will listen to a simple biography and discussion the information contained in the book – DI Brief reviews – Students will complete book reviews for classroom assignments – CS Author/illustrator study – Students will conduct author/illustrator studies during classroom instruction – CS Compare formats of genres – Biography vs. picture book - DI | <u>The Fantastic Undersea Life of Jacques Cousteau</u> by Yaccarino – 93 COU Age appropriate library books to support classroom instruction Age appropriate library books to support classroom instruction <u>The Fantastic Undersea Life of Jacques Cousteau</u> by Yaccarino – 93 COU | Assess using questioning and answers about the story Librarian will help students select appropriate books for classroom assignments Librarian will supply age appropriate books to enable students to complete classroom assignments Oral discussion of the advantages & disadvantages of writing a biography in a picture book format |
| | | READER ADVISORY | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6 | NJCCCS: LAL 3.1.4: H.3; LAL | Select books and materials for classroom and personal use at | Book selection – Students will check out books for | Age appropriate library books | Check students' books as they check them out to see |

| | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.2.2; 1.2.3 1.3.4 1.4.2; 1.4.4 2.1.3; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4 4.2.1; 4.2.2; 4.2.4 4.3.1; 4.3.3 4.4.1 | 3.2.4: A.2, C.6; LAL 3.3.4: B.4; LAL 3.5.4: B.1 ISTE: 2.b, 3.b, 3.c, 5.b, 5.c, 6.a, 6.d | appropriate interest and reading levels Share reading experiences Discriminate in choice of reading matter Develop lifelong recreational and informational reading habits | both personal and school-related reading – DI Shared reading experiences – Students will listen to the stories read by the librarian – DI Discriminate in choice of reading matter – Students will check out books based on their own interests – DI Lifelong reading habits - Students will develop a joy of reading both through listening to and checking out library books - DI | Books used during library lessons Age appropriate library books Age appropriate library books and electronic activities | if they are age appropriate and at the right reading levels Observe students to see if they are listening to the stories and sharing their impressions through group discussions Check students' selections to make sure they are interested in the topic and the book is age appropriate Observe students to see if they are enjoying the books and activities |
| | | <u>SKILLS OF INQUIRY AND INVESTIGATION</u> | | | |
| | | TASK DEFINITION | | | |
| | | Students will define the information problem: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.3; 1.1.4; 1.1.6; 1.1.8 1.2.1; 1.2.2; 1.2.3; 1.2.5 1.3.4 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.3 2.2.1 2.3.1 2.4.2; 2.4.3 3.1.3 3.3.5 | NJCCCS: LAL 3.1.4; G.2, G.3, G.7, H.1, H.3; LAL 3.2.4: A.1, B.2, D.1; LAL 3.3.4: B.4; LAL 3.4.4: A.1; LAL 3.5.4: B.1; SS 6.1.4: D.12; TL 8.1.4: A.5; CE&CFLS 9.2.4: A.1, A.2, A.3, A.4 ISTE: 1.a, 3.a, 3.b, | Select a topic Narrow/broaden topic Formulate research questions of subtopics Develop a list of keywords, synonyms | Select a topic – Jacques Cousteau research – DI Narrow/broaden topic – Jacques Cousteau research – DI Formulate research questions – Students will compose a list of five or more questions to answer for their Cousteau research project – DI Keywords – Students will use keywords and/or synonyms pertaining to | <u>The Fantastic Undersea Life of Jacques Cousteau</u> by Yaccarino – 93 COU List of Cousteau's discoveries or inventions Sample research questions Library computer catalog & age appropriate library books and electronic | After listening to the book students will choose topics to research based on Cousteau's discoveries & inventions Students will narrow their research topic to a specific discovery or invention Check to see if students' questions are valid and appropriate for the assignment Aid students as they locate sources by using keywords and/or synonyms to use the |

| | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.1.1; 4.1.2; 4.1.3; 4.1.4 4.2.1 4.3.1; 4.3.2 4.4.2; 4.4.3; 4.4.5 | 3.c, 4.a, 4.b, 4.c, 5.b, 6.a | | their research to locate information – DI | sources | library catalog or electronic databases to search for sources |
| | | Determine the quantity of information needed | Determine the quantity of information needed – Students will determine the amount of information needed to complete their assignment - DI | Research requirements and grading rubric | Students will check their collected information against the projects requirements and rubric |
| | | INFORMATION SEEKING STRATEGIES | | | |
| | | Students will determine the variety of potential sources: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.7; 1.1.9 1.2.2; 1.2.3 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.3; 2.1.5 2.2.1 2.3.1 2.4.3; 2.4.4 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5 4.2.1 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.4: G.5, G.7, H.1, H.3; LAL 3.2.4: B.2, C.1, C.11, D.1, D.8; LAL 3.3.4: A.1, A.2, A.3, B.4, B.6; LAL 3.4.4: A.1, A.2, A.3, B.3, B.6; LAL 3.5.4: A.1, A.2, A.4, B.1; SS 6.3.4: A.2; TL 8.1.4: A.5, E.2; CE&CFLS 9.2.4: A.1, A.2, A.3, C.5, E.4 ISTE: 1.a, 3.b, 3.c, 4.a, 4.c, 5.b, 6.a, 6.b | Print sources Nonfiction books Dictionaries Encyclopedias – general Encyclopedias – specialized Almanacs Atlases and maps Biographical resources Periodicals Magazines Newspapers Electronic sources Library homepage Online databases, including periodical World Wide Web Multimedia sources Community sources Public and academic libraries | Potential sources - Introduction to library resources – DI Potential sources – Library materials, print & electronic – DI Potential sources – Detailed study of maps - DI Potential sources – Introduction to the EBSCOHost Electronic Resource – DI Potential sources - Identify and locate appropriate library resources (print and electronic) to use to complete a brief research project – DI Community sources – Different kinds of library – | <u>Library Skills: Discovering New Worlds</u> video – PC VT 027 & video viewing worksheet <u>Exploring the Library</u> (Chapter 2) by Flanagan – 027 FLA “Read-a-Map” worksheet & “Read-a-Map” ActivBoard flipchart page & ActivBoard with setup Searchasaurus Scavenger Hunt worksheets & laptop computers with access to the Internet Library Ending Research - Cousteau Project <u>Exploring the Library</u> (Chapter 1) by Flanagan | Check students’ completed worksheets to see if they were able to correctly identify the library resources After reading chapter 2 have students summarize what they just read and define the chapter’s highlighted vocabulary Check for understanding of map keys and compasses by orally going over the answers for the worksheet Check to see if students are able to locate and open the EBSCOHost database Grade the resulting research project using the Cousteau Research Project Rubric After reading the chapter students will identify the |

| | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Community & public agencies | DI | - 027 FLA and "What Kind of Library Is This?" worksheet | many different types of libraries by completing a homework assignment and chapter review worksheet |
| | | | Community sources – Book Fair and PTO – DI | DVD provided by the Book Fair and copies of the books shown on DVD | Oral discussion of the differences between the book fair and library |
| AASL: 1.1.1; 1.1.4; 1.1.6; 1.1.7; 1.1.8; 1.1.9 1.2.2 1.3.4 1.4.1; 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.3; 2.1.4; 2.1.5 2.3.1 2.4.1; 2.4.2; 2.4.3; 2.4.4 3.1.1; 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.5 3.4.1 4.1.4 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.4: G.5, H.3; LAL 3.3.4: B.4, B.6; LAL 3.4.4: A.1, B.4, B.5, B.6; LAL 3.5.4: A.1, B.1; TL 8.1.4: A.5, E.2; CE&CFLS 9.2.4: A.3, C.5 ISTE: 1.a, 3.b, 3.c, 4.c, 5.b, 6.a, 6.d | Students will evaluate possible sources to determine usefulness | Evaluate possible sources – EBSCOHost database – DI | Searchasaurus Scavenger Hunt & laptop computers connected to the Internet | By completing the scavenger hunt students will discover and evaluate the usefulness of the various information available on the EBSCOHost database |
| AASL: 1.1.1; 1.1.4; 1.1.5; 1.1.6; 1.1.7; 1.1.8; 1.1.9 1.2.2; 1.2.4 1.3.4 1.4.1; 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.3; 2.1.4; 2.1.5 2.2.1 | NJCCCS: LAL 3.1.4: A.1, G.2, H.3; LAL 3.3.4: B.5; LAL 3.4.4: A.2, B.1; LAL 3.5.4: A.1, A.2; TL 8.1.4: A.5, E.2; CE&CFLS 9.2.4: A.1, A.2, A.3, A.4 | Students will evaluate sources using such criteria as currency, accuracy, reliability, ease of use, availability, comprehensibility, authority and bias | Evaluate sources – While gathering resource materials students will evaluate them for currency, accuracy, reliability, ease of use, availability, bias, authority and comprehensibility - DI | Library Ending Research - Cousteau Project & resource checklist | Have students briefly review their print & electronic material choices before using them for research purposes |

| | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.3.1 2.4.1; 2.4.2; 2.4.3; 2.4.4 3.1.1; 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.5 3.4.1 4.1.4 4.3.1; 4.3.2 | ISTE: 1.a, 3.a, 3.b, 3.c, 4.b, 4.c, 5.b, 6.a, 6.b, 6.d | | | | |
| | | LOCATION AND ACCESS | | | |
| | | Students will locate sources using: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.5; 1.1.6 1.2.2 1.3.2; 1.3.4; 1.3.5 1.4.1; 1.4.2; 1.4.4 2.1.1; 2.1.5 2.2.1 2.3.1 2.4.1; 2.4.3 3.1.2; 3.1.3 3.2.2 3.3.5 3.4.1 4.1.4 4.3.1; 4.3.2 4.4.3 | NJCCCS: LAL 3.1.4: A.1, G.5, G.7, H.1, H.3; LAL 3.2.4: B.2, D.1, D.8; LAL 3.3.4: A.2, B.4, B.6; LAL 3.4.4: A.1, B.3, B.6; LAL 3.5.4: A.1, B.1; Math 4.1.4: A.1, A.2, A.4; Math 4.4.4: C.1; Math 4.5: C.3, C.4; TL 8.1.4: A.5; E.2; CE&CFLS 9.2.4: A.1, A.2, A.3, C.5 ISTE: 1.a, 3.a, 3.b, 3.c, 4.c, 5.b, 6.a, 6.d | Dewey Decimal Classification System Computer catalog Library homepage Periodical indexes Online databases | Access resources – Use the Dewey Decimal Classification for fiction to locate 11 fiction books – DI Access resources – Use the Dewey Decimal System to locate nine nonfiction books - DI Computer catalog – Students will use the computer catalog to locate sources – DI Library homepage – Students will locate the library homepage to open the library catalog – DI Periodical indexes – Students will review the usefulness of <u>The Reader’s Guide</u> - DI Online databases – Introduction to the EBSCOHost database - | “Fiction Scavenger Hunt” and “Locating Books by Call Numbers” worksheets “Dewey Know Our Decimals?” scavenger hunt Computers with library catalog Computers with Internet access Sample copies of <u>The Abridged Reader’s Guide to Periodical Literature</u> Searchasaurus Scavenger Hunt worksheets & laptop | Correct both the scavenger hunt and the call number worksheet to see if students were able to locate the 11 fiction books Correct the Dewey scavenger hunt to see if the students were able to locate the nine nonfiction books Observe students as they use the computer catalog to see if they are able to use the catalog to locate materials Observe students as they use the library computers to see if they can locate the library’s homepage Through discussion students will review that <u>The Reader’s Guide</u> is used to locate magazine articles Correct the scavenger hunts to see if the students were able to use the |

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>Hyperlinks</p> <p>Boolean search strategies</p> <p>Specialized subject reference sources Public and academic libraries</p> | <p>DI</p> <p>Hyperlinks – Students will use the hyperlinks built into the EBSCOHost database to complete a scavenger hunt - DI</p> <p>Boolean search strategies – While using the computer catalog students will learn the significance of using “and, or, not” boolean operators to aid in locating research materials – DI</p> <p>Access resources - Using both the school & public libraries’ resources to conduct a brief research project – DI</p> | <p>computers connected to the Internet</p> <p>Searchasaurus Scavenger Hunt worksheets & laptop computers connected to the Internet</p> <p>Computers with library catalog</p> <p>Library Ending Research - Cousteau Project</p> | <p>EBSCOHost database to correctly answer the questions</p> <p>Correct the scavenger hunts to see if the students were able to use the EBSCOHost database to correctly answer the questions</p> <p>Students will use the expanded computer catalog search screen to find sources for their ending research project</p> <p>Grade the resulting research projects using the Library Ending Research Project Rubric</p> |
| | | <p>Students will find information within sources using:</p> | | | |
| <p>AASL; 1.1.1; 1.1.2; 1.1.4; 1.1.6</p> <p>1.2.2</p> <p>1.4.1; 1.4.2; 1.4.4</p> <p>2.1.1; 2.1.3</p> <p>2.2.1</p> <p>2.3.1</p> <p>2.4.1; 2.4.3</p> <p>3.1.3</p> <p>3.2.2</p> <p>3.3.5</p> <p>3.4.1</p> <p>4.1.4</p> | <p>NJCCCS: LAL 3.1.4: A.3, H.3; LAL 3.3.4: A.2; LAL 3.4.4: A.1, A.3, B.1; LAL 3.5.3: B.1; TL 8.1.4: A.5, E.2; CE&CFLS 9.2.4: A.2, A.3</p> <p>ISTE: 1.a, 3.a, 3.b, 3.c, 4.b, 4.c, 5.b, 6.a, 6.b, 6.d</p> | <p>Alphabetical order</p> <p>Inverted names when necessary</p> <p>Cross-references</p> <p>Guide words</p> <p>Keywords, headings and subheadings</p> <p>Indexes</p> <p>Tables of contents</p> <p>Glossaries</p> | <p>Locating information within sources – Students will use appropriate search strategies to locate information within sources; i.e. ABC order, inverted names, cross-references, guide words, keywords & headings, indexes, table of contents, & glossaries – DI & CS</p> | <p>Age appropriate research sources (print & electronic) and librarian as a resource</p> | <p>Observe students as they locate information within sources to see if they remember to use suitable search strategies</p> |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.3.1; 4.3.2 | | | | | |
| 4.4.3 | | | | | |
| | | USE OF INFORMATION | | | |
| | | Students will examine the information in a source: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.5; 1.1.6; 1.1.7 1.2.2; 1.2.3 1.3.4 1.4.1; 1.4.2; 1.4.4 2.1.1; 2.1.2; 2.1.3; 2.1.5 2.2.1 2.3.1 2.4.1; 2.4.2; 2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.1; 3.3.5 4.1.1; 4.1.2; 4.1.4; 4.1.5 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.4: G.2, G.5, H.3; LAL 3.3.4: A.2, B.4, B.5; LAL 3.4.4: A.1, B.6; LAL 3.5.4: A.1, A.4, B.1; SS 6.3.4: A.2; TL 8.1.4: A.5, E.2; CE&CFLS 9.2.4: A.3, C.5 ISTE: 3.a, 3.b, 3.c, 4.a, 4.b, 4.c, 5.b, 6.a, 6.b, 6.d | Listen purposefully and attentively Actively view Skim and scan to identify keywords and context clues Read and interpret information Follow links in electronic sources Identify and ignore unnecessary information | Listen purposefully – Kwanzaa information – DI Actively view – Students will view a simple biography’s illustrations and analyze their contribution to the theme of the book – DI Skim and scan – EBSCOHost database - DI Read and interpret information – Students will read research resources to locate facts for research projects – DI & CS Follow links in electronic sources – EBSCOHost database - DI Unnecessary information – Students will determine which information to use for research purposes – DI & CS | <u>Kwanzaa (Holidays for Children)</u> video – PC VT 394.2 KWA <u>The Fantastic Undersea Life of Jacques Cousteau</u> by Yaccarino – 93 COU Searchasaurus Scavenger Hunt & laptop computers connected to the Internet Age appropriate print & electronic research sources Searchasaurus Scavenger Hunt & laptop computers connected to the Internet Age appropriate print & electronic research sources | Through discussion students will identify the different Kwanzaa elements contained in the video After listening to the text have students orally explain which illustration most accurately enhanced the book’s theme Students will skim or scan the EBSCOHost database to discover the variety of information available in this resource Observe students as they are researching checking to see if they are able to take relevant notes While completing the Searchasaurus Scavenger Hunt students will correctly navigate through the database using the appropriate links and icons Check students notes to see if they are collecting pertinent information for their research and ignoring extraneous facts |
| | | Students will gather information by: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.5; 1.1.6; 1.1.7 | NJCCCS: LAL 3.1.4: G.2, G.3, | Summarizing, paraphrasing, or using information | Summarizing, paraphrasing – Students will take research notes | Age appropriate research resources, both print & electronic | Check students’ notes to make sure they are not coping word by word, but |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.2.2; 1.2.3; 1.2.4</p> <p>1.3.2; 1.3.4</p> <p>1.4.1; 1.4.2; 1.4.3; 1.4.4</p> <p>2.1.1; 2.1.3</p> <p>2.2.1</p> <p>2.3.1</p> <p>2.4.1; 2.4.3</p> <p>3.1.3</p> <p>3.3.1; 3.3.5</p> <p>4.1.1; 4.1.2; 4.1.3; 4.1.4</p> <p>4.3.1; 4.3.2</p> | <p>G.7, G.13, H.3; LAL 3.2.4: A.1, A.5, B.9; LAL 3.3.4: A.1; LAL 3.4.4: B.6; LAL 3.5.4: A.2; CE&CFLS 9.2.4: A.3, A.4</p> <p>ISTE: 3.b, 4.b, 4.c</p> | <p>Note taking on cards or paper</p> <p>Interpreting graphs, charts, and diagrams</p> | <p>by summarizing or paraphrasing the relevant information located in the resources – DI & CS</p> <p>Note taking – Students will be introduced to the four box note taking system – DI</p> <p>Interpreting graphs, charts & diagrams – Students will be able to interpret graphs, charts or diagrams contained in their research resources – DI & CS</p> | <p>Blank paper & ActivBoard with four box note taking flipchart page</p> <p>Age appropriate research resources, both print & electronic</p> | <p>using summarizing & paraphrasing strategies</p> <p>Check students' notes to see if they are correctly using the four box note taking system</p> <p>Help students understand and apply any pictorial aid information they may discover while researching</p> |
| | | <p>Students will practice ethical behavior in regard to information:</p> | | | |
| <p>AASL; 1.1.2</p> <p>1.3.1; 1.3.3; 1.3.5</p> <p>1.4.2; 1.4.4</p> <p>2.1.5</p> <p>3.1.6</p> | <p>NJCCCS: LAL 3.1.4: G.3; LAL 3.3.4: A.2; LAL 3.4.4: A.1, A.3, B.3, B.6; TL 8.1.4: D.1, D.2; CE&CFLS 9.2.4: D.1, D.3, D.4</p> <p>ISTE: 5.a</p> | <p>Respect intellectual property rights/avoid plagiarism</p> <p>Record information for sources used</p> <p>Create bibliographies in MLA format</p> | <p>Respect intellectual property – Identify examples of plagiarism – DI</p> <p>Respect intellectual property – Writing citations - DI</p> <p>Record information – Students will use one of the boxes on the four box note taking system to record their sources' bibliographic information - DI</p> <p>Create bibliographies – Students will transcribe their gathered</p> | <p>"Whose Is it, Anyway?" worksheet</p> <p>"Plagiarism" worksheet</p> <p>Blank paper & ActivBoard with four box note taking flipchart page</p> <p>Bibliography page or format sheet for their research projects &</p> | <p>By completing the worksheets students will identify different examples of plagiarism and discuss ways to avoid it</p> <p>Use the worksheet to have students discuss appropriate internet research strategies, including using citations to give credit to authors' words, internet sites, and photos/drawings</p> <p>Check students' notes to see if they are correctly using the four box note taking system</p> <p>Check that students are locating author, title, publisher, place of</p> |

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| | | | bibliographic information into correct MLA format to create bibliographies for research projects – DI & CS | librarian as a resource | publication, copyright date, web address, and other pertinent information in order to complete a bibliography page for their research project |
| | | SYNTHESIS | | | |
| | | Students will organize information from sources: | | | |
| AASL: 1.1.1; 1.1.6 1.1.7 1.3.4 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.2 2.3.1 2.4.1; 2.4.3 3.1.3; 3.1.4 3.3.5 4.1.3; 4.1.6 4.3.1 | NJCCCS: LAL 3.1.4: G.3, G.7; LAL 3.2.4: A.3; LAL 3.3.4: A.1; LAL 3.4.4: B.2; CE&CFLS 9.2.4: A.2, A.4 ISTE: 3.a | Use an outline or graphical organizer | Outline – Students will be introduced to using an outline as an prewriting aid - DI | Library Ending Research - Cousteau Project | Students will create outlines of their Cousteau research project before beginning to write |
| AASL: 1.2.1; 1.2.4; 1.2.5 1.4.1; 1.4.2; 1.4.3; 1.4.4 2.1.2 2.2.1; 2.2.4 3.1.1 3.2.1 3.3.4; 3.3.5 3.4.2 | NJCCCS: LAL 3.1.4: H.3; LAL 3.4.4: B.3; CE&CFLS 9.2.4: A.1, A.2 ISTE: 1.a, 1.b, 2.b, 3.b | Students will verify that information is complete | Verify that information is complete – Students will complete their Cousteau projects - DI | Final copies of the Cousteau research products | Students will check their final products against the grading rubric to determine if their information is complete |
| | | Students will be prepared to present information in the following formats: | | | |
| AASL: 1.2.3 1.3.4; 1.3.5 | NJCCCS: LAL 3.1.4: A.1, G.7, | Written Oral | Written & Oral - In groups of 3-4 students will present brief reports on | Encyclopedias, biographies, and library computers | Students will present a group research project in both written & oral formats |

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.4.4 2.1.2; 2.1.6 2.2.4 3.1.1; 3.1.2; 3.1.3; 3.1.4 3.2.1; 3.2.3 3.3.4; 3.3.5 4.3.1</p> | <p>H.3; LAL 3.2.4: B.2, C.1, C.11, D.1, D.8; LAL 3.3.4: A.2, A.3, D.1; LAL 3.4.4: A.1, B.6; LAL 3.5.4: A.1, B.1; SS 616.4: B.1, B.2, B.3; TL 8.1.4: A.2, A.5; CE&CFLS 9.2.4: A.2, A.3</p> <p>ISTE: 1.b, 2.a, 2.b, 2.d, 5.b, 6.a, 6.b, 6.d</p> | <p>Visual</p> <p>Multimedia</p> | <p>famous New Jersey people (Beginning of the year activity) – DI</p> <p>Written – Students will complete a simple written research project - DI</p> <p>Visual – Students will complete a map of the library visually showing the areas of the media center – DI</p> <p>Multimedia – Students will present multimedia projects for classroom projects - CS</p> | <p>Library Ending Research - Cousteau Project</p> <p>Completed library maps & document camera</p> <p>Copies of project requirements, grading sheet or rubrics & librarian as a resource</p> | <p>Grade the resulting research projects using the Library Ending Research Project Rubric</p> <p>Check for student understanding of map keys and compasses by going over the correct placement and labeling of the library map</p> <p>When needed librarian will act as a resource helping students to locate information and use the multimedia presentation tools</p> |
| | | EVALUATION | | | |
| | | Students will evaluate the research process: | | | |
| <p>AASL: 1.1.4 1.2.2; 1.2.4 1.4.1; 1.4.3 2.4.2; 2.4.4 3.2.1; 3.2.2 3.3.5 3.4.1; 3.4.2 4.3.3 4.4.5; 4.4.6</p> | <p>NJCCCS: LAL 3.1.4: G.5; LAL 3.2.4: A.11; LAL 3.3.4: B.5; LAL 3.4.4: B.6; TL 8.1.4: E.4</p> <p>ISTE: 2.b, 3.c, 3.d, 5.c</p> | <p>Reflect on the information-seeking process Explain which sources were used and why Explain what additional sources were needed Explain the difficulties of the assignment Assess use of time available for the task Make recommendations for improvement</p> | <p>Evaluate the research process – Students will reflect on the research process by complete a research evaluation form which includes: Information-seeking process Sources used Additional sources needed Difficulties Use of time Recommendation for improvement DI</p> | <p>Research evaluation form to use after the Library Ending Research – Cousteau Project</p> | <p>Check the students answers to see they were able to use applicable self-assessment strategies</p> |

5-6

BTS Information Literacy/Library Skills Expectations for Grades 5-6

(Codes: **DI** = Direct Instruction by Library Media Specialist **CS** = Benchmarks related to other curricula where Library Media Specialist may provide classroom support)

| AASL Standards | Standards: NJCCCS ISTE | Skills/Benchmarks | Suggested Activities | Suggested Materials | Possible Assessments |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <u>SKILLS OF LIBRARY MEDIA CENTER USE</u> | | | |
| | | CITIZENSHIP: | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.3; 1.1.6; 1.1.9 1.2.2 1.3.3; 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.3; 2.1.5; 2.1.6 2.3.1 2.4.3 3.1.2; 3.1.3; 3.1.5; 3.1.6 3.2.1; 3.2.2; 3.2.3 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5 4.2.1; 4.2.2; 4.2.4 4.3.1 4.4.1; 4.4.6 | NJCCCS: LAL 3.1.5: H.1; LAL 3.3.5: A.3, B.4; LAL 3.4.5: A.1, B.5 LAL 3.1.6: C.3; LAL 3.3.6: A.3, B.4; LAL 3.4.6: A.1, B.5 TL 8.1.8: D.1; CE&CFLS 9.2.8: A.5, B.2, C.1, C.5, D.1, D.2 ISTE: 1.a, 2.a, 2.b, 3.b, 4.a, 5.a, 5.b; 6.a | Exhibit appropriate media center behavior Demonstrate responsible borrowing habits Recognize, understand and use library media vocabulary at appropriate level Demonstrate care of print and non-print materials and computer equipment Assist others in following library procedures Adhere to District Policy for network use | Media behavior – Students will exhibit proper behavior while in the library – DI & CS Responsible borrowing habits – Students will return books on time before they are overdue – DI & CS Media vocabulary – Students will learn new media vocabulary while visiting the library - DI Care of materials – Students will not damage or misuse library materials - DI Assist others – Students will voluntarily assist classmates while in the library – DI & CS Adhere to District network use – Students will follow the District Technology Policy when using the | Posted library rules and procedures Computer generated list of materials checked out by students Verbal usage of new vocabulary by librarian Library materials used by students Posted library rules and procedures & shelf labels Copy of District Technology Policy and list of students who have returned the signed forms | Observe students' behavior and correct inappropriate actions Check the lists and send out overdue lists to the appropriate students Listen to the students as they use the new vocabulary noticing if they are correctly defining library concepts and materials Observe students as they use the library materials checking for misuse or damage Observe students to see if they are helping each other follow the library rules and locate library materials Monitor students who are using the library's electronic materials to see if they are following the District's |

| | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Recognize that personal and school-related questions can be answered in libraries | library's electronic materials – DI & CS Recognize questions can be answered in libraries – Students will locate materials to answer questions – DI & CS | Various print and electronic library materials & librarian as a resource | Technology Policies Help students locate resources to answer both personal and school-related questions |
| | | ORGANIZATION: | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6 1.2.2 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.2; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.4; 3.3.5 4.1.1; 4.1.3; 4.1.4 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.5: G.16, H.1, H.3, H.4; LAL 3.4.5: B.5; LAL 3.5.5: A.6, B.1 LAL 3.1.6: H.2; LAL 3.4.6: B.5; LAL 3.5.6: A.6, B.1 TL 8.1.8: A.5 ISTE: 1.a, 3.b, 3.c, 5.b, 6.a, 6.b, 6.d | Describe the services provided by the media center Identify, locate and recognize the order of the media collections: Easy Beginning chapters Fiction Nonfiction Biography Reference Periodicals Multimedia Materials Identify and locate computers Identify and locate library home page Identify and locate online catalog | Describe the services of the media center – Students will be able to identify the services of both public and school libraries – DI & CS Media collections – Students will demonstrate the ability to locate library materials including: Easy books Beginning chapter books Fiction books Nonfiction books Biographies Reference sources Periodicals Multimedia materials DI & CS Locate computers – Students will locate the library computers – DI & CS Library home page – Students will locate the library home page – DI & CS Locate online catalog – Students will use the library's computer catalog to locate sources – DI & CS | Various print and electronic library materials & librarian as a resource Various print and electronic library materials & librarian as a resource Library computers Computers with access to the Internet Computers with access to the Internet | Listen to students as they use the library to determine whether they can define different library services & tasks Observe students as they use the library to see if they can locate library materials on their own Observe students to see if they know the location of the library computers Observe students as they use the school's computers noticing if they can locate the library's home page Observe students as they use the computer catalog noticing if they are correctly using the search features |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Identify and locate online databases | Locate online databases – Students will be able to locate the library’s online databases – DI & CS | Computers with access to the Internet | Observe students as they use the school’s computers noticing if they can open and use the library’s databases |
| | | CLASSIFICATION SYSTEM: | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.5; 1.1.6 1.3.4 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.1.5 2.3.1 2.4.1; 2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.5 4.1.1; 4.1.3; 4.1.4 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.5: G.16, H.1; LAL 3.3.5: B.4, B.5; LAL 3.4.5: A.1, B.2; Math 4.1.5: A.1 LAL 3.1.6: H.2; LAL 3.3.6: B.4, B.5; LAL 3.4.6: A.1, B.2; Math 4.1.6: A.1 Math 4.5: C.3, C.4; TL 8.1.8: A.5 ISTE: 3.a, 3.b, 3.c, 5.b, 6.a, 6.d | Recognize and understand the parts of a call number and use it for location of materials: Easy books Fiction books Nonfiction books Biography Reference Multimedia materials Understand the broad categories of the Dewey Decimal Classification System and that subjects are grouped together Understand that media centers are systematically organized and that knowledge of one media center can be applied to others | Recognize parts of a call number – Students will use call numbers to locate library resources - DI Classification Systems – Students will understand that the Dewey Decimal System groups books by topic or subject – DI Systematic arrangement – Students will comprehend that knowledge of one media center can be applied to another one – DI | Library computer catalogs and spine labels on library materials, both print & multimedia Nonfiction section of the library & librarian as a resource Nonfiction call numbers & directions to Clarence Dillon Public Library | Observe students as they locate materials on the shelves to see if they can successfully read a spine label/call number Help students locate nonfiction materials and demonstrate that resources are grouped by topic which enables them to browse the shelves for additional materials Remind students to write down the call number for the topic they are looking for so they can check the public library for additional resources |
| | | ONLINE CATALOG | | | |
| | | Students will: | | | |
| AASL: 1.1.4 1.3.5 1.4.2; 1.4.4 2.3.1 2.4.3 3.2.2 3.3.5 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.5: G.16, H.1, H.4; LAL 3.3.5: B.4; LAL 3.4.5: A.1, B.2; LAL 3.5.5: A.6 LAL 3.1.6: H.2; LAL 3.3.6: B.4; LAL 3.4.6: A.1, B.2; | Identify components of a computer Launch, open, and quit library catalog Search by subject Search by title | Identify components of computer – Students will identify computer elements, i.e. keyboard, screen, mouse – CS Library catalog – Students will be able to use the library computer catalog to locate resources – DI & CS Library catalog – Searching by subject, title | Library computers Computers with Internet access Computers with library catalog | Listen to the students as they use the library computers noticing if they are using correct computer vocabulary Observe students to see if they can open the library catalog and use it to locate library resources Observe students as they use the library catalog |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>LAL 3.5.6: A.6</p> <p>TL 8.1.8: A.5</p> <p>ISTE: 3.a, 3.b, 3.c, 5.b, 6.a</p> | <p>Search by author Search by keyword Search by series</p> <p>Locate and understand the parts of a bibliographic record screen</p> <p>Reserve materials that are on loan</p> | <p>author, keyword, series – DI & CS</p> <p>Bibliographic record screen – Students will be introduced to the bibliographic screen of the computer catalog – DI & CS</p> <p>Reserve materials – Students will learn the benefits of reserving materials – DI & CS</p> | <p>Computer with library catalog</p> <p>Library catalog</p> | <p>noticing if they are using the appropriate search strategies</p> <p>Remind, and if necessary show, students that the library catalog has bibliographic screens</p> <p>Students will ask librarian to reserve unavailable material</p> |
| | | <u>LITERARY UNDERSTANDING AND APPRECIATION</u> | | | |
| | | LITERARY ELEMENTS | | | |
| | | Students will: | | | |
| <p>AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.7</p> <p>1.2.2</p> <p>1.3.2; 1.3.4</p> <p>1.4.2; 1.4.4</p> <p>2.1.1; 2.1.3; 2.1.5</p> <p>2.3.1</p> <p>2.4.3</p> <p>3.1.2; 3.1.3</p> <p>3.2.2</p> <p>3.3.2; 3.3.5</p> <p>4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5</p> <p>4.2.1; 4.2.4</p> <p>4.3.1; 4.3.2</p> | <p>NJCCCS: LAL 3.1.5: G.1, G.7, G.8, G.12; LAL 3.2.5: A.3; LAL 3.4.5: A.1, A.5, B.1</p> <p>LAL 3.1.6: G.1, G.7, G.8, G.16, G.17; LAL 3.2.5: A.2; LAL 3.4.6: A.1, A.5, B.1</p> <p>ISTE: 3.a, 3.b, 3.c</p> | <p>Listen attentively to literary passages for increased time periods Describe the parts of a book Recognize the elements of a story Plot, character and setting Beginning, middle and end Compare and contrast Predictions</p> <p>Identify theme and supportive detail in fiction Identify main idea and supportive details in nonfiction Identify author's purpose</p> | <p>Literary elements – Students will investigate literary elements during their classroom instruction, including: Listening attentively Book parts Plot, character, setting Beginning, middle, end Comparing & contrasting Predictions Supportive details in both fiction & nonfiction Author's purpose CS</p> | <p>Age appropriate library materials and copies of classroom novels & librarian as a resource</p> | <p>Teacher feedback concerning the materials available in the library as aids for classroom discussions of literary elements</p> |

| | | LITERARY APPRECIATION | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.7 1.2.3 1.3.4 1.4.2 2.1.1; 2.1.3; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2 3.3.2; 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5 4.2.4 4.3.1; 4.3.2 4.4.1 | NJCCCS: V&PA 1.3.5: D.1; LAL 3.1.5: G.1, G.2, G.16, H.4; LAL 3.2.5: A.2; LAL 3.3.5: A.5; LAL 3.4.5: A.1, A.5, B.1; LAL 3.5.5: A.3, A.6, B.1 LAL 3.1.6: G.2, G.15; LAL 3.2.6: A.2; LAL 3.3.6: A.5; LAL 3.4.6: A.1, A.5, B.1; LAL 3.5.6: A.3, A.6, B.1 ISTE: 3.b | Understand the variety of literary forms, and develop appreciation for each through exposure and analysis of the following: Picture books Beginning chapter books Novels Nonfiction books Biography and autobiography Folk tales, fairy tales and nursery rhymes Mythology and epics Poetry Journal, diary, and interview Short stories Drama Describe differences in genres of fiction, i.e. fantasy, historical fiction, mystery, science fiction, graphic novels Recognize and appreciate authors and illustrators by exposure to a variety of age-appropriate materials Be aware of various literary awards and their significance (Caldecott, Newbery, Charlotte, Pulitzer, Printz, King, Nobel) | Literary appreciation – Students will explore the various types of stories available in the library, including: Picture books Beginning chapter books Novels Nonfiction books Biography and autobiography Folk tales, fairy tales and nursery rhymes Mythology and epics Poetry Journal, diary, and interview Short stories Drama DI & CS Literary appreciation - Drawing story on topic related to art study – DI & CS Fiction genres – Exposure to materials reflecting the various genres of fiction – DI & CS Authors/illustrators – Exposure to materials written and illustrated by a variety of authors & illustrators – DI & CS Literary awards – Students will locate award winning books – DI & CS | Various age appropriate library books reflecting a number of different literary forms & librarian as a resource Go the 5 th Grade art classes and teach students a drawing story on a large drawing surface Age appropriate library books & librarian as a resource Age appropriate library books & librarian as a resource Copies of award winning books & librarian as a resource | Both student and teacher feedback concerning the variety of books available in the library Students will learn the story, draw the figure and color their drawing Librarian will be a resource for students as they explore the different genres of fiction Librarian will be a resource to recommend material by a variety of authors & illustrators While students are checking out books librarian will point out and recommend award winning books |

| LITERARY CRITICISM | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will: | | | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.9 1.2.2 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.3; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5 4.2.4 4.3.1; 4.3.2 4.4.1 | NJCCCS: LAL 3.1.5: G.1, G.2, G.4, G.9, G.16, H.2; LAL 3.2.5: A.3, A.4; LAL 3.3.5: A.1, A.2, A.4, A.5, B.5; LAL 3.4.5: A.1, A.2, A.5, B.5; LAL 3.5.5: A.5, A.6, B.1 LAL 3.1.6: G.1, G.2, G.4, G.7, G.9, G.11, G.12, G.13, G.16, G.17; LAL 3.2.6: A.2, A.3; LAL 3.3.6: A.2, A.4, A.5, B.5; LAL 3.4.6: A.1, A.2, A.5, B.2; LAL 3.5.6: A.5, A.6, B.1 CE&CFLS 9.2.8: A.1, C.5 ISTE: 3.b, 4.a, 4.c | Participate in group discussions of literature Give brief reviews of a book – listing title, author, and reasons liked or disliked Engage in an author/illustrator study Compare and contrast formats of different genres (i.e. plays, poetry, stories) | Group discussions – Students will discuss their classroom novels during classroom instruction – CS Brief reviews – Students will complete book reviews for classroom assignments – CS Author/illustrator study – Students will conduct author/illustrator studies during classroom instruction – CS Compare formats of genres – Students will compare and contrast formats of genres as a part of their classroom instruction - CS | Copies of the classroom novels & librarian as a resource Age appropriate library books to support classroom instruction & librarian as a resource Age appropriate library books to support classroom instruction & librarian as a resource Age appropriate library books to support classroom instruction & librarian as a resource | Students will check out the classroom novels and engage in group discussions of literature with their classmates and teachers Librarian will help students select appropriate books for classroom assignments Librarian will supply age appropriate books to enable students to complete classroom assignments Librarian will supply age appropriate books to enable students to complete classroom assignments |
| READER ADVISORY | | | | | |
| Students will: | | | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6 1.2.2; 1.2.3 1.3.4 | NJCCCS: LAL 3.1.5: D.4, E.2, G.12, H.4; LAL 3.2.5: A.3, A.4, B.1, C.7; | Select books and materials for classroom and personal use at appropriate interest and reading levels | Book selection – Students will check out books for both personal and school-related reading – DI & CS | Age appropriate library books | Check students' books as they check them out to see if they are age appropriate and at the right reading levels |

| | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.4.2; 1.4.4 2.1.3; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4 4.2.1; 4.2.2; 4.2.4 4.3.1; 4.3.3 4.4.1 | LAL 3.3.5: A.4; LAL 3.4.5: A.1, B.1; LAL 3.5.5: B.1, C.1 LAL 3.1.6: D.3, E.2, G.4; LAL 3.2.6: A.2, A.3, B.1, D.3; LAL 3.3.6: A.4; LAL 3.4.6: A.1, B.1; LAL 3.5.6: A.1, B.1, C.1 ISTE: 2.b, 3.b, 3.c, 5.b, 5.c, 6.a, 6.d | Share reading experiences Discriminate in choice of reading matter Develop lifelong recreational and informational reading habits | Shared reading experiences – Students take part in shared reading experiences as part of classroom instruction – CS Discriminate in choice of reading matter – Students will check out books based on their own interests – DI & CS Lifelong reading habits - Students will develop a joy of reading both through listening to and checking out library books - CS | Copies of classroom novels & age appropriate library books Age appropriate library books Age appropriate library books | Through teacher feedback ascertain whether students are listening to the classroom reading experiences and sharing their impressions through group discussions Check students' selections to make sure they are interested in the topic and the book is age appropriate Through teacher and student feedback ascertain whether students are enjoying the books |
| | | SKILLS OF INQUIRY AND INVESTIGATION | | | |
| | | TASK DEFINITION | | | |
| | | Students will define the information problem: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.3; 1.1.4; 1.1.6; 1.1.8 1.2.1; 1.2.2; 1.2.3; 1.2.5 1.3.4 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.3 2.2.1 2.3.1 2.4.2; 2.4.3 3.1.3 3.3.5 | NJCCCS: LAL 3.1.5: H.2, H.3, H.4; LAL 3.2.5: B.5, D.2; LAL 3.3.5: A.3, B.4; LAL 3.4.5: A.1, B.2, B.5; LAL 3.5.5: A.6, B.1, C.1; SS 6.1.8: B.1.b, B.2.b; SS 6.2.8: B.4.b; C.4.b LAL 3.1.6: H.1, H.2; LAL 3.2.6: B.5, D.2, | Select a topic Narrow/broaden topic Formulate research questions of subtopics Develop a list of keywords, synonyms Determine the quantity of information needed | Task definition – Students will follow steps to define the topic for a classroom research project, including: Topic selection Narrow/broaden topic Formulate research questions Develop a list of keywords/synonyms Determine quantity of information CS <u>Fifth Grade Cooperative Research Project</u> Topic selection – Explorer research – DI & CS | Copies of research requirements, age appropriate library materials & librarian as a resource "Baseball Card" explorer research project | Librarian will help students find appropriate information for their classroom research projects to enable them to select a reasonable and researchable topic Students will orally summarize the project's |

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4.1.1; 4.1.2; 4.1.3; 4.1.4</p> <p>4.2.1</p> <p>4.3.1; 4.3.2</p> <p>4.4.2; 4.4.3; 4.4.5</p> | <p>D.7; LAL 3.3.6: A.3, B.4; LAL 3.4.6: B.2; LAL 3.5.6: A.6, B.1, C.1</p> <p>TL 8.1.8: A.5</p> <p>ISTE: 1.a, 3.a, 3.b, 3.c, 4.a, 4.b, 4.c, 5.b, 6.a</p> | | <p>Determine information needed – Explorer research – Grade 5 – DI & CS</p> | <p>description and grading sheets plus document camera</p> <p>Computers with Internet access and note taking paper</p> | <p>requirements and grading procedures</p> <p>By the end of class each student will have used the internet to gather some basic information on their explorers</p> |
| | | <p>INFORMATION SEEKING STRATEGIES</p> | | | |
| | | <p>Students will determine the variety of potential sources:</p> | | | |
| <p>AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.7; 1.1.9</p> <p>1.2.2; 1.2.3</p> <p>1.3.4</p> <p>1.4.2; 1.4.4</p> <p>2.1.1; 2.1.3; 2.1.5</p> <p>2.2.1</p> <p>2.3.1</p> <p>2.4.3; 2.4.4</p> <p>3.1.2; 3.1.3</p> <p>3.2.2; 3.2.3</p> <p>3.3.5</p> <p>4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5</p> <p>4.2.1</p> <p>4.3.1; 4.3.2</p> | <p>NJCCCS: LAL 3.1.5: F.4, F.5, H.1, H.3, H.4; LAL 3.2.5: A.11, C.9, D.2; LAL 3.3.5: B.5; LAL 3.5.5: A.6, B.1, C.1</p> <p>LAL 3.1.6: C.1, E.5, F.4, F.5, H.2; LAL 3.2.6: A.10, C.9, D.2; LAL 3.3.6: B.6; LAL 3.5.6: A.6, B.1, C.1</p> <p>TL 8.1.8: A.5</p> <p>ISTE: 1.a, 3.b, 3.c, 4.a, 4.c, 5.b, 6.a, 6.b</p> | <p>Print sources Nonfiction books Dictionaries Encyclopedias – general Encyclopedias – specialized Almanacs Atlases and maps Biographical resources</p> <p>Periodicals Magazines Newspapers</p> <p>Electronic sources Library homepage Online databases, including periodical Online encyclopedias Image sources World Wide Web Multimedia sources</p> <p>Community sources Public and academic libraries Community & public agencies</p> | <p>Potential sources – Students will determine which sources to use to locate formation for classroom research projects, including print, periodical, electronic, and community sources - CS</p> | <p>Age appropriate print and electronic sources & librarian as a resource</p> | <p>Librarian will help students find appropriate information for their classroom research projects to successfully complete their classroom assignments</p> |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>AASL: 1.1.1; 1.1.4; 1.1.6; 1.1.7; 1.1.8; 1.1.9</p> <p>1.2.2</p> <p>1.3.4</p> <p>1.4.1; 1.4.2; 1.4.3; 1.4.4</p> <p>2.1.1; 2.1.3; 2.1.4; 2.1.5</p> <p>2.3.1</p> <p>2.4.1; 2.4.2; 2.4.3; 2.4.4</p> <p>3.1.1; 3.1.2; 3.1.3</p> <p>3.2.2; 3.2.3</p> <p>3.3.5</p> <p>3.4.1</p> <p>4.1.4</p> <p>4.3.1; 4.3.2</p> | <p>NJCCCS: LAL 3.1.5: A.2, H.3, H.5; LAL 3.5.5: A.6, B.1, B.7, C.2</p> <p>LAL 3.1.6: A.2, H.2, H.3; LAL 3.5.6: A.6, B.1, B.7, C.2</p> <p>TL 8.1.8: A.5, E.1</p> <p>ISTE: 1.a, 3.b, 3.c, 4.c, 5.b, 6.a, 6.d</p> | <p>Students will evaluate possible sources to determine usefulness</p> | <p>Evaluate possible sources – While locating sources for an inquiry based investigation, students will evaluate their possible usefulness to help them fulfill the assignment – CS</p> | <p>Age appropriate print and electronic library sources & librarian as a resource</p> | <p>After selecting sources have student evaluate their appropriate usefulness in helping them accomplish their classroom assignments</p> |
| <p>AASL: 1.1.1; 1.1.4; 1.1.5; 1.1.6; 1.1.7; 1.1.8; 1.1.9</p> <p>1.2.2; 1.2.4</p> <p>1.3.4</p> <p>1.4.1; 1.4.2; 1.4.3; 1.4.4</p> <p>2.1.1; 2.1.3; 2.1.4; 2.1.5</p> <p>2.2.1</p> <p>2.3.1</p> <p>2.4.1; 2.4.2; 2.4.3; 2.4.4</p> <p>3.1.1; 3.1.2; 3.1.3</p> <p>3.2.2; 3.2.3</p> | <p>NJCCCS: LAL 3.1.5: G.5, G.6; LAL 3.5.5: A.8, B.2, B.3,C.1</p> <p>LAL 3.1.6: G.1, G.5, G.6; LAL 3.5.6: A.8, B.2, B.3,C.1</p> <p>TL 8.1.4: A.5, D.3</p> <p>ISTE: 1.a, 3.a, 3.b, 3.c, 4.b, 4.c, 5.b, 6.a, 6.b, 6.d</p> | <p>Students will evaluate sources using such criteria as currency, accuracy, reliability, ease of use, availability, comprehensibility, authority and bias</p> | <p>Evaluate sources – While gathering resource materials students will evaluate them for currency, accuracy reliability, ease of use, availability, bias, authority and comprehensibility - CS</p> | <p>“Source Criteria” checklist available at the circulation desk & librarian as a resource</p> | <p>As students are selecting their materials have them fill out the “Source Criteria” checklist to ascertain the currency, accuracy, reliability, ease of use, availability, authority, comprehensibility, and bias of their sources</p> |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.3.5 | | | | | |
| 3.4.1 | | | | | |
| 4.1.4 | | | | | |
| 4.3.1; 4.3.2 | | | | | |
| | | LOCATION AND ACCESS | | | |
| | | Students will locate sources using: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.5; 1.1.6 1.2.2 1.3.2; 1.3.4; 1.3.5 1.4.1; 1.4.2; 1.4.4 2.1.1; 2.1.5 2.2.1 2.3.1 2.4.1; 2.4.3 3.1.2; 3.1.3 3.2.2 3.3.5 3.4.1 4.1.4 4.3.1; 4.3.2 4.4.3 | NJCCCS: LAL 3.1.5: F.4, F.5, H.1, H.3, H.4; LAL 3.2.5: A.11, B.5, C.9, D.2; LAL 3.3.5: A.2, A.3, A.5, B.4; LAL 3.4.5: A.1, B.2, B.5; LAL 3.5.5: A.3, A.6, B.1, B.7, C.2; Math 4.1.5: A.1; SS 6.1.8: B.1.b; SS 6.2.8: B.4.b, C.4.b LAL 3.1.6: C.1, E.5, F.4, H.2; LAL 3.2.6: A.10, B.5, C.9, D.4; LAL 3.3.6: A.4, B.4; LAL 3.4.6: A.1, B.2; LAL 3.5.6: A.6, B.1, C.1; Math 4.1.6: A.1 Math 4.5: C.3, C.4; TL 8.1.8: A.5; E.1 | Dewey Decimal Classification System Computer catalog Library homepage Periodical indexes Online databases Hyperlinks Internet search engines and directories Boolean search strategies Specialized subject reference sources Public and academic libraries Interlibrary loan Human resources Community and public resources (museums, hotlines, etc.) | Locating information – Students will use a variety of sources to locate information for any inquiry based investigation, personal or school-related – DI & CS <u>Fifth Grade Cooperative Research Project</u> Locating information – Use computer catalog to locate library books for explorer baseball card project – 5 th Grade – DI & CS Locating information – Internet search engines and directories – DI & CS Locating information – Use encyclopedias as a beginning resource for explorer baseball card project – 5 th Grade – DI & CS | Both print and electronic age appropriate sources & librarian as a resource Students will locate nonfiction books to use for their explorer research project Computers with internet access Encyclopedias, note taking paper (explain the four box style) | Librarian will help and/or monitor students as they find appropriate resources containing answers for their personal & classroom research investigations Check each student's book selection in relation to research information and reading level Students will use the internet to gather information for their explorer research project Classroom teacher will collect the students' notes and check them for relevant information |

| | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | ISTE: 1.a, 3.a, 3.b, 3.c, 4.c, 5.b, 6.a, 6.d | | | | |
| | | Students will find information within sources using: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6 1.2.2 1.4.1; 1.4.2; 1.4.4 2.1.1; 2.1.3 2.2.1 2.3.1 2.4.1; 2.4.3 3.1.3 3.2.2 3.3.5 3.4.1 4.1.4 4.3.1; 4.3.2 4.4.3 | NJCCCS: LAL 3.1.5: A.1, A.2, C.1, G.10 LAL 3.1.6: A.1, A.2, G.10 TL 8.1.4: A.5 ISTE: 1.a, 3.a, 3.b, 3.c, 4.b, 4.c, 5.b, 6.a, 6.b, 6.d | Alphabetical order Inverted names when necessary Cross-references Guide words Keywords, headings and subheadings Indexes Tables of contents Glossaries | Students will use a variety of strategies to locate information within sources for any inquiry based investigation (personal or school-related) including: Alphabetical order Inverted names when necessary Cross-references Guide words Keywords, headings and subheadings Indexes Tables of contents Glossaries CS | Both print and electronic age appropriate sources & librarian as a resource | Librarian will help and/or monitor students reminding them to use appropriate information finding strategies to locate answers for their personal & classroom research investigations |
| | | USE OF INFORMATION | | | |
| | | Students will examine the information in a source: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.5; 1.1.6; 1.1.7 1.2.2; 1.2.3 1.3.4 1.4.1; 1.4.2; 1.4.4 2.1.1; 2.1.2; 2.1.3; 2.1.5 2.2.1 | NJCCCS: LAL 3.1.5: G.1, G.3, G.8, G.9, G.10, H.5; LAL 3.3.5: A.1, A.2, A.3, A.5, B.1, B.4, B.5; LAL 3.4.5: A.1, A.2, A.6, B.1, B.2, B.4, B.5; LAL 3.5.5: | Listen purposefully and attentively Actively view Skim and scan to identify keywords and context clues Read and interpret information Follow links in electronic sources Identify and ignore unnecessary information | Students will use a variety of strategies to examine information within sources for any inquiry based investigation including: Listening purposefully Actively viewing Skimming & scanning Interpreting Following links in electronic sources Identifying & ignoring unnecessary information CS | Both print and electronic age appropriate sources & librarian as a resource | Librarian will help and/or monitor students reminding them to use appropriate informational finding strategies to locate answers for their personal & classroom research investigations |

| | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2.3.1 2.4.1; 2.4.2; 2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.1; 3.3.5 4.1.1; 4.1.2; 4.1.4; 4.1.5 4.3.1; 4.3.2</p> | <p>A.7, A.8, B.7; SS 6.1.8: B.1.b; SS 6.2.8: B.4.b, C.4.b</p> <p>LAL 3.1.6: G.1, G.3, G.8, G.9, G.11, H.3; LAL 3.2.6: B.5, B.6, D.7; LAL 3.3.6: A.2, A.3, A.5, B.1, B.4, B.5; LAL 3.4.6: A.1, A.2, A.6, B.1, B.2, B.4; LAL 3.5.6: A.7, A.8, B.3, B.7</p> <p>TL 8.1.8: A.5; CE&CFLS 9.2.8: A.3, C.5</p> <p>ISTE: 3.a, 3.b, 3.c, 4.a, 4.b, 4.c, 5.b, 6.a, 6.b, 6.d</p> | | <p><u>Fifth Grade Cooperative</u> <u>Research Project</u> Identify and ignore unnecessary information – Explorer research – Grade 5 – DI & CS</p> | <p>Computers with word processor and students' notes</p> | <p>Students will evaluate their notes, determine which information to use and type their Explorer Baseball Cards</p> |
| <p>AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.5; 1.1.6; 1.1.7 1.2.2; 1.2.3; 1.2.4 1.3.2; 1.3.4 1.4.1; 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.3 2.2.1 2.3.1</p> | <p>NJCCCS: LAL 3.1.5: H.6, H.7; LAL 3.2.5: D.2, D.12; LAL 3.4.5: B.3, B.5; LAL 3.5.5: A.1, A.3</p> <p>LAL 3.1.6: H.4, H.5; LAL 3.2.6: D.2, D.10; LAL 3.4.6: B.3; LAL</p> | <p>Students will gather information by: Summarizing, paraphrasing, or using information Highlighting or underlining Note taking on cards or paper Interpreting graphs, charts, and diagrams Interviewing</p> | <p>Students will use a variety of strategies to gather information for any inquiry based investigation (personal or school- related) including: Summarizing, paraphrasing, or using information Highlighting or underlining Note taking on cards or paper Interpreting graphs, charts, and diagrams</p> | <p>Both print and electronic age appropriate sources, note taking aids & librarian as a resource</p> | <p>Librarian will help and/or monitor students reminding them to use appropriate informational finding strategies to locate answers for their personal & classroom research investigations</p> |

| | | | | | |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2.4.1; 2.4.3</p> <p>3.1.3</p> <p>3.3.1; 3.3.5</p> <p>4.1.1; 4.1.2; 4.1.3; 4.1.4</p> <p>4.3.1; 4.3.2</p> | <p>3.5.6: A.1, A.3, A.4, B.5</p> <p>CE&CFLS 9.2.8: A.5, C.2</p> <p>ISTE: 3.b, 4.b, 4.c</p> | | <p>Interviewing CS</p> <p><u>Fifth Grade Cooperative Research Project</u></p> <p>Summarizing, paraphrasing, or using information – Explorer research – Grade 5 - DI & CS</p> <p>Note taking – Introduction to the four box note taking format – Explorer research – Grade 5 - DI & CS</p> | <p>Computers with word processor and research notes</p> <p>ActivBoard flipchart page with outline of the four box note taking format</p> | <p>Students will begin typing the information they gathered for their research project</p> <p>By the end of class students will have used the four box note taking format for both encyclopedia and nonfiction book note for their research project</p> |
| | | <p>Students will practice ethical behavior in regard to information:</p> | | | |
| <p>AASL; 1.1.2</p> <p>1.3.1; 1.3.3; 1.3.5</p> <p>1.4.2; 1.4.4</p> <p>2.1.5</p> <p>3.1.6</p> | <p>NJCCCS: LAL 3.2.5: B.8, C.5; LAL 3.3.5: A.5, B.4; LAL 3.5.5: B.2</p> <p>LAL 3.2.6: B.8, C.5; LAL 3.5.6: B.2</p> <p>TL 8.1.8: D.1, D.2; CE&CFLS 9.2.8: D.2</p> <p>ISTE: 5.a</p> | <p>Respect intellectual property rights/avoid plagiarism Record information for sources used Create bibliographies in MLA format</p> | <p>Students will practice ethical behavior while gathering information for any inquiry based investigation (personal or school-related) including: Respecting intellectual property rights/avoiding plagiarism Recording information for sources used Creating bibliographies in MLA format CS</p> <p><u>Fifth Grade Cooperative Research Project</u></p> <p>Record information for sources used – Demonstrate the correct format for citing both an encyclopedia entry and a nonfiction book entry – Grade 5 – DI & CS</p> <p>Bibliographic information – Students will use the</p> | <p>Both print and electronic age appropriate sources, instructions for devising correct MLA bibliographic formats & librarian as a resource</p> <p>Use the ActivBoard to show students how to correctly write encyclopedia and nonfiction book citations</p> <p>Computers with Internet access and computer</p> | <p>Librarian will help and/or monitor students reminding them to use ethical behavior while locating information for their personal & classroom research investigations</p> <p>Check each students note papers to see if they correctly wrote their citations</p> <p>Dtudents will created their Works Cited Lists using</p> |

| | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| | | | EasyBib website to create Works Cited Lists for their Explorer research project – Grade 5 – DI & CS | project | EasyBib website |
| | | SYNTHESIS | | | |
| | | Students will organize information from sources: | | | |
| AASL: 1.1.1; 1.1.6; 1.1.7 1.3.4 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.2 2.3.1 2.4.1; 2.4.3 3.1.3; 3.1.4 3.3.5 4.1.3; 4.1.6 4.3.1 | NJCCCS: LAL 3.1.5: H.7; LAL 3.2.5: A.5, D.12 LAL 3.1.6: E.6; LAL 3.2.6: A.4, D.10 CE&CFLS 9.2.8: C.1 ISTE: 3.a | Use an outline or graphical organizer | Outline or graphical organizer – Students will record information for research by using either an outline or a graphical organizer - CS | Instructions for constructing an outline or copies of graphical organizers used during classroom instruction & librarian as a resource | Librarian will help students locate research information to complete their outlines or graphical organizers |
| AASL: 1.2.1; 1.2.4; 1.2.5 1.4.1; 1.4.2; 1.4.3; 1.4.4 2.1.2 2.2.1; 2.2.4 3.1.1 3.2.1 3.3.4; 3.3.5 3.4.2 | NJCCCS: LAL 3.1.5: G.8; LAL 3.2.5: A.13, D.16; LAL 3.3.5: D.2; LAL 3.5.5: C.3 LAL 3.1.5: G.8; LAL 3.2.5: A.12, D.14; LAL 3.3.5: D.2; LAL 3.5.5: C.3 TL 8.1.8: D.2 ISTE: 1.a, 1.b, 2.b, 3.b | Students will verify that information is complete | Verify that information is complete – Students will check their final products against their classroom grading sheets/rubrics - CS | Copies of the classroom grading sheets/rubrics & librarian as a resource | Students will check their final products against the grading sheets/rubrics to determine if their information is complete |

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Students will be prepared to present information in the following formats: | | | |
| AASL: 1.2.3 1.3.4; 1.3.5 1.4.4 2.1.2; 2.1.6 2.2.4 3.1.1; 3.1.2; 3.1.3; 3.1.4 3.2.1; 3.2.3 3.3.4; 3.3.5 4.3.1 | NJCCCS: LAL 3.1.5: H.8; LAL 3.2.5: A.1, A.2, B.2, B.3, B.4, D.1, D.7, D.9, D.10; LAL 3.3.5: D.1, D.4; LAL 3.5.5: A.2, C.2 LAL 3.1.6: H.6; LAL 3.2.6: A.1, B.2, B.3, B.4, D.1, D.5, D.7, D.8; LAL 3.3.6: D.1, D.4; LAL 3.5.6: A.2, C.2 TL 8.1.8: A.1, A.3 ISTE: 1.b, 2.a, 2.b, 2.d, 5.b, 6.a, 6.b, 6.d | Written Visual Oral Multimedia | Students will be prepared to present information for classroom assignments in the following formats: Written Visual Oral Multimedia CS <u>Fifth Grade Cooperative Research Project</u> Written – Explorer research Baseball Card project – Grade 5 - DI & CS Visual – Explorer research Baseball Card project – Grade 5 - DI & CS Oral – Explorer research oral presentation – Grade 5 - CS | Copies of the classroom project descriptions & librarian as a resource Students will create a “Baseball Card” of a famous explorer Students will have a picture, either hand drawn or found on the computer, of their explorer Document camera & students’ finished projects | Librarian will help students find appropriate information for their classroom assignments so they will be able to successfully complete their classroom projects Students will have vital statistics, little know facts, accomplishments and quotes on their “Baseball Cards” The pictures will be on the front of the “Baseball Card” and appropriately labeled with explorer name and source information Students will conclude their research with an oral presentation (graded according to project rubric) |
| | | EVALUATION | | | |
| | | Students will evaluate the research process: | | | |
| AASL: 1.1.4 1.2.2; 1.2.4 1.4.1; 1.4.3 2.4.2; 2.4.4 3.2.1; 3.2.2 3.3.5 3.4.1; 3.4.2 | NJCCCS: LAL 3.2.5: A.9, A.13; LAL 3.3.5: B.5, D.9, D.10; LAL 3.4.5: A.7; LAL 3.5.5: C.3 LAL 3.2.6: A.6, A.8, | Reflect on the information-seeking process Explain which sources were used and why Explain what additional sources were needed Explain the difficulties of the assignment Assess use of time available for the task Make recommendations for | Evaluate the research process – Students will reflect on the research process by complete a research evaluation form which includes: Information-seeking process Sources used Additional sources needed | Copies of research evaluation form available at the circulation desk (electronic format is in the development stages) & librarian as a resource | Supply students will the research evaluation forms as they are researching to enable them to evaluate both the research process & the quality/quantity of resources available in the school media center |

| | | | | | |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------|--|--|
| <p>4.3.3</p> <p>4.4.5; 4.4.6</p> | <p>A.12, A.13, D.14; LAL 3.3.6: B.5, D.8, D.9; LAL 3.4.6: A.7; LAL 3.5.6: C.3</p> <p>ISTE: 2.b, 3.c, 3.d, 5.c</p> | <p>improvement</p> | <p>Difficulties Use of time Recommendation for improvement DI & CS</p> | | |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------|--|--|

7-8

BTS Information Literacy/Library Skills Expectations for Grades 7-8

(Codes: **DI** = Direct Instruction by Library Media Specialist **CS** = Benchmarks related to other curricula where Library Media Specialist may provide classroom support)

| AASL Standards | Standards: NJCCCS ISTE | Skills/Benchmarks | Suggested Activities | Suggested Materials | Possible Assessments |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | SKILLS OF LIBRARY MEDIA CENTER USE | | | |
| | | CITIZENSHIP: | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.3; 1.1.6; 1.1.9 1.2.2 1.3.3; 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.3; 2.1.5; 2.1.6 2.3.1 2.4.3 3.1.2; 3.1.3; 3.1.5; 3.1.6 3.2.1; 3.2.2; 3.2.3 3.3.5 4.1.1;4.1.2; 4.1.3; 4.1.4; 4.1.5 4.2.1; 4.2.2; 4.2.4 4.3.1 4.4.1; 4.4.6 | NJCCCS: LAL 3.1.7: H.4; LAL 3.3.7: B.1, C.2; LAL 3.4.7: A.1, A.2 LAL 3.1.8: F.1, F.2, H.4; LAL 3.3.8: B.1, C.2; LAL 3.4.8: A.1, A.2 TL 8.1.8: D.1; CE&CFLS 9.2.8: A.5, B.2, C.1, C.5, D.1, D.2 ISTE: 1.a, 2.a, 2.b, 3.b, 4.a, 5.a, 5.b; 6.a | Exhibit appropriate media center behavior Demonstrate responsible borrowing habits Recognize, understand and use library media vocabulary at appropriate level Demonstrate care of print and non-print materials and computer equipment Assist others in following library procedures Adhere to District Policy for network use | Media behavior – Students will exhibit proper behavior while in the library – DI & CS Responsible borrowing habits – Students will return books on time before they are overdue – DI & CS Media vocabulary – Students will learn new media vocabulary while visiting the library - DI Care of materials – Students will not damage or misuse library materials - DI Assist others – Students will voluntarily assist classmates while in the library – DI & CS Adhere to District network use – Students will follow the District Technology Policy when using the | Posted library rules and procedures Computer generated list of materials checked out by students Verbal usage of new vocabulary by librarian Library materials used by students Posted library rules and procedures & shelf labels Copy of District Technology Policy and list of students who have returned the signed forms | Observe students' behavior and correct inappropriate actions Check the lists and send out overdue notices to the appropriate students Listen to the students as they use the new vocabulary noticing if they are correctly defining library concepts and materials Observe students as they use the library materials checking for misuse or damage Observe students to see if they are helping each other follow the library rules and locate library materials Monitor students who are using the library's electronic materials to see if they are following the District's |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Identify and locate online databases | Locate online databases – Students will be able to locate the library’s online databases – DI & CS | Computers with access to the Internet | Observe students as they use the school’s computers noticing if they can locate and open the library’s online databases |
| | | CLASSIFICATION SYSTEM: | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.5; 1.1.6 1.3.4 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.1.5 2.3.1 2.4.1; 2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.5 4.1.1; 4.1.3; 4.1.4 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.7: H.4; LAL 3.3.7: B.3; LAL 3.4.7: A.1, A.2 LAL 3.1.8: H.4; LAL 3.4.8: A.1, A.2 Math 4.5: C.3, C.4; TL 8.1.8: A.5 ISTE: 3.a, 3.b, 3.c, 5.b, 6.a, 6.d | Recognize and understand the parts of a call number and use it for location of materials: Easy books Fiction books Nonfiction books Biography Reference Multimedia materials Understand the broad categories of the Dewey Decimal Classification System and that subjects are grouped together Understand that media centers are systematically organized and that knowledge of one media center can be applied to others | Recognize parts of a call number – Students will use call numbers to locate appropriate library resources - DI Classification Systems – Students will understand that the Dewey Decimal System groups books by topic or subject – DI Systematic arrangement – Students will comprehend that knowledge of one media center can be applied to another one – DI | Library computer catalogs and spine labels on library materials, both print & multimedia Nonfiction section of the library & librarian as a resource Nonfiction call numbers & directions to Clarence Dillon Public Library | Observe students as they locate materials on the shelves to see if they can successfully read a spine label/call number Help students locate nonfiction materials and demonstrate that resources are grouped by topic which enables them to browse the shelves for additional materials Remind students to write down the call number for the topic they are looking for so they can check the public library for additional resources |
| | | ONLINE CATALOG | | | |
| | | Students will: | | | |
| AASL: 1.1.4 1.3.5 1.4.2; 1.4.4 2.3.1 2.4.3 3.2.2 3.3.5 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.7: H.4 LAL 3.1.8: H.4 TL 8.1.8: A.5 ISTE: 3.a, 3.b, 3.c, 5.b, 6.a | Identify components of a computer Launch, open, and quit library catalog Search by subject Search by title | Identify components of computer – Students will identify computer elements, i.e. keyboard, screen, mouse – CS Library catalog – Students will be able to use the library computer catalog to locate resources – DI & CS Library catalog – Searching by subject, title | Library computers Computers with Internet access Computers with library catalog | Listen to the students as they use the library computers noticing if they are using correct computer vocabulary Observe students to see if they can open the library catalog and use it to locate library resources Observe students as they use the library catalog |

| | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>Search by author Search by keyword Search by series</p> <p>Locate and understand the parts of a bibliographic record screen</p> <p>Request material through interlibrary loan</p> <p>Reserve materials that are on loan</p> | <p>author, keyword, series – DI & CS</p> <p>Bibliographic record screen – Students will be introduced to the bibliographic screen of the computer catalog – DI & CS</p> <p>Interlibrary loan – Students will be introduced to the concept of borrowing materials through interlibrary loan – DI & CS</p> <p>Reserve materials – Students will learn the benefits of reserving materials – DI & CS</p> | <p>Computer with library catalog</p> <p>Librarian as a resource</p> <p>Library catalog</p> | <p>noticing if they are using the appropriate search strategies</p> <p>Remind, and if necessary show, students that the library catalog has a bibliographic record screen</p> <p>If needed refer students to the Clarence Dillon Public Library as a resource for acquiring hard to find material through interlibrary loan</p> <p>Students will ask librarian to reserve unavailable material</p> |
| | | <u>LITERARY UNDERSTANDING AND APPRECIATION</u> | | | |
| | | LITERARY ELEMENTS | | | |
| | | Students will: | | | |
| <p>AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.7</p> <p>1.2.2</p> <p>1.3.2; 1.3.4</p> <p>1.4.2; 1.4.4</p> <p>2.1.1; 2.1.3; 2.1.5</p> <p>2.3.1</p> <p>2.4.3</p> <p>3.1.2; 3.1.3</p> <p>3.2.2</p> <p>3.3.2; 3.3.5</p> <p>4.1.1; 4.1.2; 4.1.3; 4.1.4;</p> | <p>NJCCCS: LAL 3.1.7: G.2, G.5, G.7, G.8, G.9, G.12; LAL 3.3.7: A.1</p> <p>LAL 3.1.8: G.3, G.4, G.5, G.6, G.8, G.9; LAL 3.4.8: A.1</p> <p>ISTE: 3.a, 3.b, 3.c</p> | <p>Listen attentively to literary passages for increased time periods Describe the parts of a book Recognize the elements of a story Plot, character and setting Beginning, middle and end Compare and contrast Predictions Identify theme and supportive detail in fiction Identify main idea and supportive details in nonfiction Identify author's purpose</p> | <p>Literary elements – Students will investigate literary elements during their classroom instruction, including: Listening attentively Book parts Plot, character, setting Beginning, middle, end Comparing & contrasting Predictions Supportive details in both fiction & nonfiction Author's purpose CS</p> | <p>Age appropriate library materials and copies of classroom novels & librarian as a resource</p> | <p>Teacher feedback concerning the materials available in the library as aids for classroom discussions of literary elements</p> |

| | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.1.5 | | | | | |
| 4.2.1; 4.2.4 | | | | | |
| 4.3.1; 4.3.2 | | | | | |
| | | LITERARY APPRECIATION | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.7 1.2.3 1.3.4 1.4.2 2.1.1; 2.1.3; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2 3.3.2; 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5 4.2.4 4.3.1; 4.3.2 4.4.1 | NJCCCS: LAL 3.1.7: G.4, G.5, G.6,G.9, H.5; LAL 3.3.7: A.6, A.7; LAL 3.4.7: A.1; LAL 3.5.7: A.1 LAL 3.1.8: G.6, G.9, G.10, H.5; LAL 3.3.8: A.6, A.7; 8: A.1; LAL 3.5.8: A.1 ISTE: 3.b | Understand the variety of literary forms, and develop appreciation for each through exposure and analysis of the following: Picture books Beginning chapter books Novels Nonfiction books Biography and autobiography Folk tales, fairy tales and nursery rhymes Mythology and epics Poetry Journal, diary, and interview Short stories Drama Describe differences in genres of fiction, i.e. fantasy, historical fiction, mystery, science fiction, graphic novels Recognize and appreciate authors and illustrators by exposure to a variety of age-appropriate materials Be aware of various literary awards and their significance (Caldecott, Newbery, Charlotte, Pulitzer, Printz, King, Nobel) | Literary appreciation – Students will explore the various types of stories available in the library, including: Picture books Beginning chapter books Novels Nonfiction books Biography and autobiography Folk tales, fairy tales and nursery rhymes Mythology and epics Poetry Journal, diary, and interview Short stories Drama DI & CS Fiction genres – Exposure to materials reflecting the various genres of fiction – DI & CS Authors/illustrators – Exposure to materials written and illustrated by a variety of authors & illustrators – DI & CS Literary awards – Students will locate award winning books – DI & CS | Various age appropriate library books reflecting a number of different literary forms & librarian as a resource Age appropriate library books & librarian as a resource Age appropriate library books & librarian as a resource Copies of award winning books & librarian as a resource | Both student and teacher feedback concerning the variety of books available in the library Librarian will be a resource for students as they explore the different genres of fiction Librarian will be a resource to recommend material by a variety of authors & illustrators While students are checking out books librarian will point out and recommend award winning books |
| | | LITERARY CRITICISM | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; | NJCCCS: LAL 3.1.7: | Participate in group discussions of literature | Group discussions – Students will discuss their | Copies of the classroom novels & librarian as a | Students will check out the classroom novels and |

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1.4; 1.1.6; 1.1.9 1.2.2 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.3; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5 4.2.4 4.3.1; 4.3.2 4.4.1 | G.1, G.4, G.5, G.7, G.8, G.9, G.10, G.11, G.12, G.13, G.14, H.2, H.5; LAL 3.3.7: A.2, A.6, A.7; LAL 3.4.7: A.1, A.2; LAL 3.5.7: A.1, A.3 LAL 3.1.8: G.2, G.3, G.4, G.5, G.7, G.8, G.9, G.10, G.11, G.12, G.15, H.2, H.5; LAL 3.3.8: A.6, A.7; LAL 3.4.8: A.1, A.2; LAL 3.5.8: A.1, A.3 TL 8.1.8: A.5; CE&CFLS 9.2.8: A.1, C.5 ISTE: 3.b, 4.a, 4.c | Give brief reviews of a book – listing title, author, and reasons liked or disliked Engage in an author/illustrator study Compare and contrast formats of different genres (i.e. plays, poetry, stories) Read and reflect on criticism in journals and other sources | classroom novels during classroom instruction – CS Brief reviews – Students will complete book reviews for classroom assignments – CS Author/illustrator study – Students will conduct author/illustrator studies during classroom instruction – CS Compare formats of genres – Students will compare and contrast formats of genres as a part of their classroom instruction – CS Published literary criticisms – Students will locate and read published literary criticisms to fulfill classroom assignments - CS | resource Age appropriate library books to support classroom instruction & librarian as a resource Age appropriate library books to support classroom instruction & librarian as a resource Age appropriate library books to support classroom instruction & librarian as a resource Literary journals (print & electronic) & librarian as a resource | engage in group discussions of literature with their classmates and teachers Librarian will help students select appropriate books for classroom assignments Librarian will supply age appropriate books to enable students to complete classroom assignments Librarian will supply age appropriate books to enable students to complete classroom assignments Librarian will help students find specific published literary criticisms to enable students to complete classroom assignments |
| | | READER ADVISORY | | | |
| | | Students will: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6 1.2.2; 1.2.3 1.3.4 1.4.2; 1.4.4 2.1.3; 2.1.5 2.3.1 | NJCCCS: LAL 3.1.7: D.2, F.1, H.4; LAL 3.2.7: B.1; LAL 3.3.7: A.6; LAL 3.4.7: A.1 LAL 3.1.8: D.2, D.4, E.1, F.1, | Select books and materials for classroom and personal use at appropriate interest and reading levels Share reading experiences | Book selection – Students will check out books for both personal and school-related reading – DI & CS Shared reading experiences – Students take part in shared reading experiences as part of classroom | Age appropriate library books Copies of classroom novels & age appropriate library books | Check students' books as they check them out to see if they are age appropriate and at the right reading levels Through teacher feedback ascertain whether students are listening to the classroom reading experiences and sharing |

| | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.4.3 3.1.2; 3.1.3 3.2.2 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4 4.2.1; 4.2.2; 4.2.4 4.3.1; 4.3.3 4.4.1 | H.4; LAL 3.2.8: B.1; LAL 3.3.8: A.6; LAL 3.4.8: A.1 ISTE: 2.b, 3.b, 3.c, 5.b, 5.c, 6.a, 6.d | Discriminate in choice of reading matter Develop lifelong recreational and informational reading habits | instruction – CS Discriminate in choice of reading matter – Students will check out books based on their own interests – DI & CS Lifelong reading habits - Students will develop a joy of reading both through listening to and checking out library books - CS | Age appropriate library books Age appropriate library books | their impressions through group discussions Check students' selections to make sure they are interested in the topic and the book is age appropriate Through teacher and student feedback ascertain whether students are enjoying the books |
| | | <u>SKILLS OF INQUIRY AND INVESTIGATION</u> | | | |
| | | TASK DEFINITION | | | |
| | | Students will define the information problem: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.3; 1.1.4; 1.1.6; 1.1.8 1.2.1; 1.2.2; 1.2.3; 1.2.5 1.3.4 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.3 2.2.1 2.3.1 2.4.2; 2.4.3 3.1.3 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4 4.2.1 4.3.1; 4.3.2 4.4.2; 4.4.3; 4.4.5 | NJCCCS: LAL 3.1.7: H.4; LAL 3.2.7: A.3, D.1, D.12 LAL 3.1.8: H.4; LAL 3.2.8: A.3, D.1, D.12 TL 8.1.8: A.5 ISTE: 1.a, 3.a, 3.b, 3.c, 4.a, 4.b, 4.c, 5.b, 6.a | Select a topic Narrow/broaden topic Formulate research questions of subtopics Develop a list of keywords, synonyms Determine the quantity of information needed Develop a thesis statement | Task definition – Students will follow steps to define the topic for a classroom research project, including: Topic selection Narrow/broaden topic Formulate research questions Develop a list of keywords/synonyms Determine quantity of information Develop a thesis statement CS | Copies of research requirement, age appropriate library materials & librarian as a resource | Librarian will help students find appropriate information for their classroom research projects to enable them to select a reasonable and researchable topic |

| | | INFORMATION SEEKING STRATEGIES | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Students will determine the variety of potential sources: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.7; 1.1.9 1.2.2; 1.2.3 1.3.4 1.4.2; 1.4.4 2.1.1; 2.1.3; 2.1.5 2.2.1 2.3.1 2.4.3; 2.4.4 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5 4.2.1 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.7: H.4; LAL 3.2.7: C.7, D.1, D.6; LAL 3.5.7: A.4 LAL 3.1.8: H.4; LAL 3.2.8: C.7, D.1, D.6; LAL 3.5.8: A.4 TL 8.1.8: A.5 ISTE: 1.a, 3.b, 3.c, 4.a, 4.c, 5.b, 6.a, 6.b | Print sources Nonfiction books Dictionaries Encyclopedias – general Encyclopedias – specialized Almanacs Atlases and maps Biographical resources Primary sources Periodicals Magazines Newspapers Electronic sources Library homepage Online databases, including periodical Biographical references Online encyclopedias Image sources World Wide Web Multimedia sources Community sources Interviews Public and academic libraries Museums and historic sites Community & public agencies | Potential sources – Students will determine which sources to use to locate formation for classroom research projects, including print, periodical, electronic, and community sources - CS | Age appropriate print and electronic sources & librarian as a resource | Librarian will help students find appropriate information for their classroom research projects to successfully complete their classroom assignments |
| AASL: 1.1.1; 1.1.4; 1.1.6; 1.1.7; 1.1.8; 1.1.9 1.2.2 1.3.4 1.4.1; 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.3; 2.1.4; 2.1.5 2.3.1 2.4.1; 2.4.2; 2.4.3; 2.4.4 3.1.1; 3.1.2; | NJCCCS: LAL 3.1.7: H.2, H.4 LAL 3.1.8: A.1, E.1, H.4 TL 8.1.8: A.5, E.1 ISTE: 1.a, 3.b, 3.c, 4.c, 5.b, 6.a, 6.d | Students will evaluate possible sources to determine usefulness | Evaluate possible sources – While locating sources for an inquiry based investigation, students will evaluate their possible usefulness to help them fulfill the assignment – CS | Age appropriate print and electronic library sources & librarian as a resource | After selecting sources have student evaluate their appropriate usefulness in helping them accomplish their classroom assignments |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1.3 3.2.2; 3.2.3 3.3.5 3.4.1 4.1.4 4.3.1; 4.3.2 | | | | | |
| AASL: 1.1.1; 1.1.4; 1.1.5; 1.1.6; 1.1.7; 1.1.8; 1.1.9 1.2.2; 1.2.4 1.3.4 1.4.1; 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.3; 2.1.4; 2.1.5 2.2.1 2.3.1 2.4.1; 2.4.2; 2.4.3; 2.4.4 3.1.1; 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.5 3.4.1 4.1.4 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.7: G.1, G.3, G.8; LAL 3.5.7: A.1, B.2 LAL 3.1.8: G.1, G.5, G.7; LAL 3.5.8: A.1, B.2 TL 8.1.4: A.5, D.3 ISTE: 1.a, 3.a, 3.b, 3.c, 4.b, 4.c, 5.b, 6.a, 6.b, 6.d | Students will evaluate sources using such criteria as currency, accuracy, reliability, ease of use, availability, comprehensibility, authority and bias | Evaluate sources – While gathering resource materials students will evaluate them for currency, accuracy, reliability, ease of use, availability, bias, authority and comprehensibility - CS | “Source Criteria” checklist available at the circulation desk & librarian as a resource | As students are selecting their materials have them fill out the “Source Criteria” checklist to ascertain the currency, accuracy, reliability, ease of use, availability, authority, comprehensibility, and bias of their sources |
| | | LOCATION AND ACCESS | | | |
| | | Students will locate sources using: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.5; 1.1.6 1.2.2 1.3.2; 1.3.4; 1.3.5 | NJCCCS: LAL 3.1.7: G.16, F.3, H.4; LAL 3.2.7: C.7, D.1, D.6; LAL 3.3.7: A.2, B.2; LAL 3.4.7: | Dewey Decimal Classification System Computer catalog Library homepage Periodical indexes Online databases Hyperlinks Internet search engines and directories | Locating information – Students will use a variety of sources to locate information for any inquiry based investigation, personal or school-related – DI & CS | Both print and electronic age appropriate sources & librarian as a resource | Librarian will help & monitor students find appropriate resources to locate answers for their personal & classroom research investigations |

| | | | | | |
|-----------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.4.1; 1.4.2; 1.4.4 | A.1, A.2 | Boolean search strategies Specialized subject reference sources Public and academic libraries Interlibrary loan Human resources Community and public resources (museums, hotlines, etc.) | | | |
| 2.1.1; 2.1.5 | LAL 3.1.8: F.3, G.14, H.4; LAL | | | | |
| 2.2.1 | 3.2.8: C.7, D.1, D.6; | | | | |
| 2.3.1 | LAL 3.3.8: A.2, B.2: | | | | |
| 2.4.1; 2.4.3 | LAL 3.4.8: A.1, A.2 | | | | |
| 3.1.2; 3.1.3 | | | | | |
| 3.2.2 | TL 8.1.8: A.5; E.1 | | | | |
| 3.3.5 | | | | | |
| 3.4.1 | ISTE: | | | | |
| 4.1.4 | 1.a, 3.a, 3.b, 3.c, 4.c, 5.b, 6.a, 6.d | | | | |
| 4.3.1; 4.3.2 | | | | | |
| 4.4.3 | | | | | |
| | | Students will find information within sources using: | | | |
| AASL; 1.1.1; 1.1.2; 1.1.4; 1.1.6 | NJCCCS: LAL 3.1.7: A.1, E.2 | Alphabetical order Inverted names when necessary Cross-references Guide words Keywords, headings and subheadings Indexes Tables of contents Glossaries | Students will use a variety of strategies to locate information within sources for any inquiry based investigation (personal or school-related) including: Alphabetical order Inverted names when necessary Cross-references Guide words Keywords, headings and subheadings Indexes Tables of contents Glossaries CS | Both print and electronic age appropriate sources & librarian as a resource | Librarian will help and/or monitor students reminding them to use appropriate information finding strategies to locate answers for their personal & classroom research investigations |
| 1.2.2 | LAL 3.1.7: A.1, E.2 | | | | |
| 1.4.1; 1.4.2; 1.4.4 | TL 8.1.4: A.5 | | | | |
| 2.1.1; 2.1.3 | | | | | |
| 2.2.1 | ISTE: | | | | |
| 2.3.1 | 1.a, 3.a, 3.b, 3.c, 4.b, 4.c, 5.b, 6.a, 6.b, 6.d | | | | |
| 2.4.1; 2.4.3 | | | | | |
| 3.1.3 | | | | | |
| 3.2.2 | | | | | |
| 3.3.5 | | | | | |
| 3.4.1 | | | | | |
| 4.1.4 | | | | | |
| 4.3.1; 4.3.2 | | | | | |
| 4.4.3 | | | | | |

| | | USE OF INFORMATION | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Students will examine the information in a source: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.5; 1.1.6; 1.1.7 1.2.2; 1.2.3 1.3.4 1.4.1; 1.4.2; 1.4.4 2.1.1; 2.1.2; 2.1.3; 2.1.5 2.2.1 2.3.1 2.4.1; 2.4.2; 2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.1; 3.3.5 4.1.1; 4.1.2; 4.1.4; 4.1.5 4.3.1; 4.3.2 | NJCCCS: LAL 3.1.7: E.1, G.1, G.2, G.3, G.8, G.10; LAL 3.2.6: D.6, D.8; LAL 3.3.7: A.7, B.2; LAL 3.4.7: A.1, A.2, A.5, B.1, B.2, B.3, B.5, B.6; LAL 3.5.7: A.1, A.2 LAL 3.1.8: E.1, G.1, G.5, G.7; LAL 3.2.8: D.6, D.8; LAL 3.3.8: A.7, B.2, B.3; LAL 3.4.8: A.1, A.2, A.4, A.5, B.1, B.2, B.3, B.5, B.7; LAL 3.5.8: A.1, A.2 TL 8.1.8: A.5; CE&CFLS 9.2.8: A.3, C.5 ISTE: 3.a, 3.b, 3.c, 4.a, 4.b, 4.c, 5.b, 6.a, 6.b, 6.d | Listen purposefully and attentively Actively view Skim and scan to identify keywords and context clues Read and interpret information Follow links in electronic sources Identify and ignore unnecessary information | Students will use a variety of strategies to examine information within sources for any inquiry based investigation (personal or school-related) including: Listening purposefully Actively viewing Skimming & scanning Interpreting Following links in electronic sources Identifying & ignoring unnecessary information CS | Both print and electronic age appropriate sources & librarian as a resource | Librarian will help and/or monitor students reminding them to use appropriate information finding strategies to locate answers for their personal & classroom research investigations |
| | | Students will gather information by: | | | |
| AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.5; | NJCCCS: LAL 3.2.7: D.1, D.12; | Summarizing, paraphrasing, or using information Highlighting or underlining | Students will use a variety of strategies to gather information for any inquiry | Both print and electronic age appropriate sources, note taking aids & | Librarian will help and/or monitor students reminding them to use appropriate |

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1.6; 1.1.7 1.2.2; 1.2.3; 1.2.4 1.3.2; 1.3.4 1.4.1; 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.3 2.2.1 2.3.1 2.4.1; 2.4.3 3.1.3 3.3.1; 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4 4.3.1; 4.3.2 | LAL 3.3.7: B.1, C.1; LAL 3.5.7: A.3, B.4 LAL 3.2.8: D.1, D.12; LAL 3.3.8: B.1, C.1; LAL 3.4.8: B.6; LAL 3.5.8: A.3. B.4 CE&CFLS 9.2.8: A.5, C.2 ISTE: 3.b, 4.b, 4.c | Note taking on cards or paper Interpreting graphs, charts, and diagrams Interviewing | based investigation (personal or school-related) including: Summarizing, paraphrasing, or using information Highlighting or underlining Note taking on cards or paper Interpreting graphs, charts, and diagrams Interviewing CS | librarian as a resource | information finding strategies to locate answers for their personal & classroom research investigations |
| | | Students will practice ethical behavior in regard to information: | | | |
| AASL; 1.1.2 1.3.1; 1.3.3; 1.3.5 1.4.2; 1.4.4 2.1.5 3.1.6 | NJCCCS: LAL 3.2.7: B.3, D.7; LAL 3.5.7: B.2 LAL 3.2.8: B.3, D.7; LAL 3.5.8: B.2 TL 8.1.8: D.1, D.2; CE&CFLS 9.2.8: D.2 ISTE: 5.a | Respect intellectual property rights/avoid plagiarism Record information for sources used Create bibliographies in MLA format Use parenthetical references to explicitly cite sources | Students will practice ethical behavior while gathering information for any inquiry based investigation (personal or school-related) including: Respecting intellectual property rights/avoiding plagiarism Recording information for sources used Creating bibliographies in MLA format Using parenthetical references CS | Both print and electronic age appropriate sources, instructions for devising correct MLA bibliographic formats/parenthetical reference citations & librarian as a resource | Librarian will help and/or monitor students reminding them to use ethical behavior while locating information for their personal & classroom research investigations |
| | | SYNTHESIS | | | |
| | | Students will organize information from sources: | | | |
| AASL: 1.1.1; 1.1.6; 1.1.7 1.3.4 | NJCCCS: LAL 3.2.7: D.12 LAL 3.1.8: | Use an outline or graphical organizer | Outline or graphical organizer – Students will record information for research by using either | Instructions for constructing an outline or copies of graphical organizers used during | Librarian will help students locate research information to complete their outlines or graphical organizers |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.2 2.3.1 2.4.1; 2.4.3 3.1.3; 3.1.4 3.3.5 4.1.3; 4.1.6 4.3.1 | A.1; LAL 3.2.8: D.12 CE&CFLS 9.2.8: C.1 ISTE: 3.a | | an outline or a graphical organizer - CS | classroom instruction & librarian as a resource | |
| AASL: 1.2.1; 1.2.4; 1.2.5 1.4.1; 1.4.2; 1.4.3; 1.4.4 2.1.2 2.2.1; 2.2.4 3.1.1 3.2.1 3.3.4; 3.3.5 3.4.2 | NJCCCS: LAL 3.1.7: G.2; LAL 3.2.7: D.15; LAL 3.3.7: D.7; LAL 3.5.7: B.3 LAL 3.2.8: D.15; LAL 3.3.8: D.7; LAL 3.5.8: B.3 TL 8.1.8: D.2 ISTE: 1.a, 1.b, 2.b, 3.b | Students will verify that information is complete | Verify that information is complete – Students will check their final products against their classroom grading sheets/rubrics - CS | Copies of the classroom grading sheets/rubrics & librarian as a resource | Students will check their final products against the grading sheets/rubrics to determine if their information is complete |
| | | Students will be prepared to present information in the following formats: | | | |
| AASL: 1.2.3 1.3.4; 1.3.5 1.4.4 2.1.2; 2.1.6 2.2.4 3.1.1; 3.1.2; 3.1.3; 3.1.4 3.2.1; 3.2.3 | NJCCCS: LAL 3.1.7: H.1; LAL 3.2.7: A.1, A.2, A.6, B.2, B.3, B.4, D.3, D.7; LAL 3.3.7: D.1, D.2, D.3; LAL 3.5.7: C.3 | Written Visual Oral Multimedia | Students will be prepared to present information for classroom assignments in the following formats: Written Visual Oral Multimedia CS | Copies of the classroom project descriptions & librarian as a resource | Librarian will help students find appropriate information for their classroom assignments so they will be able to successfully complete their projects |

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3.3.4; 3.3.5 4.3.1</p> | <p>LAL 3.1.8: H.1; LAL 3.2.8: A.1, A.2, A.6, B.2, B.3, B.4, D.3, D.4, D.7; LAL 3.3.8: D.1, D.2, D.3; LAL 3.5.8: C.3</p> <p>TL 8.1.8: A.1, A.3</p> <p>ISTE: 1.b, 2.a, 2.b, 2.d, 5.b, 6.a, 6.b, 6.d</p> | | | | |
| | | EVALUATION | | | |
| | | Students will evaluate the research process: | | | |
| <p>AASL: 1.1.4 1.2.2; 1.2.4 1.4.1; 1.4.3 2.4.2; 2.4.4 3.2.1; 3.2.2 3.3.5 3.4.1; 3.4.2 4.3.3 4.4.5; 4.4.6</p> | <p>NJCCCS: LAL 3.2.7: A.5, A.7, D.15; LAL 3.3.7: D.5, D.7; LAL 3.4.7: A.6, B.4; LAL 3.5.7: B.3</p> <p>LAL 3.2.8: A.5, A.7, D.15; LAL 3.3.8: D.5, D.7; LAL 3.4.8: A.6, B.4; LAL 3.5.8: B.3</p> <p>ISTE: 2.b, 3.c, 3.d, 5.c</p> | <p>Reflect on the information-seeking process Explain which sources were used and why Explain what additional sources were needed Explain the difficulties of the assignment Assess use of time available for the task Make recommendations for improvement</p> | <p>Evaluate the research process – Students will reflect on the research process by complete a research evaluation form which includes: Information-seeking process Sources used Additional sources needed Difficulties Use of time Recommendation for improvement DI & CS</p> | <p>Copies of research evaluation form available at the circulation desk (electronic format is in the development stages) & librarian as a resource</p> | <p>Supply students will the research evaluation forms as they are researching to enable them to evaluate both the research process & the quality/quantity of resources available in the school media center</p> |

WORKS CONSULTED

- "2004 Core Curriculum Content Standards." *New Jersey Department of Education*. The State of New Jersey, 2006. Web. Summer 2009. <<http://www.state.nj.us/education/cccs/2004/>>.
- "2009 Standards Revision Project." *New Jersey Department of Education*. The State of New Jersey, 2009. Web. Summer 2009. <<http://www.state.nj.us/education/cccs/2009/final.htm>>.
- "ALA | AASL Standards for the 21st-Century Learner." *ALA | Home - American Library Association*. American Association of School Librarians, 2007. Web. Summer 2009. <<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>>.
- American Association of School Librarians. Information Power: Building Partnerships for Learning. Chicago, IL : American Library Association, 1998.
- Bertland, Linda. "Information Skills Instruction." *Resources for School Librarians*. Web. Summer 2009. <<http://www.sldirectory.com/libsf/resf/infoskill.html#top>>.
- "District Wide Curriculum: Media and Information Skills, Grades K - 12." *Bernards Board of Education*. Bernards Township Public Schools, 22 Oct. 2007. Web. Summer 2009. <http://www.bernardsboe.com/BernardsBOE/District_Wide_Curriculum.aspx>.
- "ISTE | NETS for Students 2007." *International Society for Technology in Education | Home*. 2007. Web. Summer 2009. <http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm>.
- Mansfield, Kathy. "Beyond Proficiency." *Kentucky Department of Education*. Commonwealth of Kentucky, 1999-2009. Web. Summer 2009. <<http://www.education.ky.gov/kde/instructional+resources/library+media/beyond+proficiency.htm>>.
- "Revised Preschool Teaching & Learning Standards." *New Jersey Department of Education*. The State of New Jersey, 2006. Web. Summer 2009. <<http://www.state.nj.us/education/ece/code/expectations/standards/>>.