

# LIBRARY CURRICULUM



# DIOCESE OF ARLINGTON

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Dear Teachers:

These Library Guidelines are the new guidelines that should be implemented for the 2005-2006 school year. I am grateful to the librarians who willingly served on the Library Curriculum Review Committee. They have spent a school year looking at state and local standards. They have pieced that information together with their knowledge and experience to develop a curriculum that reflects the development of children.

The Library Guidelines are written with the professional librarian in mind. They serve as the core of the Library Curriculum to assist librarians.

The Curriculum Review Committee hopes these guidelines will assist you in your day to day activities with the students. May God bless each of you as you make the world of books and research skills an exciting place for the students of the Arlington Diocese.

In Christ,

Diane Elliott  
Special Services Coordinator

## **KINDERGARTEN LIBRARY CURRICULUM GUIDELINES**

To the Library/Media Specialist: Kindergarten library experiences are the building blocks that prepare a student to learn that reading provides both enjoyment and information. These experiences introduce the young readers to the concept that people of all ages like to read and that the library is a good place to discover books and non-print materials.

### **Strand K.1: ORIENTATION and PROCEDURES**

- a. Location of library/sections in library  
The student will:
  - \*1. Learn location of library in school
  - \*2. Locate circulation desk and library personnel
  - \*3. Locate easy book area
  - \*4. Learn that the library/media center contains many kinds of materials
- b. Rules  
The student will:
  - \*1. Be able to work as a group
  - \*2. Replace materials (books, chairs, etc.) in proper place when finished
  - \*3. Demonstrate courteous, cooperative behavior
  - \*4. Care for books and electronic materials appropriately
  - \*5. Identify and observe library conduct rules
  - \*6. Follow circulation procedures and rules
- c. Library terminology  
The student will:
  - \*1. Understand proper library/media center terminology (ex. library, librarian, picture book, easy, easy readers)
- d. Listening skills  
The student will:
  - \*1. Listen to oral reading
  - \*2. Listen to directions
  - \*3. Listen for a specific purpose (ex. to extract needed information)

### **Strand K.2: ORGANIZATION OF MATERIALS IN LIBRARY**

- a. Shelving schemes  
The student will:
  - \*1. Realize that shelving order helps locate books
  - \*2. Know how materials are shelved in easy reader area
- b. Catalog N/A

Strand K.3: PRINT and MEDIA AWARENESS

- a. Non-book media
  - \*1. Know that people read the printed word in many formats (ex. books, magazines, cards, signs, newspapers, etc.)
- b. Parts of books
  - The student will:
    - \*1. Be familiar with the concepts of author and illustrator
    - \*2. Understand that the title is name of book, and locate title
    - \*3. Identify book cover and spine

Strand K.4: LITERATURE EXPOSURE and APPRECIATION

The student will:

- \*1. Listen to and discuss picture books of various genres and lengths, including non-fiction
- \*2. Ask librarian for assistance in selecting books for enjoyment and information
- \*3. Recognize and understand the significance of the Caldecott Medal

Strand K.5: ACCESSING INFORMATION IN REFERENCE SOURCES N/A

Strand K.6: EVALUATION OF INFORMATION N/A

Strand K.7: VISUAL LITERACY

The student will:

- \*1. Use visuals as ways to learn new concepts
- \*2. Locate pictured objects and events in time and space (ex. costume, transportation, placement of objects, type fonts)
- \*3. Discuss whether or not illustration tells story and/or extends the text
- \*4. Discuss how artwork can express mood and tone of the work

Strand K.8: ETHICAL USE OF INFORMATION N/A

## **FIRST GRADE LIBRARY CURRICULUM GUIDELINES**

To the Library/Media Specialist: The first grade students are encouraged to be aware of various media in the library/media center. They will begin to use their acquired skills to utilize the materials and enjoy literature.

### Strand 1.1: ORIENTATION and PROCEDURES

- a. Location of library/sections in library  
The student will:
  - 1. Learn location of library in school
  - 2. Locate circulation desk, library personnel
  - 3. Locate easy book area
  - 4. Learn that the library/media center contains many kinds of materials
- b. Rules  
The student will:
  - 1. Be able to work as a group
  - 2. Replace materials (books, chairs, etc.) in proper place when finished
  - 3. Demonstrate courteous, cooperative behavior in the library
  - 4. Care for books, AV, and electronic materials appropriately
  - 5. Identify and observe library conduct rules
  - 6. Follow circulation procedures and rules
- c. Library terminology  
The student will:
  - 1. Understand proper library/media center terminology (ex. library, librarian, picture book, easy, easy readers)
  - \*2. Understand proper library/media center terminology (ex. fiction, non-fiction, biography, call number)
- d. Listening skills  
The student will:
  - 1. Listen to oral reading
  - 2. Listen to directions
  - 3. Listen for a specific purpose (ex. to extract needed information)

### Strand 1.2: ORGANIZATION OF MATERIALS IN LIBRARY

- a. Shelving schemes  
The student will:
  - 1. Realize that shelving order helps locate books
  - 2. Know how materials are shelved in easy reader area
  - \*3. Understand that all library materials are organized in a system (print and non-print)

- \*4. Recognize importance of alphabetical and numerical order to a library
- \*5. Locate and use shelf guides
- \*6. Connect author's last name with spine label
- b. Catalog            N/A

Strand 1.3: PRINT and MEDIA AWARENESS

- a. Non-book media  
The student will:
  - 1. Know that people read the printed word in many formats: ex. books, magazines, cards, signs, newspapers, invitations, CD-ROMS, videos, etc.
- b. Parts of books  
The student will:
  - 1. Be familiar with the concepts of author and illustrator
  - 2. Understand that the title is name of book and locate title
  - 3. Identify book cover and spine
  - \*4. Identify title page and end papers as predictors of the story
  - \*5. Identify title, author, illustrator

Strand 1.4: LITERATURE EXPOSURE and APPRECIATION

- The student will:
- 1. Listen to and discuss picture books of various genres and lengths, including non-fiction
  - 2. Ask librarian for assistance in selecting books for enjoyment and information
  - 3. Recognize and understand the significance of the Caldecott Medal

Strand 1.5: ACCESSING INFORMATION IN REFERENCE SOURCES

- a. Selecting appropriate sources  
The student will:
  - \*1. Recognize need for information
- b. Using sources to obtain needed information    N/A
- c. Producing a product to communicate information    N/A

Strand 1.6: EVALUATION OF INFORMATION            N/A

Strand 1.7: VISUAL LITERACY

- The student will:
- 1. Use visuals as ways to learn new concepts
  - 2. Locate pictured objects and events in time and space (ex. costume, transportation, placement of objects in picture, type fonts)

3. Discuss whether or not illustration tells story and/or extends the text
4. Discuss how artwork can express mood and tone of the work

Strand 1.8: ETHICAL USE OF INFORMATION      N/A

## **SECOND GRADE LIBRARY CURRICULUM GUIDELINES**

To the Library/Media Specialist: Second grade students are "new" readers who should be offered a diverse selection of fiction, non-fiction, biography, poetry, periodicals and basic reference books. Students at this level learn that the library has many information resources, and should begin to use these tools. The enthusiasm for reading at this grade makes it ideal for establishing a lifetime love of books.

### **Strand 2.1: ORIENTATION and PROCEDURES**

- a. Location of library/sections in library  
The student will:
  - 1. Locate easy book area
  - 2. Learn that the library/media center contains many kinds of materials
  - \*3. Locate fiction: hardback/paperback
  - \*4. Locate nonfiction/biography
  - \*5. Locate current/past periodicals
- b. Rules  
The student will:
  - 1. Demonstrate courteous, cooperative behavior in the library
  - 2. Care for books and electronic materials appropriately
  - 3. Identify and observe library conduct rules
  - 4. Follow circulation procedures and rules
  - \*5. Take personal responsibility for keeping materials in order on the shelf
- c. Library terminology  
The student will:
  - 1. Understand proper library/media center terminology: (ex. library, librarian, picture book, easy, easy readers)
  - 2. Understand proper library/media center terminology: (ex. fiction, non-fiction, biography, call number)
  - \*3. Understand proper library/media center terminology: (ex. circulation desk, catalog/automated catalog, renew)
- d. Listening skills  
The student will:
  - 1. Listen to oral reading
  - 2. Listen to directions
  - 3. Listen for a specific purpose (ex. to extract needed information)

### **Strand 2.2: ORGANIZATION OF MATERIALS IN LIBRARY**

- a. Shelving schemes  
The student will:

1. Understand that all library materials are organized in a system (print and non-print)
2. Recognize importance of alphabetical and numerical order to a library
3. Locate and use shelf guides
4. Connect author's last name with spine label
- \*5. Know that call numbers help locate materials
- \*6. Know that fiction is shelved by ABC order and author's last name
- \*7. Locate fiction books on shelf by author's last name

b. Catalog N/A

Strand 2.3 PRINT and MEDIA AWARENESS

a. Non-book media

The student will:

1. Know that information and literature are available in various print formats (ex. books, newspapers, magazines, etc.)

b. Parts of books

The student will:

1. Identify title page and end papers as predictors of the story
2. Identify title, author, illustrator
- \*3. Identify publisher, place of publication, copyright date
- \*4. Locate and use table of contents

Strand 2.4: LITERATURE EXPOSURE and APPRECIATION

The student will:

1. Listen to and discuss picture books of various genres and lengths, including non-fiction
2. Ask librarian for assistance in selecting books for enjoyment and information
- \*3. Use tools such as previewing book jacket and parts of books, skimming, and five-finger test for selecting books
4. Recognize and understand the significance of the Caldecott Medal

Strand 2.5: ACCESSING INFORMATION IN REFERENCE SOURCES

a. Selecting appropriate sources

The student will:

1. Recognize need for information

b. Using sources to obtain needed information

1. Using search strategies N/A
2. Locating information in and within sources

The student will:

- \*a. Use alphabetical order to locate information
3. Recording information for later sources N/A

4. Producing a product to communicate information N/A

Strand 2.6: EVALUATION OF INFORMATION

The student will:

- \*1. Discuss to assess fiction (good story, illustrations, etc.)

Strand 2.7: VISUAL LITERACY

The student will:

1. Use visuals as a way to learn new concepts
2. Locate pictured objects and events in time and space (ex. costume, transportation, placement of objects in picture, type fonts)
3. Discuss whether or not illustration tells story and/or extends the text
- \*4. Use graphic aids to obtain information: charts, tables, maps, graphs, etc.
5. Discuss how artwork can express mood and tone of the work

Strand 2.8: ETHICAL USE OF INFORMATION N/A

## **THIRD GRADE LIBRARY CURRICULUM GUIDELINES**

To the Library/Media Specialist: The library/media specialist's role in exposing third graders to notable literature and fostering an enjoyment of reading from a variety of genres is equally important to her or his role as teacher of library skills. Third graders are typically enthusiastic library users. They are eager to master basic library skills which will facilitate future library use. Students learn the shelving scheme for all library materials, how to read catalog records, and how to use the library catalog to locate materials. Because students are beginning basic research projects, they are introduced to the concept of ethical use of information.

### Strand 3.1: ORIENTATION and PROCEDURES

- a. Location of library/sections in library  
The student will:
  - 1. Locate fiction: hardback/paperback
  - 2. Locate nonfiction/biography
  - 3. Locate current/past periodicals
  - \*4. Locate reference section
  - \*5. Locate catalog/automated catalog
- b. Rules  
The student will:
  - 1. Demonstrate courteous, cooperative behavior in the library
  - 2. Care for books, AV, and electronic materials appropriately
  - 3. Identify/observe library conduct rules
  - 4. Follow circulation procedures and rules
  - 5. Take personal responsibility for keeping materials in order on the shelf
- c. Library terminology  
The student will:
  - 1. Understand proper library/media center terminology: (ex. library, librarian, picture book, easy, easy readers)
  - 2. Understand proper library/media center terminology: (ex. fiction, non-fiction, biography, call number)
  - 3. Understand proper library/media center terminology: (ex. circulation desk, catalog, renew)
  - \*4. Understand library/media center terminology: (ex. media, periodical, vertical file, CD-ROM)
- d. Listening skills  
The student will:
  - 1. Listen to oral reading
  - 2. Listen to directions
  - 3. Listen for a specific purpose (ex. to extract needed information)

Strand 3.2: ORGANIZATION OF MATERIALS IN LIBRARY

- a. Shelving schemes  
The student will:
  - 1. Understand that all library materials are organized in a system (print and non-print)
  - 2. Recognize importance of alphabetical and numerical order to the library/media center
  - 3. Locate and use shelf guides
  - 4. Know that call numbers help locate materials
  - 5. Locate fiction books on shelf by author's last name
  - \*6. Know that non-fiction is classified according to subject
  - \*7. Relate Dewey Decimal system to school subjects and information needs
  - \*8. Locate non-fiction books on shelf by Dewey Decimal number
- b. Catalog
  - 1. Organization/use of catalog  
The student will:
    - \*a. Use library catalog by author, title, subject, and/or keyword
  - 2. Bibliographic records  
The student will:
    - \*a. Define the term catalog record
    - \*b. Read catalog format: author, title, publisher, date, call number
    - \*c. Understand what information can be obtained from catalog record

Strand 3.3: PRINT and MEDIA AWARENESS

- a. Non-book media  
The student will:
  - 1. Know that information and literature are available in various print formats (ex. books, newspapers, etc.)
  - \*2. Know that information and literature is available in multimedia and electronic formats (ex. CD-ROM, electronic databases)
- b. Parts of books  
The student will:
  - 1. Identify title page and end papers as predictors of the story
  - 2. Identify title, author, illustrator
  - 3. Identify publisher, place of publication, copyright date
  - 4. Locate table of contents
  - \*5. Locate index
  - \*6. Locate guide words
  - \*7. Locate glossary

Strand 3.4: LITERATURE EXPOSURE and APPRECIATION

The student will:

- \*1. Listen to and discuss longer stories of various genres and lengths, and non-fiction
2. Ask librarian for assistance in selecting books for enjoyment and information
3. Use tools such as previewing book jacket and parts of books, skimming, and five-finger test for selecting books
4. Recognize and understand the significance of the Caldecott Medal
- \*5. Use the information in the library catalog to select library resources for enjoyment and information

Strand 3.5: ACCESSING INFORMATION IN REFERENCE SOURCES

a. Selecting appropriate sources

The student will:

1. Recognize need for information
- \*2. Describe information available in elementary reference sources (ex. dictionaries, encyclopedias, atlas)
- \*3. Recognize the kind of information needed: biographical, definition of words, etc.
- \*4. Match information needed with appropriate sources

b. Using the sources to obtain needed information

1. Using search strategies N/A
2. Locating information in and within sources

The student will:

- a. Use alphabetical order to locate information
- \*b. Alphabetize to the third letter
- \*c. Use dictionary appropriate to grade level for spelling, pronunciation, meaning, and parts of speech
- \*d. Use a general encyclopedia appropriate to grade level
- \*e. Use an atlas appropriate to grade level
- \*f. Use glossary and thesaurus
- \*g. Use electronic equivalents of print reference materials at grade level (if available)
3. Recording information for later use N/A

c. Producing product to communicate information N/A

Strand 3.6: EVALUATION OF INFORMATION

The student will:

1. Discuss to assess fiction (good story, illustrations, etc.)
- \*2. Discuss strategies to assess non-fiction (ease of use, accuracy, suitability for task)

Strand 3.7: VISUAL LITERACY

The student will:

1. Use visuals as ways to learn new concepts
2. Locate pictured objects and events in time and space (ex. costume, transportation, placement of objects, type fonts)
3. Discuss whether or not illustration tells story and/or extends the text
4. Use graphic aids to obtain information: charts, tables, maps, graphs, etc.
5. Discuss how artwork can express mood and tone of the work

Strand 3.8: ETHICAL USE OF INFORMATION

The student will:

- \*1. Understand that copying information without credit is wrong and has consequences
- \*2. Credit sources when doing research
- \*3. Understand the term "copyright," and respect copyright laws
- \*4. Use Internet (if available) according to Acceptable Use guidelines of school

## **FOURTH GRADE LIBRARY CURRICULUM GUIDELINES**

To the Library/Media Specialist: In the fourth grade, students should all be reading full length chapter books for pleasure, and choosing non-fiction books that are appropriate to their reading level and relate to their curriculum. Fourth graders should be able to do a serious, extended research paper, such as a report on a famous Virginian, using the resources of the reference section. They should be differentiating between questions that can be answered in a dictionary and those that require an encyclopedia. They should be familiar with atlases and have some understanding of map reading. In fourth grade, students should be read to aloud from full length books; they should be able to follow the story from one week to the next and take part in relating the main points of the plot before each reading.

### Strand 4.1: ORIENTATION and PROCEDURES

- a. Location of library/sections in library  
The student will:
  - \*1. Understand and locate all sections: fiction, non-fiction, reference, periodicals, biography, etc.
- b. Rules  
The student will:
  - 1. Care for books, AV, and electronic materials appropriately
  - 2. Identify and observe library conduct rules
  - 3. Follow circulation procedures and rules
  - 4. Take personal responsibility for keeping materials in order on the shelf
  - \*5. Demonstrate appropriate library and online etiquette
- c. Library terminology  
The student will
  - 1. Understand library/media center terminology (ex. media, periodical, vertical file, CD-ROM)
- d. Listening skills  
The student will:
  - 1. Listen to oral reading
  - 2. Listen to directions
  - 3. Listen for a specific purpose (ex. to extract needed information)

### Strand 4.2: ORGANIZATION OF MATERIALS IN LIBRARY

- a. Shelving schemes  
The student will:
  - 1. Understand that all library materials are organized in a system (print and non-print)
  - 2. Locate fiction books on shelf by author's last name
  - 3. Know that non-fiction is classified according to subject

4. Relate Dewey Decimal system to school subjects and information needs
  5. Locate nonfiction books on shelf by Dewey Decimal number
  - \*6. Understand the organization and use of Dewey classifications
  - \*7. Locate biography books by their classification scheme
- b. Catalog
1. Organization/use of catalog  
The student will:
    - a. Use library catalog by author, title, subject, and/or keyword
  2. Bibliographic records  
The student will:
    - a. Define the term “catalog record”
    - b. Read catalog format: author, title, publisher, date, call number
    - \*c. Read catalog format: subjects, added entries, summary, notes, editions
    - d. Understand what information can be obtained from catalog record

Strand 4.3: PRINT and MEDIA AWARENESS

- a. Non-book media  
The student will:
  1. Know that information/literature is available in multimedia & electronic formats (ex. CD-ROM, electronic databases)
- b. Parts of books  
The student will:
  1. Identify publisher, place of publication, copyright date
  2. Locate and use table of contents
  3. Locate and use index
  4. Locate and use guide words
  5. Locate and use glossary
  - \*6. Locate and use title page as source of information about book

Strand 4.4: LITERATURE EXPOSURE and APPRECIATION

- The student will:
1. Listen to and discuss longer stories of various genres and lengths, and non-fiction
  2. Use tools such as previewing book jacket and parts of books, skimming, and five-finger test for selecting books
  - \*3. Recognize and understand the significance of the Newbery Medal
  - \*4. Recognize and use a variety of book awards as standards of excellence in selecting books
  - \*5. Uses knowledge of literary genres to aid in selecting library resources for enjoyment and information

6. Use the information in the library catalog to select library resources for enjoyment and information

Strand 4.5: ACCESSING INFORMATION IN REFERENCE SOURCES

a. Selecting appropriate sources

The student will:

1. Describe information available in elementary reference sources (ex. dictionaries, encyclopedias, atlas)
- \*2. Describe information available in elementary reference sources: (ex. almanac, thesaurus)
3. Recognize the kind of information needed: biographical, definition of words, etc.
4. Match information needed with appropriate sources

NOTE: The following objectives are taught/evaluated in collaboration with the technology teacher and are taught if the needed electronic resources are available in the school:

The student will:

- \*5. Understand vocabulary associated with the internet: internet, search engine, bookmark, Web site, hyperlink
- \*6. Navigate using toolbar commands and hyperlink
- \*7. Know the kinds of information available on the World Wide Web

b. Using the sources to obtain needed information

1. Using search strategies

The student will:

- \*a. Be able to formulate simple search strategies (ex. brainstorm topics, use keyword strategies)

NOTE: The following objectives are taught/evaluated in collaboration with the technology teacher and are taught if the needed electronic resources are available in the school:

The student will:

- \*b. Use the basic search on internet search engines to search for information

2. Locating information in and within sources

The student will:

- a. Use alphabetical order to locate information
- b. Alphabetize to the third letter
- c. Use dictionary appropriate to grade level for spelling, pronunciation, meaning, and parts of speech
- d. Use a general encyclopedia appropriate to grade level
- e. Use an atlas appropriate to grade level
- f. Use glossary and thesaurus
- g. Use electronic equivalents of print reference materials at grade level (if available)

3. Recording information for later use N/A

- c. Producing a product to communicate information N/A

Strand 4.6: EVALUATION OF INFORMATION

The student will:

1. Discuss to assess fiction (good story, illustrations, etc.)
2. Discuss strategies to assess non-fiction (ease of use, accuracy, suitability for task)

Strand 4.7: VISUAL LITERACY

The student will:

1. Use visuals as ways to learn new concepts
2. Locate pictured objects and events in time and space (ex. costume, transportation, placement of objects in picture, type fonts)
3. Discuss whether or not illustration tells story and/or extends the text
4. Use graphic aids to obtain information: charts, tables, maps, graphs, etc.
5. Discuss how artwork can express mood and tone of the work

Strand 4.8: ETHICAL USE OF INFORMATION

The student will:

1. Understand that copying information without credit is wrong and has consequences
2. Credit sources when doing research
3. Understand the term "copyright," and respect copyright laws
4. Use Internet (if available) according to Acceptable Use guidelines of school

## **FIFTH GRADE LIBRARY CURRICULUM GUIDELINES**

To the Library/Media Specialist: The fifth grade student should be well familiar with the library/media center and know how to research and locate information and resources that are available. Review the guidelines from the previous grade and re-teach the catalog for both computerized and card formats. In addition to a profound appreciation for literature, the student should demonstrate some degree of proficiency in the following areas:

### Strand 5.1: ORIENTATION and PROCEDURES

- a. Location of library/sections in library  
The student will:
  - 1. Understand and locate all sections: fiction, non-fiction, reference, periodicals, biography, etc.
- b. Rules  
The student will:
  - 1. Care for books, AV, and electronic materials appropriately
  - 2. Follow library conduct rules.
  - 3. Follow circulation procedures and rules
  - 4. Take personal responsibility for keeping materials in order on the shelf
  - \*5. Understand and follow current library policies, procedures, rules
  - \*6. Independently take responsibility for his/her borrowing and returning of library materials
  - 7. Demonstrate appropriate library and online etiquette
- c. Library terminology N/A
- d. Listening skills  
The student will:
  - 1. Listen to oral reading
  - 2. Listen to directions
  - 3. Listen for a specific purpose (ex. to extract needed information)

### Strand 5.2: ORGANIZATION OF MATERIALS IN LIBRARY

- a. Shelving schemes  
The student will:
  - 1. Locate fiction books on shelf by author's last name
  - 2. Relate Dewey Decimal system to school subjects and information needs
  - 3. Locate non-fiction books on shelf by Dewey Decimal number
  - 4. Understand the organization and use of Dewey classifications
  - 5. Locate biography books by their classification scheme
- b. Catalog
  - 1. Organization/use of catalog  
The student will:

- a. Use library catalog by author, title, subject, and/or keyword
  - \*b. Search automated catalog (if available) using advanced searches (ex. Boolean)
2. Bibliographic records  
The student will:
- a. Define the term “catalog record”
  - b. Read catalog format: author, title, publisher, date, call number
  - c. Read catalog format: subjects, added entries, summary, notes, editions
  - d. Understand what information can be obtained from catalog record

Strand 5.3: PRINT and MEDIA AWARENESS

- a. Non-book media  
The student will:
  - 1. Know that information/literature is available in multimedia & electronic formats (ex. CD-ROM, electronic databases)
- b. Parts of books  
The student will:
  - 1. Locate and use table of contents
  - 2. Locate and use index
  - 3. Locate and use guide words
  - 4. Locate and use glossary
  - 5. Locate and use title page as source of information about book
  - 6. Locate and use preface, foreword, afterword

Strand 5.4: LITERATURE EXPOSURE and APPRECIATION

- The student will:
- 1. Listen to and discuss longer stories of various genres and lengths, and non-fiction
  - 2. Use tools such as previewing book jacket and parts of books, skimming, and five-finger test for selecting books
  - 3. Recognize and understand the significance of the Newbery Medal
  - 4. Recognize and use a variety of book awards as standards of excellence in selecting books
  - 5. Uses knowledge of literary genres to aid in selecting library resources for enjoyment and information
  - 6. Use the information in the library catalog to select library resources for enjoyment and information
  - \*7. Select and use a variety of library resources for enjoyment and information

Strand 5.5: ACCESSING INFORMATION IN REFERENCE SOURCES

a. Selecting appropriate sources

The student will:

1. Describe information available in elementary reference sources (ex. dictionaries, encyclopedias, atlas)
2. Describe information available in elementary reference sources (ex. almanac, thesaurus)
3. Recognize the kind of information needed: biographical, definition of words, etc.
4. Match information needed with appropriate sources

NOTE: The following objectives are taught/evaluated in collaboration with the technology teacher and are taught if the needed electronic resources are available in the school:

The student will:

5. Understand vocabulary associated with the internet: internet, search engine, bookmark, Web site, hyperlink
6. Navigate using toolbar commands and hyperlinks
7. Know the kinds of information available on the World Wide Web

b. Using the sources to obtain needed information

1. Using search strategies

The student will:

- a. Be able to formulate simple search strategies (ex. brainstorm topics, use keyword strategies)

NOTE: The following objectives are taught/evaluated in collaboration with the technology teacher and are taught if the needed electronic resources are available in the school:

The student will:

- b. Use the basic search on internet search engines to search for information
- \*c. Use the advanced search on internet search engines to search for information
2. Locating information in and within sources  
The student will:
  - a. Use dictionary appropriate to grade level for spelling, pronunciation, meaning, and parts of speech
  - b. Use a general encyclopedia appropriate to grade level
  - c. Use an atlas appropriate to grade level
  - d. Use glossary and thesaurus.
  - e. Use electronic equivalents of print reference materials at grade level (if available)

3. Recording information for later use

The student will:

- \*a. Record information for later use using note-taking strategies

c. Producing a product to communicate information N/A

Strand 5.6: EVALUATION OF INFORMATION

The student will:

1. Discuss to assess fiction (good story, illustrations, etc.)
2. Discuss strategies to assess non-fiction (ease of use, accuracy, suitability for task)

Strand 5.7: VISUAL LITERACY

The student will:

1. Use visuals as ways to learn new concepts
2. Locate pictured objects and events in time and space (ex. costume, transportation, placement of objects, type fonts)
3. Discuss whether or not illustration tells story and/or extends the text
4. Recognize and use graphic aids: charts, tables, maps, graphs, etc.
5. Discuss how artwork can express mood and tone of the work

Strand 5.8: ETHICAL USE OF INFORMATION

The student will:

1. Understand that copying information without credit is wrong and has consequences
2. Credit sources when doing research
3. Understand the term "copyright" and respect copyright laws
- \*4. Use Internet (if available) according to Acceptable Use guidelines of school
- \*5. Understand the term "plagiarism" and the consequences of plagiarism

## **SIXTH GRADE LIBRARY CURRICULUM GUIDELINES**

To the Library/Media Specialist: Welcome to middle school! Sixth grade students are entering a new stage in their use of the library/media center. They will now begin to refine the skills acquired in the lower grades and implement those skills to fully utilize the various print and non-print media available to access information.

This is also a crucial time to encourage the continued appreciation of literature and the love of reading for pleasure.

### **Strand 6.1: ORIENTATION and PROCEDURES**

- a. Location of library/sections in library:  
The student will:
  - \*1. Independently use signage and knowledge of layout to locate materials in the library/media center
- b. Rules  
The student will:
  - 1. Care for books, AV, and electronic materials appropriately
  - 2. Identify and observe library conduct rules
  - 3. Follow circulation procedures and rules
  - 4. Take personal responsibility for keeping materials in order on the shelf
  - 5. Understand and follow current library policies, procedures, rules
  - 6. Independently take responsibility for his/her borrowing, returning and use of library materials
  - 7. Demonstrate appropriate library and online etiquette
- c. Library terminology N/A
- d. Listening skills  
The student will:
  - 1. Listen to oral reading
  - 2. Listen to directions
  - 3. Listen for a specific purpose (i.e. to extract needed information)

### **Strand 6.2: ORGANIZATION OF MATERIALS IN LIBRARY**

- a. Shelving schemes  
The student will:
  - 1. Relate Dewey Decimal system to school subjects and information needs
  - 2. Locate non-fiction books on shelf by Dewey Decimal number
  - 3. Understand the organization and use of Dewey classifications
  - 4. Locate biography books by their classification scheme
- b. Catalog
  - 1. Organization/use of catalog

The student will:

- a. Use library catalog by author, title, subject, and/or keyword
  - b. Search automated catalog (if available) using advanced searches (ex. Boolean)
2. Bibliographic records
- The student will:
- a. Read catalog format: author, title, publisher, date, call number
  - b. Read catalog format: subjects, added entries, summary, notes, editions
  - c. Understand what information can be obtained from catalog record

Strand 6.3: PRINT and MEDIA AWARENESS

- a. Non-book media
- The student will:
1. Know that information/literature is available in multimedia & electronic formats (ex. CD-ROM, electronic databases)
  - \*2. Use components of a Web page (if available) for bibliographic information
- b. Parts of books
- The student will:
1. Locate and use table of contents
  2. Locate and use index
  3. Locate and use guide words
  4. Locate and use glossary
  5. Locate and use title page as source of information about book
  6. Locate and use preface, foreword, afterword

Strand 6.4: LITERATURE EXPOSURE and APPRECIATION

The student will:

1. Listen to and discuss longer stories of various genres and lengths, and non-fiction
2. Use tools such as previewing book jacket and parts of books, skimming, and five-finger test for selecting books
3. Recognize and understand the significance of the Newbery medal
4. Recognize and use a variety of book awards as standards of excellence in selecting books
5. Use knowledge of literary genres to aid in selecting library resources for enjoyment and information
6. Use the information in the library catalog to select library resources for enjoyment and information
7. Select and use a variety of library resources for enjoyment and information

Strand 6.5: ACCESSING INFORMATION IN REFERENCE SOURCES

a. Defining research topics

The student will:

1. Describe information available in elementary reference sources (ex. almanac, thesaurus)
- \*2. Describe information available in subject encyclopedias, biographical dictionaries, quotation references
- \*3. Describe information available in print indexes to magazines, newspapers (if available)
4. Recognize the kind of information needed: biographical, definition of words, etc.
5. Match information needed with appropriate sources
6. Understand how reference sources differ in characteristics

NOTE: The following objectives are taught/evaluated in collaboration with the technology teacher and are taught if the needed electronic resources are available in the school:

The student will:

7. Understand vocabulary associated with the internet: internet, search engine, bookmark, Web site, hyperlink
8. Navigate using toolbar commands and hyperlinks
9. Know the kinds of information available on the World Wide Web

b. Using sources to obtain needed information

1. Using search strategies

The student will:

- a. Formulate search strategies: (ex. brainstorm topics, use keyword strategies)
- \*b. Use “and,” “or,” and “not” search strategies

NOTE: The following objectives are taught/evaluated in collaboration with the technology teacher and are taught if the needed electronic resources are available in the school:

The student will:

- c. Use the basic search on internet search engines to search for information
  - d. Use the advanced search on internet search engines to search for information
2. Locating information in and within sources
- The student will:
- a. Use electronic equivalents of print reference materials at grade level (if available)
  - \*b. Use biographical dictionaries
  - \*c. Use subject encyclopedias
  - \*d. Use subject dictionaries
  - \*e. Use quotation sources such as Bartlett's
  - \*f. Identify community resources for information
3. Recording information for later use

The student will:

- a. Record information for later use using note-taking strategies
- c. Producing a product to communicate information  
The student will:
  - \*1. Credit sources in a proper bibliographic format
  - \*2. Compile a bibliography using a style required by teacher

Strand 6.6: EVALUATION OF INFORMATION

The student will:

- 1. Discuss to assess fiction (good story, illustrations, etc.)
- 2. Discuss strategies to assess non-fiction (ease of use, accuracy, suitability for task)
- \*3. Identify differences and strengths of search engines (if available)
- \*4. Discuss strategies to assess the value of Internet sites (if available)
- \*5. Discuss fact, opinion, propaganda, bias, and point of view in information
- \*6. Discuss purpose, scope, authority, audience, strength, weaknesses of an information source

Strand 6.7: VISUAL LITERACY

The student will:

- 1. Use visuals as ways to learn new concepts
- 2. Use graphic aids to obtain information: charts, tables, maps, graphs, etc.

Strand 6.8: ETHICAL USE OF INFORMATION

The student will:

- 1. Credit sources when doing research
- 2. Understand the term “copyright” and respect copyright laws
- 3. Use Internet (if available) according to Acceptable Use guidelines of school
- 4. Understand the term “plagiarism” and the consequences of plagiarism

## **SEVENTH GRADE LIBRARY CURRICULUM GUIDELINES**

To the Library/Media Specialist: By seventh grade, students have mastered many of the skills they will need to use their school or public library. During the seventh grade year, they will continue to broaden their knowledge of potential information sources in all media, and refine their skills at using them. They will grow in their ability to assess the value of information sources as well as appreciate the quality of literary reading, and to select the best informational and recreational reading. They will become more capable of synthesizing information and presenting it in proper format.

Because library skills at this level should be well-developed, and most instruction will be targeted at applying skills in the context of classroom activities, formal library classes for whole class group may not always be the best choice at this level. The librarian and teachers may consider serving students in small groups in the library, making library research time available to students throughout the school week. In some school settings, the classroom and/or the computer lab may be the places of choice for teaching some of these skills.

### **Strand 7.1: ORIENTATION and PROCEDURES**

- a. Location of library/sections in library  
The student will:
  - 1. Independently use signage and knowledge of layout to locate materials in the library/media center
- b. Rules  
The student will:
  - 1. Care for books, AV, and electronic materials appropriately
  - 2. Identify and observe library conduct rules
  - 3. Follow circulation procedures and rules
  - 4. Take personal responsibility for keeping materials in order on the shelf
  - 5. Understand and follow current library policies, procedures, rules
  - 6. Independently take responsibility for his/her borrowing and returning of library materials
  - 7. Demonstrate appropriate library and online etiquette
- c. Library terminology N/A
- d. Listening skills
  - 1. Listen to oral reading
  - 2. Listen to directions
  - 3. Listen for a specific purpose (ex. to extract needed information)

### **Strand 7.2: ORGANIZATION OF MATERIALS IN LIBRARY**

- a. Shelving schemes N/A
- b. Catalog
  - 1. Organization/use of catalog

The student will:

- a. Use library catalog by author, title, subject, and/or keyword
  - b. Search automated catalog (if available) using advanced searches (ex. Boolean)
2. Bibliographic records N/A

Strand 7.3: PRINT and MEDIA AWARENESS

a. Non-book media

The student will:

1. Know that information/literature is available in multimedia & electronic formats (ex. CD-ROM, electronic databases)
- \*2. Recognize and understand the elements of a newspaper
- \*3. Recognize and understand the elements of a magazine
4. Use components of a Web page (if available) for bibliographic information
5. Identify formats of other non-print resources (ex. CD-ROM, videotape, etc.)

b. Parts of books

The student will:

- \*1. Independently identify, locate and use parts of books

Strand 7.4 LITERATURE EXPOSURE and APPRECIATION

The student will:

1. Listen to and discuss longer stories of various genres and lengths, and non-fiction
2. Use tools such as previewing book jacket and parts of books, skimming, and five-finger test for selecting books
3. Recognize and use a variety of book awards as standards of excellence in selecting books
4. Use knowledge of literary genres to aid in selecting library resources for enjoyment and information
5. Use the information in the library catalog to select library resources for enjoyment and information
6. Select and use a variety of library resources for enjoyment and information

Strand 7.5: ACCESSING INFORMATION IN REFERENCE SOURCES

a. Selecting appropriate sources

The student will:

1. Describe information available in subject encyclopedias, biographical dictionaries, quotation references
2. Describe information available in print indexes to magazines, newspapers (if available)

3. Recognize kind of information needed: biographical, definition of words, etc.
- \*4. Distinguish between primary and secondary sources
5. Match information needed with appropriate sources
6. Understand how reference sources differ in characteristics
- \*7. Select sources independently to solve information and research problems

NOTE: The following objectives are taught/evaluated in collaboration with the technology teacher and are taught if the needed electronic resources are available in the school:

The student will:

8. Understand vocabulary associated with the internet: internet, search engine, bookmark, Web site, hyperlink
9. Navigate using toolbar commands and hyperlinks
10. Know the kinds of information available on the World Wide Web
- \*11. Know the kinds of information available on online subscription databases (ex. FCPL databases)
- \*12. Select the appropriate database for the information need

b. Using sources to obtain needed information

1. Using search strategies

The student will:

- a. Formulate simple search strategies (ex. brainstorm topics, use keyword strategies)
- b. Use “and,” “or,” and “not” search strategies

NOTE: The following objectives are taught/evaluated in collaboration with the technology teacher and are taught if the needed electronic resources are available in the school:

The student will:

- c. Use the basic search on internet search engines to search for information
- d. Use the advanced search on internet search engines to search for information
2. Locating information in and within sources  
The student will:
  - a. Use electronic equivalents of print reference materials at grade level (if available)
  - b. Use biographical dictionaries
  - c. Use subject encyclopedias
  - d. Use subject dictionaries
  - \*e. Use print indexes to magazines, newspapers (if available)
  - f. Use quotation sources such as Bartlett’s
  - g. Identify community resources for information
3. Recording information for later use  
The student will
  - a. Record information for later use using note-taking strategies

- b. Credit sources in a proper bibliographic format
  - c. Compile a bibliography using a style required by teacher
- c. Producing a product to communicate information
- The student will:
1. Record information for later use using note-taking strategies
  2. Credit sources in a proper bibliographic format
  3. Compile a bibliography using style required by teacher

Strand 7.6: EVALUATION OF INFORMATION

The student will:

1. Discuss to assess fiction (good story, illustrations, etc.)
2. Discuss strategies to assess non-fiction (ease of use, accuracy, suitability for task)
3. Identify differences and strengths of search engines (if available)
4. Discuss strategies to assess the value of Internet sites (if available)
5. Discuss fact, opinion, propaganda, bias and point of view in information
6. Discuss purpose, scope, authority, audience, strength, weaknesses of an information source

Strand 7.7: VISUAL LITERACY

The student will:

1. Use visuals as ways to learn new concepts

Strand 7.8: ETHICAL USE OF INFORMATION

The student will:

1. Credit sources when doing research
2. Understand the term “copyright” and respect copyright laws
3. Use Internet (if available) according to Acceptable Use guidelines of school
4. Understand the term “plagiarism” and the consequences of plagiarism

## **EIGHTH GRADE LIBRARY CURRICULUM GUIDELINES**

To the Library/Media Specialist: Library skills are life skills. To locate, organize, communicate, solve problems, and to create useful products with print, non-print and electronic resources are bedrock skills in the Information Age. To understand and appreciate the joy of the printed word cements these skills. Grade 8 guidelines build upon the foundation set in the previous grades by reinforcing students' skills in effectively using and evaluating resources. Moreover, Grade 8 guidelines continue to foster the habits of reading for enjoyment as well as information, which in turn encourages life-long reading.

### **Strand 8.1: ORIENTATION and PROCEDURES**

- a. Location of library/sections in library  
The student will:
  - 1. Independently use signage and knowledge of layout to locate materials in the library/media center
- b. Rules  
The student will:
  - 1. Care for books, AV, and electronic materials appropriately
  - 2. Identify and observe library conduct rules
  - 3. Follow circulation procedures and rules
  - 4. Take personal responsibility for keeping materials in order on the shelf
  - 5. Understand and follow current library policies, procedures, rules
  - 6. Independently take responsibility for his/her borrowing and returning of library materials
  - 7. Demonstrate appropriate library and online etiquette
- c. Library terminology N/A
- d. Listening skills  
The student will:
  - 1. Listen to oral reading
  - 2. Listen to directions
  - 3. Listen for a specific purpose (i.e. to extract needed information)

### **Strand 8.2: ORGANIZATION OF MATERIALS IN LIBRARY**

- a. Shelving schemes N/A
- b. Catalog
  - 1. Organization/use of catalog  
The student will:
    - a. Use library catalog by author, title, subject, and/or keyword
    - b. Search automated catalog (if available) using advanced searches (ex. Boolean)
  - 2. Bibliographic records N/A

Strand 8.3: PRINT and MEDIA AWARENESS

- a. Non-book media  
The student will:
  1. Know that information/literature is available in multimedia & electronic formats (ex. CD-ROM, electronic databases)
  2. Recognize and understand the elements of a newspaper
  3. Recognize and understand the elements of a magazine
  4. Use components of a Web page (if available) for bibliographic information.
  5. Identify formats of other non-print resources (CD-ROM, videotape, etc.)
- b. Parts of books  
The student will:
  1. Independently identify, locate and use parts of books

Strand 8.4: LITERATURE EXPOSURE and APPRECIATION

- The student will:
1. Listen to and discuss longer stories of various genres and lengths, and non-fiction
  2. Recognize and use a variety of book awards as standards of excellence in selecting books
  3. Uses knowledge of literary genres to aid in selecting library resources for enjoyment and information
  4. Use the information in the library catalog to select library resources for enjoyment and information
  5. Select and use a variety of library resources for enjoyment and information

Strand 8.5: ACCESSING INFORMATION IN REFERENCE SOURCES

- a. Selecting appropriate sources  
The student will:
  1. Describe information available in subject encyclopedias, biographical dictionaries, quotation references
  2. Describe information available in print indexes to magazines, newspapers (if available)
  3. Recognize kind of information needed: biographical, definition of words, etc.
  4. Distinguish between primary and secondary sources
  5. Match information needed with appropriate sources
  6. Understand how references sources differ in characteristics
  7. Select sources independently to solve information and research problems

NOTE: The following objectives are taught/evaluated in collaboration with the technology teacher and are taught if the needed electronic resources are available in the school:

The student will:

8. Understand vocabulary associated with the internet: internet, search engine, bookmark, Web site, hyperlink
9. Navigate using toolbar commands and hyperlinks
10. Know the kinds of information available on the World Wide Web
11. Know the kinds of information available on online subscription databases
12. Select the appropriate database for the information need

b. Using the sources to obtain needed information

1. Using search strategies

The student will:

- a. Be able to formulate simple search strategies (ex. brainstorm topics, use keyword strategies)
- b. Be able to use "and," "or," and "not" search strategies

NOTE: The following objectives are taught/evaluated in collaboration with the technology teacher and are taught if the needed electronic resources are available in the school:

The student will:

- c. Use the basic search on internet search engines to search for information
- d. Use the advanced search on internet search engines to search for information

2. Locating information in and within sources

The student will

- a. Use print indexes to magazines, newspapers (if available)
- b. Use quotation sources such as Bartlett's
- c. Identify community resources for information

3. Recording information for later use

The student will:

- a. Record information for later use using note-taking strategies

c. Producing a product to communicate information

The student will:

1. Credit sources in a proper bibliographic format
2. Compile a bibliography using style required by teacher

Strand 8.6: EVALUATION OF INFORMATION

The student will:

1. Discuss to assess fiction (good story, illustrations, etc.)
2. Discuss strategies to assess non-fiction (ease of use, accuracy, suitability for task)
3. Identify differences and strengths of search engines (if available)

4. Discuss strategies to assess the value of Internet sites (if available)
5. Discuss fact, opinion, propaganda, bias and point of view in information
6. Discuss purpose, scope, authority, audience, strengths, weaknesses of an information source

Strand 8.7: VISUAL LITERACY

The student will:

1. Use visuals as ways to learn new concepts

Strand 8.8: ETHICAL USE OF INFORMATION

The student will:

1. Credit sources when doing research
2. Understand the term “copyright” and respect copyright laws
3. Use Internet (if available) according to Acceptable Use guidelines of school
4. Understand the term “plagiarism” and the consequences of plagiarism