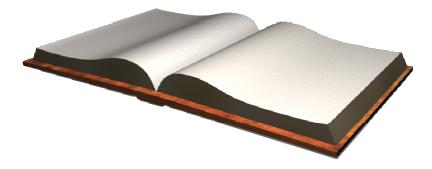
Bedminster Township School District

Information Literacy/Library Skills Curriculum



"Knowledge is free at the library. Just bring your own container." --Unknown

Grades PreK-8 Summer 2009

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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 <u>AASL Standards for the 21st-Century Learner</u> (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

- 4.1.4 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)." <u>American Association of School Librarians</u>. 2009. American Library Association. 08 July 2009

< http://www.ala.org/ala/mgrps/divs/aasl/guidelines and standards/learning standards/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." <u>ISTE | Home</u>. 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." <u>State of New Jersey Department of Education</u>. 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." <u>New Jersey Department of Education</u>. 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

 $\textbf{NJPT\&LS: S/ED}\ 1,\ 2,\ 4,\ 5;\ \textbf{HS\&PE}\ 3;\ \textbf{LAL}\ 1,\ 2,\ 3;\ \textbf{Math}\ 1;\ \textbf{Sci}\ 1,\ 5$

		Introduce			Reinforce			Refine •		
Organization	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										

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 •		
PreK	K	1	2	3	4	5	6	7	8
					♦	♦	*	♦	•
				•			•	•	•
								•	•
		PreK K	PreK K 1	PreK K 1 2	PreK K 1 2 3	PreK K 1 2 3 4 □ □ □ ■ ■ ◆ □ □ □ □ ■ ■ □ □ □ □ □ □ □ □ □ □ □ □ □ □	PreK K 1 2 3 4 5 □ □ □ ■ ■ → → □ □ □ □ ■ ■ ■ ■ □ □ □ □ □ ■ ■ ■ □ □ □ □	PreK K 1 2 3 4 5 6	PreK K 1 2 3 4 5 6 7

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

 $\textbf{NJPT\&LS: S/ED}\ 1,\ 2;\ \textbf{V\&PA}\ 2;\ \textbf{LAL}\ 1,\ 2,\ 3;\ \textbf{Math}\ 1$

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										

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 & APPRECIATON

		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

 $\textbf{NJPT\&LS: S/ED}\ 1,\ 2,\ 4,\ 5;\ \textbf{V\&PA}\ 2,\ 4;\ \textbf{LAL}\ 1,\ 2,\ 3;\ \textbf{Math}\ 1,\ 3;\ \textbf{Sci}\ 1,\ 2,\ 3,\ 4,\ 5$

		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 ageappropriate materials										
Be aware of various literary awards and their significance (Caldecott, Newbery, Charlotte, Pulitzer, Printz, King, Nobel)										

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

 $\textbf{NJPT\&LS: S/ED}\ 1,\,2,\,4;\, \textbf{LAL}\ 1,\,3$

ISTE 3, 5, 6

		Introduce			Reinforce			Refine ♦		
Literary Criticism	PreK	К	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										

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

 $\textbf{NJPT\&LS: S/ED}\ 1,\ 2,\ 4,\ 5;\ \textbf{LAL}\ 1,\ 2,\ 3;\ \textbf{Math}\ 2;\ \textbf{Sci}\ \ 2;\ \textbf{WL}\ 1$

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

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

		Introduce			Reinforce			Refine •		
Information Seeking Strategies	PreK	К	1	2	3	4	5	6	7	8
Students will determine the variety of potential sources:										
Print sources										
Nonfiction books									♦	♦
Dictionaries								♦	♦	♦
Encyclopedias - general										
Encyclopedias - specialized										
Almanacs										
Atlases and maps							♦	♦	♦	♦
Biographical resources										
Primary sources										
Periodicals										
Magazines									•	♦
Newspapers										
Electronic sources										
Library homepages										
Online databases, including periodical										
Biographical references										
Online encyclopedias										
Image sources										
World Wide Web										
Multimedia sources										
Community sources										
Interviews										

		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										

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

		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								♦	♦	♦

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

		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										

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

 $\textbf{NJPT\&LS: S/ED}\ 1,\ 4,\ 5;\ \textbf{LAL}\ 1.\ 2.\ 3;\ \textbf{Math}\ 1,\ 3;\ \textbf{Sci}\ 1,\ 2,\ 4$

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										
Students will verify that information is complete										
Students will be prepared to present information in the following formats:										
Written										
Visual										
Oral										
Multimedia										

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										
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										

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

		ORGANIZATION:			
		Students will:			
AASL:	NJPT&LS:	Identify, locate and recognize the	Identify, locate and	Sophie' Knapsack by	After listening to a book
1.1.1; 1.1.6;	S/ED 1.3,	order of the media collections:	recognize the order of the	Stock – E STO (from	about hiking and packing
1.1.8	2.3, 2.4, 4.1;	Easy	media collections - Going	public library)	an imaginary backpack the
1.3.4	HS&PE 4.1;	Nonfiction	on a hike – DI	Face	students will take a hike
1.5.4	LAL 1.1,				around the library to learn
1.4.2	1.2, 1.3, 1.4,				the different media center
2.1.3	3.10, 3.12; Sci 5.1				areas
2.1.3	301 3.1				
2.3.1		Identify and locate computers	Identify computers –	ActivBoards and setup	Observe students to see if
	ISTE:	, i	Students will identify and	·	they know the location of
3.2.2; 3.2.3	5.b, 6.a		locate the ActivBoards –		the library's ActivBoards
4.1.1; 4.1.3			DI		,
4.3.1; 4.3.2					
		CLASSIFICATION SYSTEM:			
		Students will:			
AASL:	NJPT&LS:	Understand that media centers are	Media Order – ABC &	ABCS and 1-2-3's by	Students will be introduced
1.1.4; 1.1.6	S/ED: 1.3,	systematically organized and that	123s – DI	Martin – VT E MAR	to book arrangement (ABC
2.1.1; 2.1.3	2.3, 2.4; V&PA: 2.1;	knowledge of one media center can be		(video) & either TV with	& number order) by reciting
	LAL: 1.1,	applied to others		VCR or projector	the alphabet and counting
2.3.1	1.2, 1.4, 2.8,			connected to a VCR &	to ten
2.4.3	3.3; Math:			screen	
2.4.0	1.1, 1.2				
3.2.2					
4.1.1; 4.1.2	ISTE:				
4.1.1, 4.1.2	3.b				
4.3.1					
		LITERARY UNDERSTANDING AND			
		APPRECIATION			
		LITERARY ELEMENTS			
		Students will:			
AASL:	NJPT&LS:	Listen attentively to literary passages	Listen attentively - Listen	The Cow Who Clucked	Teacher will observe
1.1.1; 1.1.2;	S/ED 1.3,	for increased time periods	to stories about animals &	by Fleming - E FLE	students to see if they can
1.1.6; 1.1.7; 1.1.8	2.3, 4.1, 5.4;	·	identify each animal's		orally identify animal
1.1.0	V&PA 2.1,		sound - DI		sounds
1.3.2; 1.3.4	4.1; LAL 1.1, 1.2, 1.4,				
1.4.2	2.2, 2.6, 2.8,		Listen attentively - Indoor	In the Tall, Tall Grass by	Teacher will question
1.4.2	3.8, 3.9,		nature walk – identifying	Fleming – E FLE	students about the
2.1.2; 2.1.3	3.10, 3.12,		animals – DI		illustration in the book to
	3.13; Math				see if students can identify
2.3.1	1.1, 1.2, 1.5,				the animals
2.4.3	3.1, 3.4; Sci				
	1.1, 1.3, 2.1,		Listen attentively –	In a Small, Small Pond by	By listening to a story and
3.1.2; 3.1.3	3.1, 4.3; 5.1		Introduction to the many	Fleming – E FLE & "Pond	completing an ActivBoard

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

			in a book – DI		
		Identify main idea and supportive details in nonfiction	Supportive details in nonfiction – Identify, sort and count animals found on farms – DI	In The Chicken Coop (with CD) by Stockland – 636.5 STO & "Down on the Farm" ActivBoard flipchart & ActivBoard with setup	Students will use the supportive details in a nonfiction book and an ActivBoard activity to identify, count and sort different farm animals
			Supportive details in nonfiction – Discover how animals use camouflage to keep safe from predators	Red-Eyed Tree Frog by Cowley – 597.9 COW & "Animal Camouflage" game	By the end of class students will identify a number of animals and notice how they use color and shape as camouflage
		LITERARY APPRECIATION			
AASL: 1.1.1; 1.1.2; 1.1.6	NJPT&LS: S/ED 1.3, 2.4, 4.1; LAL 1.2,	Understand the variety of literary forms, and develop appreciation for each through exposure and analysis of	Literary variety - Introduction to rhyming books (picture books)- DI	How Do Dinosaurs Say Good Night? – and More Stories That Rhyme DVD	Students will identify and repeat the rhyming words heard on the DVD
1.3.4	1.4, 3.14; 3.16	the following: Picture books		E HOW and TV with DVD Player or Projector	
1.4.2	3.10			connected to DVD player	
2.3.1	ISTE: 3.b		Literary variety – rhyming continued (picture	Hop On Pop video – VT E SEU and related books	Repeat the rhyming words and check out a rhyming
3.1.3	3.0		books)- DI	SEO and related books	book
3.3.5 4.1.1; 4.1.3; 4.1.5		Recognize and appreciate authors and illustrators by exposure to a variety of age-appropriate materials	Author study – Introduction to Eric Carle stories – DI	The Very Hungry Caterpillar and Other Stories by Eric Carle DVD - DVD E CAR and copies	Observation of students to see if they are enjoying the DVD
4.2.4				of the books shown on	
4.3.1				515	
		LITERARY CRITICISM			
A A C) .	NUDTOLO	Students will:			0. 1
AASL: 1.1.1; 1.1.2; 1.1.6; 1.1.8; 1.1.9	NJPT&LS: S/ED 1.3, 2.4, 4.1, 5.4; LAL 1.2,	Participate in group discussions of literature	Group discussions – Use illustrations in a book to identify shapes – DI	Color Zoo by Ehlert – E EHL and The Wee Little Woman & My Car both by Barton – E BAR	Students will identify the variety of shapes found in the illustrations of the featured books
1.3.4	1.4, 2.6, 3.10, 3.12;		Group discussions –	"Morris' Special Day"	Students will orally name
1.4.2	Math 2.2; Sci 2.1; WL		Identify and name animals in both English	online story & "Who Am I?" online activity (both at	some common animals in both English and Spanish
2.1.1; 2.1.3	1.1, 1.2		and Spanish – DI	www.storyplace.org) &	Dour English and Spanish
2.3.1 3.1.3	ISTE:			ActivBoard with setup	

3.2.2; 3.2.3	1.a, 4.c, 5.b,	Compare and contrast formats of	Compare genre formats –	Library video of any	Have students orally
3.3.5	6.a	different genres (i.e. plays, poetry, stories)	Video vs. book - DI	popular character – Dora, Thomas the Tank Engine,	explain the differences between the two formats.
4.1.1; 4.1.3; 4.1.5				Clifford or Franklin plus copies of books about	
4.3.1				those characters & TV or VCR connected to a computer projector	
		READER ADVISORY			
		Students will:			
AASL:	NJPT&LS:	Select books and materials for	Select books – Students	Picture book and board	Check students' selections
1.1.1; 1.1.2; 1.1.6; 1.1.8	S/ED 1.1, 1.3, 2.1, 2.3, 2.4, 4.1, 5.4;	classroom and personal use at appropriate interest and reading levels	will check out one book each week - DI	book collections	to make sure they are choosing age appropriate
1.2.2	V&PA 2.1:				books
1.3.4	LAL 1.1, 1.2, 1.4,	Share reading experiences	Shared reading	"Ten Little Snowmen	Students will complete the
1.4.2; 1.4.4	26, 2.8: Sci 2.1, 4.3		experience – Snowman computer activity – DI	Reading Activity" at www.starfall.com and	computer activity by reading simple words and
2.1.3				ActivBoard setup	singing a song
2.3.1	1075		Shared reading	"Clyde's Smile" online	Students will manipulate
3.1.3	ISTE: 1.a, 2.b, 4.b,		experience – Dental assembly follow up –	story, "Hungry Crocs" online activity (both at	the online story using the ActivBoard pen and end by
3.2.2; 3.2.3	5.b, 5.c, 6.a, 6.d		Tooth story – DI	www.storyplace.org) and ActivBoard with setup	helping the crocodiles identify colors
4.1.1; 4.1.3; 4.1.4		De ales l'écles es sons écontes d	I Walang and Page ball Wa	·	
4.2.4		Develop lifelong recreational and informational reading habits	Lifelong reading habits – Students will begin to	Age appropriate library books and electronic	Observe students to see if they are enjoying the books
4.3.1			develop a joy of reading both through listening and	activities	and activities
4.4.1			checking out library books		
		SKILLS OF INQUIRY AND INVESTIGATION			
		TASK DEFINITION			
		Students will define the information problem:			
AASL:	NJPT&LS:	Select a topic	Select a topic – Books	<u>Little Cloud</u> by Carle – E	By listening to the stories
1.1.1; 1.1.2; 1.1.3; 1.1.6;	S/ED 5.4; LAL 1.2,		and activities around a	CAR (from public library)	students will do a simple
1.1.8	1.4; Math		simple topic – Clouds – DI	& It Looked Like Spilt Milk	study of clouds and then
1.2.1; 1.2.3	3.5; Sci 1.2,			by Shaw – E SHA & two web games "Elmer's	create their own clouds by completing the web games
1.3.4	4.1, 5.1			Cloud Game" at	
1.4.2; 1.4.4	ISTE:			www.sesamestreet.org and "The Cloud Game" at	
2.1.1; 2.1.3; 2.1.5	1.a, 1.b, 4.a, 5.b, 6.a			outdoors.webshots.com	

П	1			1	
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	NJPT&LS: S/ED 1.3; HS&PE 3.3; LAL 1.2,	Community sources Community & public agencies	Community sources – Dentists investigation (before assembly for Dental Health Month) – DI	My Dentist by Rockwell – E 617.6 ROC (from public library), ActivBoard flipchart on tooth care,	Students will orally explain some of the many ways dentist help us take care of our teeth
1.3.4	1.4, 2.1, 3.13; Sci		,	and ActivBoard with	
1.4.2	5.1; SSF&LS 3.2			setup	
2.1.3; 2.1.5					
2.3.1	ISTE:				
3.1.2; 3.1.3; 3.1.5	4.a, 4.c, 5.b, 6.a				
3.2.2; 3.2.3					
3.3.5					
4.1.1; 4.1.3; 4.1.4; 4.1.5					
4.3.1					
		USE OF INFORMATION			
		Students will examine the information in a source:			
AASL: 1.1.1; 1.1.2; 1.1.6; 1.1.8	NJPT&LE: S/ED 1.3, 4.1, 5.4; LAL 1.1,	Listen purposefully and attentively	Listen purposefully - Compare the different events taking place in the day and night – DI	What the Sun Sees, What the Moon Sees by Tafuri – E TAF	Assess using class discussion and teacher questioning
2.1.1; 2.1.3; 2.1.5 2.3.1	1.2, 1.4, 2.1, 2.6, 3.9, 3.10, 3.13; Math 1.1; 1.2, 1.3, 3.4;		Listen purposefully – Identify animals in both print stories and after	Animals Black and White by Tildes – E TIL, "The Black Cat" drawing	Students will use both oral and picture clues in the stories to identify different
2.4.1; 2.4.3	Sci 1.2, 2.1, 4.2		hearing a drawing story –	stories from <u>Drawing</u>	types of animals

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

BTS Information Literacy/Library Skills Expectations for Kindergarten

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; 1.1.6; 1.18 1.3.4 1.4.2	NJCCCS: LAL 3.1.K: A.6, C.1, D.3, D.4, G.2, G.5, H.2; LAL	Exhibit appropriate media center behavior	Media behavior - Book check out – DI	Book! Book! Book! by Bruss – E BRU and picture book section of the library and circulation desk	Each student will have chosen a library book and correctly checked it out
2.1.1; 2.1.3; 2.1.5 2.3.1	3.3.K: A.2, A.3, B.1, B.2; LAL 3.4.K: A.1, A.2, B.1, B.2; LAL		Media behavior - Library rules – DI	I Took My Frog to the Library by Kimmel – E KIM	Through discussion identify the inappropriate behaviors in the book and orally list correct library behavior
2.4.3 3.1.2; 3.1.3 3.2.2 3.3.5	3.5.K: B.2; SS 6.1.4: A.1, B.w; SS 6.3.4: A.1; TL 8.1.2: A.5		Media behavior – Library review – DI	"Library PreTest K-2" ActivBoard flipchart & ActivBoard setup	Using the ActivBoard pen the students will correctly review library behavior and define simple library vocabulary
4.1.1; 4.1.3; 4.1.4; 4.1.5 4.2.4	ISTE: 1.a, 2.b, 3.b, 4.a, 5.b, 6.a	Demonstrate responsible borrowing habits	Borrowing habits - Book check out procedures – DI	Picture book section of the library & circulation desk	Each student will pick out one library book and check it out at the circulation desk
4.3.1 4.4.1; 4.4.6		Recognize, understand and use library media vocabulary at appropriate level	Library vocabulary – DI	The Librarian From the Black Lagoon by Thaler – E THA and laminated library vocabulary words	Through class discussion define each library vocabulary word
		Demonstrate care of print and non- print materials and computer equipment	Proper book care – DI	Mr. Wiggle's Book by Thompson – PC 002 THO	Generate a list of ways to correctly care for library books
		Recognize that personal and school-	Recognize that questions	Abiyoyo & Return of	Through class discussion

		related questions can be answered in libraries	can be answered in libraries – Maps and globes with stories - DI	Abiyoyo both by Seeger – E SEE (both set in South Africa)	and questions/answers have the students identify the kinds of information contained on maps and globes
		ORGANIZATION:			
		Students will:			
AASL:	NJCCCS:	Identify, locate and recognize the	Media center order –	Walter's Magic Wand by	Observe students to see if
1.1.1; 1.1.6; 1.1.8	LAL 3.1.K: A.5, D.4, G.5; LAL	order of the media collections: Easy	Relate book order to addresses (each book	Houghton – E HOU	they are keeping the books in correct order
1.3.4	3.3.K: A.3, B.1, B.2;	Beginning chapter books Fiction Nonfiction	has its home on the shelf) - DI		
2.1.3	LAL 3.4.K: B.1, B.2; TL 8.1.2: A.1		Media center order – Students will learn which	Picture books, beginning readers, beginning	Check the books the students are checking out
2.3.1	ISTE:		sections contain "Kindergarten" books - DI	chapter books, fiction, & easy nonfiction sections of the library – DI	to see if they are age appropriate
3.2.2; 3.2.3	2.b, 5.b, 6.a			_	
4.1.1; 4.1.3; 4.1.4		Identify and locate computers	Identify computers – Students will identify and locate the ActivBoards –	ActivBoards and setup	Observe students to see if they know the location of the library's ActivBoards
4.2.4			DI		·
4.3.1; 4.3.2					
4.4.1					
		CLASSIFICATION SYSTEM:			
		Students will:			
AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6 1.3.4 1.4.2	NJCCCS: LAL 3.1.K: A.6, B.5, D.4, G.5, H.1; LAL 3.3.K: A.3,	Recognize and understand the parts of a call number and use it for location of materials: Easy books Fiction books Nonfiction books	Call number – spine labels indicating library locations – DI	Beatrice Doesn't Want To by Numeroff – E NUM	Through observation check to see if books are placed on shelf with spine labels showing
2.1.1; 2.1.3; 2.1.5	B.2, C.2; LAL 3.4.K: A.3, B.1, B.2	Understand the broad categories of	Subjects grouped	Maxi, the Star by	Students will locate the
2.3.1	A.0, D.1, D.2	the Dewey Decimal Classification	together - Poetry	Barracca – E BAR & <u>Do</u>	poetry section of the library
2.4.3	ISTE : 3.b	System and that subjects are grouped together	arrangement – DI	You See What I Saw? Poems About School by Winters – 811 WIN	and learn the Dewey Decimal Number for most poetry books – 811
3.1.3; 3.1.5					
3.2.2		Understand that media centers are systematically organized and that	Systematic order – Students will learn that	Sample books from Clarence Dillon Library	By showing the spine labels students will learn that
3.3.5		knowledge of one media center can be applied to others	the school library is organized the same as	and matching books from school library	different libraries use the same organizational system
4.1.1; 4.1.2		SEP. 34 10 001010	the Clarence Dillon	out instancy	Same organizational dystom

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

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

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

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

242242	A.2, B.1,				discussions
3.1.2; 3.1.3 3.2.2; 3.2.3	B.2; LAL 3.5.K: A.2;	Discriminate in choice of reading	Discriminate in choice of	"Kindergarten" books	Check students' selections
3.3.5	TL 8.1.2: A.5	matter	reading matter – Students will check out books	throughout the library collection	to make sure they are interested in the topic and
4.1.1; 4.1.3; 4.1.4			based on their own	Concention	the book is age appropriate
	ISTE:		interests - DI		
4.2.1; 4.2.4	1.a, 2.b, 5.b, 5.c, 6.a, 6.d	Develop lifelong recreational and	Lifelong reading habits –	Age appropriate library	Observe students to see if
4.3.1		informational reading habits	Students will begin to	books and electronic	they are enjoying the books
4.4.1			develop a joy of reading both through listening to and checking out library books - DI	activities	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; 1.1.9	NJCCCS: LAL 3.1.K: D.4, G.2, H.1, H.2; LAL 3.3.K:	Select a topic	Select a topic – Students will investigate simple topics during class instruction – CS	Library materials (both print and electronic) to support class instruction	Support class instruction by locating materials for both teachers and students
1.2.1; 1.2.3	A.1, A.2, B.1, B.2,	Develop a list of keywords, synonyms	List keywords – Students	Library materials (both	Help students and teachers
1.3.4	C.1; LAL 3.4.K: B.1,		will develop a list of keywords to aid in their	print and electronic) to support class instruction	locate materials using these keywords
1.4.2; 1.4.4	B.2; TL 8.1.2: A.5		class research - CS		
2.1.1; 2.1.3; 2.1.5					
2.3.1	ISTE: 1.a, 3.b, 3.c,				
2.4.3	4.a, 5.b, 6.a				
3.1.1; 3.1.2; 3.1.3; 3.1.4					
3.2.2					
3.3.5					
4.1.1; 4.1.3;					
4.1.4 4.2.1					
4.3.1; 4.3.2					
		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	NJCCCS: LAL 3.1.K: D.4, G.5, H.2; LAL 3.2.K: A.2;	Print sources Atlases and maps	Potential sources – Maps and globes – DI	Mapping Penny's World by Leedy – E LEE & a map & a globe	Students will generate a list of ways to use maps or globes and what information they contain
1.3.4 1.4.2 2.1.1; 2,1,2; 2.1.3; 2.1.5	LAL 3.3.K: A.1, A.3, B.1, B.2; LAL 3.4.K: A.1, A.2,		Potential sources – Maps and globes - DI	"Dora the Explorer: Map Adventures" DVD & DVD player connected to a computer projector	Through questions and answers have the students list different ways to use maps
2.3.1 2.4.3 3.1.2; 3.1.3;	B.1, B.2; LAL 3.5.K : A.2; SS 6.1.4 : B.1, B.2, B.3; SS	Community sources Community & public agencies	Community sources – Book Fair and PTO - DI	DVD provided by Book Fair and copies of books shown on DVD	Oral discussion of differences between book fair and library
3.1.5 3.2.2; 3.2.3 3.3.5	6.3.4: A.2; CE&CFLS 9.2.4: A.3; A.4, E.4				
4.1.1; 4.1.3; 4.1.4; 4.1.5 4.3.1; 4.3.2	ISTE: 4.a, 4.c				
		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;	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,	Listen purposefully and attentively	Listen purposefully – Comparing different versions of Red Riding Hood – DI	The Gunniwolf by Harper - 398.3 HAR & Red Riding Hood by Marshall - 398.2 MAR & Lon Po Po by Young – 398.2 YOU	Through informal observation and questioning assess whether students were able to compare and contrast the three different versions of Red Riding Hood
2.1.3; 2.1.5 2.3.1 2.4.1; 2.4.3	B.1, B.2; LAL 3.5.K: B.2; SS 6.1.4: B.2	Actively view	Actively view – Trickster Tales and geographical features – DI	Coyote by McDermott – 398.24 MCD & large world map	Students will verbally list the geographical features contained in the American
3.1.2; 3.1.3; 3.1.4	ISTE:				Southwest story and also locate the North American continent on a world map
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	3.b, 4.a, 5.b, 6.a, 6.d	Follow links in electronic sources	Follow links – Correctly use the ActivBoard during library activities - DI	ActivBoard flipcharts related to library lessons and ActivBoard with setup	Observe students to see if they are able to correctly navigate through the ActivBoard activities
4.3.1; 4.3.2					

BTS Information Literacy/Library Skills Expectations for Grade 1

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

		ORGANIZATION:			
		Students will:			
AASL: 1.1.1; 1.1.2; 1.1.6 1.3.4	NJCCCS: LAL 3.1.1: A.3, G.2; LAL 3.3.1: A.1, A.2,	Identify, locate and recognize the order of the media collections: Easy Beginning chapter books Fiction	Media order - Students will organize themselves in alphabetical order by last name – DI	Any short ABC book	Check students' arrangement against class list
1.4.2; 1.4.4	B.1, B.2; LAL 3.4.1:	Nonfiction Biography	Media order – Fiction books arranged	Where Do Balloons Go?: An Uplifting mystery by	Have students locate books by their favorite authors
2.1.3; 2.1.5 2.3.1	A.1, B.2, B.5; TL 8.1.2: A.1	οιοgraμτης	alphabetically by author's last name – DI	Curtis – E CUR	by their lavorite authors
2.4.3	6.1.2. A.1				
3.1.3	ISTE: 2.b, 5.b, 6.a		Media order – Age appropriate books – DI	Library collections – Easy, Beginning chapter	Observe students as they look for books helping them
3.2.2; 3.2.3				books, Fiction, Nonfiction, Biography	locate the appropriate sections
3.3.5		Identify and locate computers	Locate computers –	Library computers and	Help students to use the
4.1.1; 4.1.3; 4.1.4			Students will identify the computers and	ActivBoards	computers and ActivBoards during library classes
4.2.4			ActivBoards as library resources - DI		
4.3.1; 4.3.2					
4.4.1					
		CLASSIFICATION SYSTEM:			
A A OL -	NUCCO	Students will:	0.11	The ADOM store to	Ot death III as a thorta
AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6	NJCCCS: LAL 3.1.1: A.3, D.1, H.2; LAL	Recognize and understand the parts of a call number and use it for location of materials:	Call number – Alphabetical order and spine labels – DI	The ABC Mystery by Cushman – E CUS	Students will use author's last name and alphabetical order to locate books
1.3.4	3.3.1: B.1,	Easy books Fiction books	Call number – Nonfiction	Using nonfiction books	Have students identify
1.4.2; 1.4.4	C.1; LAL 3.4.1 : A.1,	Nonfiction books Biography	and biography - DI	show students the difference between the	whether their book is fiction or nonfiction by reading the
2.1.1; 2.1.3; 2.1.5	B.2, B.3	ыодгарпу		spine labels on fiction and nonfiction books	spine label (letters = fiction, numbers & letters =
2.3.1	ISTE:				nonfiction)
2.4.3	3.b	Understand the broad categories of	Categories of Dewey	Nonfiction sections –	Observe students to see if
3.1.3; 3.1.5		the Dewey Decimal Classification	Decimal System – Introduce students to	animals, poetry,	they can locate specific nonfiction sections of the
3.2.2		System and that subjects are grouped together	different areas of the	biographies	library
3.3.5			library - DI		
4.1.1; 4.1.2; 4.1.4		Understand that media centers are systematically organized and that	Systematic arrangement of libraries – Explain that all libraries use ABC &	Examples of different library books from different sections of the	Have students locate specific sections of the
4.3.1; 4.3.2		knowledge of one media center can be	all libraries use ADC &	dinerent sections of the	library (i.e. beginning

		applied to others	number order - DI	library	readers, animal books, poetry, biographies)
		ONLINE CATALOG			
		Students will:			
AASL: 1.3.5	NJCCCS: TL 8.1.2: A.1, A.3	Identify components of a computer	Identify components of computer – Introduction to the library computer	Computers with the library catalog	Students will observe librarian using the catalog to locate books and identify
1.4.2; 1.4.4	,		catalog - DI		the computer as a library
2.3.1	ISTE: 6.a				resource
2.4.3	0.a				
4.3.2					
		LITERARY UNDERSTANDING AND APPRECIATION			
		LITERARY ELEMENTS			
		Students will:			
AASL:	NJCCCS:	Listen attentively to literary passages	Listen attentively to	Searching for Oliver K.	After listening to the story
1.1.1; 1.1.2;	LAL 3.1.1:	for increased time periods	literary passages –	Woodman by Pattison –	students will trace Oliver's
1.1.4; 1.1.6;	A.3, A.4,	Tor moreacea time perioae	Vacation and traveling -	E PAT & "North, South,	travels on a US map and
1.1.7	D.1, E.3,		DI	East or West" &	then successfully complete
1.2.2	G.1, G.3,			"Practicing Map Skills"	two map worksheets
1.2.2	G.4, G.5;			map worksheets	two map worksheets
1.3.2; 1.3.4	LAL 3.2.1:			map worksneets	
	A.1, A.2;	Describe the parts of a book	Book parts – Cover, call	<u>Life in a Tree</u> by Berger –	Students will identify at
1.4.2; 1.4.4	LAL 3.3.1:	Describe the parts of a book	number, spine, body, title	582 (BB) BER	least one book part of each
2.1.1; 2.1.2;	A.1, A.2, B.1, B.2,			302 (BB) BER	
2.1.3; 2.1.5	C.1, C.2,		page, copyright date,		book they check out
	D.3; LAL		author, illustrator, table of		
2.3.1	3.4.1: A.1,		contents, index – DI		
2.4.3	B.1, B.2,		5		
2.4.3	B.3, B.5,		Book parts – Cover, Title	Red Leaf, Yellow Leaf by	Orally identify cover and
3.1.2; 3.1.3	B.7; LAL		page – DI	Ehlert – E EHL	title page
	3.5.1: A.2,				
3.2.2	A.4; Math		Book parts – Review – DI	From Peanuts to Peanut	Students will correctly
3.3.5	4.5: C.3, C.4; Sci			Butter by Berger – 641.6 (BB) BER and "Book	complete the activity sheet
4.1.1; 4.1.3;	5.3.2: B.2.			Words" activity sheet	
4.1.4; 4.1.5	C.1; SS			_	
	6.1.4: B.1,		Book parts – Electronic	"Parts of a Book"	Students will correctly
4.2.1; 4.2.2;	B.2, B.3;		review – DI	ActivBoard flipchart and	define at least 80% of the
4.2.4	TL 8.1.2:			ActivBoard setup	book parts on the flipchart
4.3.1; 4.3.2	A.5; CE&CFLS				l l l l l l l l l l l l l l l l l l l
,	9.2.4: A.4	Recognize the elements of a story	Story elements – Review	Red Leaf, Yellow Leaf by	Oral discussion of story
4.4.1	ISTE: 3.b, 3.c, 4.a	Plot, character and setting Beginning, middle and end Compare and contrast Predictions	plot, character, beginning, middle, end - DI	Ehlert – E EHL	elements – What is the story about – leaves or trees?
		i redictions	Story elements – Setting	"Mirette on the High	Oral discussion of setting –

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

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

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

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 Compare formats of genres – Poetry vs. fantasy - DI	Chameleon, Chameleon by Cowley – 597.95 COW & Red-eyed Tree Frogs by Cowley – 597.8 COW & the Janell Cannon books My School is a Zoo 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			
AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.8	NJCCCS: LAL 3.1.1: A.2, D.2, D.3, G.5; LAL 3.3.1:	Students will: Select books and materials for classroom and personal use at appropriate interest and reading levels	Book selection - Just Right Books – Selecting books at students' own reading levels – DI	Cinderella at the Ball by Hillert and Cinderella by Karlin	Students will check out at least one "Just Right" book
1.3.4 1.4.2; 1.4.4 2.1.3; 2.1.5	B.1, B.2, C.1; LAL 3.4.1: A.1, B.2, B.5; TL 8.1.2: A.3, A.5	Share reading experiences	Shared reading experience – Students will listen to the stories read by the librarian – DI	Age appropriate library books	Observe students to see if they are listening to the stories and sharing their impressions through group discussions
2.3.1					
2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3	ISTE: 1.a, 2.b, 3.b, 5.b, 5.c, 6.a, 6.d	Discriminate in choice of reading matter	Discriminate in choice of reading matter – Students will check out books based on their own interests - DI	"Just Right" books throughout the library collection	Check students' selections to make sure they are interested in the topic and the book is age appropriate
3.3.5 4.1.1; 4.1.3; 4.1.4		Develop lifelong recreational and informational reading habits	Lifelong reading habits – Students will begin to develop a joy of reading	Age appropriate library books and electronic activities	Observe students to see if they are enjoying the books and activities
4.2.1; 4.2.4			both through listening to and checking out library		and downlood
4.3.1			books - DI		
4.4.1					
		SKILLS OF INQUIRY AND INVESTIGATION			
		TASK DEFINITION			
		Students will define the information			
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,	problem: 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

	G.2, G.5,		DI & CS		either an Arctic Animal or
1.2.1; 1.2.3	H.2; LAL		טו מ טט		Rain Forest animal to
	3.2.1: A.1,				
1.3.4	A.2, A.3,				research
1.4.2 ;1.4.3;	A.4, C.2,	Francisco de Constantino de Constant	Francisco I	Floring	00 10 10 10 10 10 10 10 10 10 10 10 10 1
1.4.4	C.6, D.2;	Formulate research questions of subtopics	Formulate research questions – Designing	Electronic copy of last year's booklet, computer,	Students will decide on the research questions to
2.1.1; 2.1.2;	LAL 3.3.1:	040106100	Penguin or Arctic Animal	projector and screen	contain in their booklets
2.1.3; 2.1.5	A.2, C.1,		research booklets – DI &	projector and sereem	Contain in their bookiets
2.2.1	C.2; LAL		CS		
2.2.1	3.5.1: A.2;		CS		
2.3.1	Sci 5.3.2:				
	A.1, B.2,	Develop a list of keywords, synonyms	Keywords – Develop a list	Have classroom teachers	Students will use the list of
2.4.2; 2.4.3	C.1, C.2		of keywords for the	help students develop list	keywords to fill in their
			Penguin, Arctic Animal or	of keywords as they read	research booklets or work
3.1.1; 3.1.2;	ISTE:		Rain Forest research –	the books containing the	on their Rain Forest project
3.1.3; 3.1.4			cs	penguin or arctic animal	
3.2.2; 3.2.3	1.a, 3.a, 3.b,			information to the	
0.2.2, 0.2.0	3.c, 4.a, 4.b, 4.c, 5.b, 6.a			students	
3.3.4; 3.3.5	4.0, 5.0, 6.a			Students	
		Determine the quantity of information	Determine the quantity of	Copies of the research	Check the booklets to see if
4.1.1; 4.1.3;		Determine the quantity of information	Determine the quantity of information needed –		
4.1.4; 4.1.5		needed		booklets	the students are using facts
4.2.1			Penguin or Arctic Animal		to answer to questions.
4.2.1			research booklets - DI &		
4.3.1; 4.3.2			CS		
4.4.2; 4.4.5					
		INFORMATION SEEKING			
		STRATEGIES			
		Students will determine the variety			
		of potential sources:			
AASL:	NJCCCS:	Print sources	Potential sources –	The Story of Rodents by	Students will check out a
1.1.1; 1.1.2;	LAL 3.1.1:	Nonfiction books	Nonfiction animal books	Shuttlesworth – 599.323	nonfiction animal book
1.1.3; 1.1.4;	D.1, D.3,	Atlases and maps	(follow up to Wodney Wat	SHU and About Rodents	using the "Just Right Book"
1.1.6; 1.1.7; 1.1.9	G.2, G.6,	Biographical resources	story) – DI	by Sill – 599.35 SIL	rules
1.1.9	H.3; LAL	eg.spesi 100041000	,, =-		
1.2.2; 1.2.3	3.3.1: A.1,		Potential sources –	Searching for Oliver K.	After listening to the story
	A.2, B.1,		Review of maps and	Woodman by Pattison –	students will trace Oliver's
1.3.4	B.2, C.2;				
440440	LAL 3.4.1:		globes – DI	E PAT & "North, South,	travels on a US map and
1.4.2; 1.4.3;	B.3, B.5,			East or West" &	then successfully complete
1.4.4	B.7; LAL			"Practicing Map Skills"	two map worksheets
2.1.1; 2,1,2;	3.5.1: A.2,			map worksheets	
2.1.3; 2.1.4;	A.3, A.4; SS				
2.1.5; 2.1.6	6.1.4: B.1,		Potential source –	George Washington's	Students will identify
	B.2; SS		Biographies/History books	Teeth by Chandra –	research potentials of both
2.2.4	6.3.4: A.1;		- DI	973.4 CHA	biographies and history
0.04	TL 8.1.2:			3.3.1 3.11	books
2.3.1	A.5;				DOORS
2.4.2; 2.4.3	CE&CFLS	Flootronic	Detential course	ActivDoord with active	Studente will design on
	9.2.4 : A.3,	Electronic sources	Potential source –	ActivBoard with setup	Students will design an
	E.4	Multimedia sources	Multimedia sources –		ActivBoard flipchart page

3.1.2; 3.1.3;			ActivBoard - DI		with halp from the librarian
3.1.4; 3.1.5			Actividuato - Di		with help from the librarian
	ISTE:				(Penguin, Arctic Animal &
3.2.2; 3.2.3	1.a, 1.b, 2.a,				Rain Forest research)
3.3.4; 3.3.5	3.b, 3.c, 4.a,				
	4.c, 5.b, 6.a.	Community sources	Community sources –	DVD provided by Book	Oral discussion of the
4.1.1; 4.1.3;		Community & public agencies	Book Fair and PTO - DI	Fair and copies of books	differences between book
4.1.4; 4.1.5	6.b	gament agament		shown on DVD	fair and library
404.400				Shown on BVB	Tall and library
4.2.1; 4.2.3					
4.3.1; 4.3.2					
4.0.1, 4.0.2		LOCATION AND ACCESS			
		Students will find information			
		within sources using:			
AASL:	NJCCCS:	Alphabetical order	Students will find	Books used during the	Through questions and
1.1.1; 1.1.2;	LAL 3.1.1:	Indexes	information within sources	parts of a book study	answers check to see if
1.1.4; 1.1.6	A.1, D.2,	Tables of contents	 During the parts of a 	(listed previously)	students can use the four
1.3.4	F.3; LAL	Glossaries	book study students will		book parts to locate
1.3.4	3.3.1: A.1,	0.00001100	use alphabetical order,		information
1.4.1; 1.4.2;	A.2, C.1;				IIIIOIIIIatioii
1.4.4	LAL 3.4.1:		indexes, table of contents,		
	A.1, B.2,		and glossaries in grade		
2.1.5	B.7; LAL		appropriate books - DI		
	3.5.1: A.3;				
2.3.1	CE&CFLS				
	9.2.4: A.2				
2.4.3	0.2				
3.2.2	ISTE:				
3.3.5	3.b, 3.c, 4.c				
3.3.5	0.0, 0.0, 4.0				
4.4.3					
		USE OF INFORMATION			
		Students will examine the			
		information in a source:			
AASL:	NJCCCS:	Listen purposefully and attentively	Listen purposefully and	<u>Pinduli</u> by Cannon – E	Students will use a KWL
1.1.1; 1.1.2;	LAL 3.1.1:		attentively – Identifying	CAN	chart to list the facts about
1.1.4; 1.1.6;	A.4, D.1,		facts - DI		hyenas contained in the
1.1.8	E.1, E.3,				story
1.3.4	E.6, G.1,				
1.0.4	G.3, G.5,	A ativoly view	A ativolvy view - \A/bile	Chamalaan Chamalaan	Studente will erally discuss
1.4.2; 1.4.4	H.2; LAL	Actively view	Actively view – While	Chameleon, Chameleon	Students will orally discuss
,	3.2.1: A.1,		studying science books	by Cowley – 597.95 COW	the photographs contained
2.1.1; 2.1.2;	A.2; LAL		students will view the	& Red-eyed Tree Frogs	in two science books
2.1.3; 2.1.5	3.3.1: A.1,		photographs to gain	by Cowley – 597.8 COW	
	A.2, B.1,		information about rain		
2.3.1	B.2, C.1,		forest animals – DI		
	C.2; LAL		Toron arminais Di		
2.4.1; 2.4.3	3.4.1: A.1,	Follow links in electronic courses	Follow links Correctly	ActiveDoord flips banks	Observe students to see if
2 4 2. 2 4 2.	B.2, B.3,	Follow links in electronic sources	Follow links – Correctly	ActivBoard flipcharts	Observe students to see if
3.1.2; 3.1.3;	B.5, B.7;		use the ActivBoard during	related to library &	they are able to correctly
3.1.4	LAL 3.5.1:		library & classroom	classroom lessons and	navigate through the
]	LAL 3.3.1.			1	

3.2.2; 3.2.3	A.2, A.4,		activities - DI & CS	ActivBoard with setup	ActivBoard activities
3.3.1; 3.3.2;	A.5; Sci			•	
3.3.1; 3.3.2;	5.3.2: B.2,				
0.0.0	C.1; TL				
4.1.1; 4.1.3;	8.1.2 : A.5				
4.1.4; 4.1.5;					
4.1.6	ISTE:				
4.3.1; 4.3.2	3.b, 4.a, 5.b,				
, -	6.a, 6.d				
		Students will gather information by:			
AASL:	NJCCCS:	Summarizing, paraphrasing, or using	Summarizing &	Copies of the research	Check students' written
1.1.1; 1.1.2;	LAL 3.1.1:	information	paraphrasing – Penguin,	booklets or projects	answers in their booklets to
1.1.3; 1.1.4;	A.4, D.1,	Illioillation	Arctic Animal or Rain	bookiets of projects	see if they are summarizing
1.1.6	G.3, G.5,		Forest research – DI &		and paraphrasing the
4 2 2 4 2 4	H.1; LAL		CS		
1.3.2; 1.3.4	3.2.1: A.2,		CS		information they learned
1.4.1; 1.4.2;	A.3, A.4,				while researching penguins, arctic animals or the rain
1.4.3; 1.4.4	C.2, C.6,				
	D.2; LAL				forest
2.1.1; 2.1.2; 2.1.5	3.3.1: A.1,				
2.1.5	B.1, B.2,	Interpreting graphs, charts, and	Interpreting charts – Use	Stellaluna by Cannon – E	Check the class generated
2.3.1	C.1, C.2; LAL 3.4.1:	diagrams	KWL chart to identify facts	CAN and KWL chart	KWL chart to see if
	A.1, B.2,		– DI		students were able to list
2.4.3	B.3, B.5,				the bat facts found in the
3.1.2; 3.1.3	B.7; LAL				story.
0.1.2, 0.1.0	3.5.1: A.2;				
3.2.2; 3.2.3	Sci 5.3.2:				
	A.1, B.2,				
3.3.5	C.1, C.2;				
4.1.1; 4.1.3;	CE&CFLS				
4.1.4; 4.1.6	9.2.4 : A.4				
4.3.1; 4.3.2	ISTE:				
	3.b, 4.b, 4.c				
	3.0, 4.0, 4.0	Students will practice ethical			
		behavior in regard to information:			
AASL:	NJCCCS:	Record information for sources used	Bibliographic information	A number of books with	Have students find the
1.1.2	LAL 3.1.1:	1.00014 IIIIOIIIIAIIOII IOI SOUICES USEC	– Copyright dates – DI	different copyright dates	copyright date of the books
	A.3; LAL		- Copyright dates - Di	l amereni copyright dates	they check out
1.3.1; 1.3.3;	3.4.1: A.1,				liley check out
1.3.5	B.2, B.7; TL	Croata hibliographics in MI A format	Croate hibliographics	Pibliography page or	Students will leasts the
1.4.2; 1.4.4	8.1.2: D.1	Create bibliographies in MLA format	Create bibliographies –	Bibliography page or	Students will locate the
1.7.2, 1.7.7			Students will create	format sheet for their	author, title and copyright
2.1.5			simple (author, title,	projects	date or the web page title
	ISTE:		copyright date, webpage		for the resources they used
3.1.6	5.a		title) for their Penguin,		for their project
			Arctic Animal, or Rain		
			Forest research projects –		
			DI & CS		

		SYNTHESIS			
		Students will organize information from sources:			
AASL: 1.1.6; 1.1.7; 1.1.9	NJCCCS: LAL 3.1.1: A.4, D.1,	Use an outline or graphical organizer	Use graphical organizer – Using KWL charts – DI	Verdi by Cannon – E CAN & <u>Pythons</u> by McDonald – 597.96 MCD	Check the class generated KWL chart for correct facts about pythons found in the
1.3.4	G.3; LAL 3.2.1: A.2;			& <u>Pythons</u> by Wechsler – 597.96 WEC	featured books
1.4.2; 1.4.3, 1.4.4	LAL 3.3.1: A.1, B.1, B.2, C.1,			337.30 WEC	
2.1.2	C.2; LAL				
2.4.1; 2.4.3	3.4.1: A.1, B.2, B.3, B.5, B.7;				
3.1.2; 3.1.3; 3.1.4	LAL 3.5.1: A.5; Sci				
3.2.2; 3.2.3	5.3.2: D.1; CE&CFLS				
3.3.1; 3.3.5	9.2.4 : A.4				
4.1.3; 4.1.6	ISTE:				
4.3.1	3.a				
AASL: 1.2.4	NJCCCS: LAL 3.1.1: G.3; LAL	Students will verify that information is complete	Verify information is complete – Students will complete their Penguin,	Research requirements, grading rubric and final products	Check students' final products against the research rubrics to see if
1.4.1; 1.4.2; 1.4.3; 1.4.4	3.2.1: D.1, D.2; CE&CFLS		Arctic Animal or Rain Forest research projects –		they successfully completed the project
2.2.4	9.2.4: C.5		DI & CS		
3.1.1					
3.2.1	ISTE: 2.b, 3.b				
		Students will be prepared to present information in the following formats:			
AASL:	NJCCCS:	Written	Written – Penguin or	Copies of the research	Check students' written
1.2.3	V&PA 1.3.2: D.1;		Arctic Animal research – DI & CS	booklets	answers in their booklets to
1.3.4; 1.3.5	LAL 3.1.1: G.3, G.5,		DI & CS		see if they are using facts and their best handwriting
1.4.4	H.1; LAL				
2.1.2; 2.1.6	3.2.1: A.2, A.3, A.4,	Visual	Visual – Penguin or Arctic Animal research – DI &	Copies of the research booklets	Students will draw pictures of penguins or arctic
2.2.4	C.2, C.6, D.2; LAL		CS		animals in their research booklets
3.1.1; 3.1.2; 3.1.3; 3.1.4	3.3.1: C.1, C.2; LAL	Oral	Oral – Penguin or Arctic	ActivBoard with	Students will record their
3.2.1; 3.2.3	3.4.1: A.1, B.2; LAL		Animal research – DI &	microphone	interpretation of a penguin

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

BTS Information Literacy/Library Skills Expectations for Grade 2

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; 1.1.6; 1.1.9	NJCCCS: LAL 3.1.2: G.1, G.3, G.5; LAL 3.2.2: A.1,	Exhibit appropriate media center behavior	Media behavior - Self- esteem – identify one important aspect about each student – DI	The Important Book by Brown – E BRO	Use student characteristics to create a class "Important Book" list
1.3.4 1.4.2; 1.4.4	A.2, B.1, D.1; LAL 3.3.2: A.1,		Media behavior - Library etiquette – DI	<u>Library Lion</u> by Knudsen – E KNU	Create a list of library rules and procedures
2.1.1; 2.1.3; 2.1.5; 2.1.6	A.2, A.3, A.4, B.3; LAL 3.4.2: A.1, A.3, B.1; SS	Demonstrate responsible borrowing habits	Responsible borrowing habits - Lost/ruined/overdue	What Happened to Marion's Book? by Berg – PC 372.4 BER	State when book needs to be returned – may use date due card
2.4.3 3.1.2; 3.1.3; 3.1.5	6.1.4: A.1; SS 6.3.4: A.1; CE&CFLS 9.2.4: A.4,	Recognize, understand and use library media vocabulary at appropriate level	books – DI Media vocabulary - Identify & comprehend library media terms,	The Library Dragon by Deedy – E DEE	Identify library terms in the story and discuss their meanings
3.2.2; 3.2.3 3.3.5	B.2, D.3		policies, procedures, and services – DI		
4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5	2.a, 2.b, 3.b, 4.a	Demonstrate care of print and non- print materials and computer equipment	Demonstrate care of materials - Book care and arrangement - DI	The Shelf Elf by Hopkins – PC 372.4 HOP and shelf markers	Observe students to see if they are using the shelf markers correctly
4.2.1; 4.2.2; 4.2.4		Assist others in following library procedures	Assist others – Students will voluntarily assist	Posted library rules and procedures & shelf labels	Observe students to see if they are helping each other
4.3.1 4.4.1; 4.4.6		procedures	classmates while in the library – DI & CS	procedures & strent labels	follow the library rules and locate library materials
		Recognize that personal and school- related questions can be answered in libraries	Recognize questions can be answered in libraries – Students will locate	Various library materials both print and electronic	Help students locate resources to answer both personal and school-related

		materials to answer questions – DI & CS		questions
	ORGANIZATION:			
	Students will:			
NJCCCS: LAL 3.1.2: G.1; LAL 3.2.2: A.2; LAL 3.3.2: A.1, A.2,	Describe the services provided by the media center	Describe the services of media centers – Review of reference materials – DI	"Using Reference" worksheet & document camera & various reference books	Check the students' worksheets to see if they were able to correctly use the reference sources to answer the questions
A.3, A.4: LAL 3.4.2:	Identify, locate and recognize the	Media order – Review	But Excuse Me That Is	Students will walk around
A.1, A.3, B.1; Math			My Book by Child – E	and physically locate library sections
4.1.2: A.3;	Beginning chapter books	Fiction, Nonfiction,		
A.2; CE&CFLS	Nonfiction	DI		
9.2.4: A.3	Reference			
ISTE:	Identify and locate computers	Locate computers –	Library computers and	Help students to use the
3.b, 3.c, 5.b, 6.a, 6.d		Students will identify the computers and	ActivBoards	computers and ActivBoards during library lessons
		ActivBoards as library resources – DI		
	Identify and locate online catalog	Locate online catalog – Students will be introduced to the library's computer catalog - DI	Mr. Crumb's Secret (Chapter 2) by Perry – PC 372.4 PER	After listening to the chapter students will orally identify the purpose of the library computer catalog
	CLASSIFICATION SYSTEM:			
	Students will:			
NJCCCS: LAL 3.1.2: H.1; LAL 3.3.2: A.1, A.2, A.3,	Recognize and understand the parts of a call number and use it for location of materials: Easy books Fiction books	Call number – Students will review how to use call numbers to locate books – DI	Library materials on the shelves in correct order	Students will state that fiction books are arranged alphabetically & nonfiction books are arranged by Dewey Decimal number
A.4, B.1, C.1; LAL	Nonfiction books			Dewey Decimal number
3.4.2: A.3, B.1; LAL 3.5.2: A.2;	Biography Reference			
Math 4.1.2:	Understand the broad categories of the Dewey Decimal Classification	Categories of the Dewey	Nonfiction sections –	Observe students to see if they can locate specific
4.5: C.3,	System and that subjects are grouped	Students will review the	biographies, reference	nonfiction sections of the
6.3.4: A.2; CE&CFLS	together	different areas of the nonfiction section – DI		library
	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 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;	Students will: NJCCCS: LAL 3.1.2: G.1; LAL 3.2: 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 Identify, locate and recognize the order of the media collections: Easy Beginning chapter books Fiction Nonfiction Biography Reference ISTE: 3.b, 3.c, 5.b, 6.a, 6.d CLASSIFICATION SYSTEM: Students will: 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 CE&CFLS CE&CFLS CE&CFLS CIDENTIC TION SYSTEM: CLASSIFICATION SYSTEM: Students will: Recognize and understand the parts of a call number and use it for location of materials: Easy books Fiction books Nonfiction books Nonfiction books Nonfiction books Spiction books Nonfiction books Nonfiction books Nonfiction books Spiction books Nonfiction books Nonfiction books Nonfiction books Nonfiction books Spiction books Nonfiction books Nonfiction books Nonfiction books Nonfiction books Spiction books Nonfiction books Nonfiction books Spiction books Nonfiction books Nonfiction books Nonfiction books Spiction books Nonfiction books Spiction books Nonfiction books Nonfiction books Nonfiction books Nonfiction books Spiction books Nonfiction books Nonfiction books Nonfiction books Spiction books Nonfiction books Spiction books	ORGANIZATION: Students will: Describe the services provided by the media center Describe the services of media centers - Review of reference materials - DI Media order - Review of reference materials - DI Media order - Review of reference materials - DI Media order - Review of reference materials - DI Media order - Review of reference materials - DI Media order - Review of reference materials - DI Media order - Review library layout, i.e. Easy, Beginning chapter books, Fiction, Nonfiction, Biography, Reference ISTE: 3.b, 3.c, 5.b, 6.a, 6.d ISTE: 3.b, 3.c, 5.b, 6.a, 6.d Identify and locate computers Identify and locate computers Identify and locate online catalog Locate computers - Students will identify the computers and ActivBoards as library resources - DI Locate computers - Students will be introduced to the library's computer catalog - DI Students will: NJCCCS: LAL 3.1.2: H.1, LAL 3.2: A.1, A.2, A.3, A.4, B.1, C.1; LAL 3.3.2: A.1, A.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 Understand the broad categories of the Dewey Decimal Classification System and that subjects are grouped together Categories of the Dewey Decimal System - Students will review the different areas of the nonfiction section - DI	ORGANIZATION: NJCCCS: LAI 3.1.2: CA: (LAI 3.3.2: A.1 A.2: A.3 A.4: LAI 3.4.2: A.1 A.3: Beginning chapter books Fiction Nonfiction Biography Reference Identify and locate computers Identify and locate computers Identify and locate online catalog CLASSIFICATION SYSTEM: NUCCCS: LAI 3.1.2: A.2 A.3 A.8 Identify and locate online catalog Identify and locate online catalog CLASSIFICATION SYSTEM: Students will be introduced to the library's computer catalog - DI CLASSIFICATION SYSTEM: Students will be introduced to the library's computer catalog - DI CLASSIFICATION SYSTEM: Students will be introduced to the library's computer catalog - DI CLASSIFICATION SYSTEM: Students will: A.2 A.3 A.3 A.4 B.1 C.1; LAL 3.3:2; A.1, A.2 A.3 A.4 B.1 C.1; LAL 3.3:2; A.1, A.3 A.2 A.3 A.3 B.1; LAL 3.3:2; A.1, A.2; LAL 3.4:4:C; CASSIFICATION SYSTEM: Students will: CLASSIFICATION SYSTEM: Students will: CLASSIFICATION SYSTEM: Students will: CLASSIFICATION SYSTEM: Students will: CLASSIFICATION SYSTEM: Students will be introduced to the library's computer catalog - DI Mr. Crumb's Secret (Chapter 2) by Perry - PC 372.4 PER CAII number - Students will review how to use call numbers to locate books - DI CATEGORIES A. A.2 C.3 B.3 C.3 A.3 A.4 B.1 C.1; LAL 3.3:2; A.1, A.2 C.3 B.3 C.3 A.3 B.3 B.3; LAL 3.2 C.3 A.3 B.3 B.3; LAL 3.3 C.3 A.4 B.3 B.3; LAL 3.4 C.3 B.3 B.3; LAL 3.4 B.3 B.3; LAL 3

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	NJCCCS: LAL 3.3.2: A.4, B.1, B.4; LAL 3.4.2: A.1, A.3, B.1; SS	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
2.3.1	6.3.4 : A.2; TL 8.1.2 : A.1, A.3,	Launch, open, and quit library catalog	Library catalog – Introduction to the	Mr. Crumb's Secret (Chapter 2) by Perry –	After listening to the chapter students will orally
4.3.2	A.5; CE&CFLS 9.2.4: A.3		computer catalog – DI	PC 372.4 PER	identify the purpose of the library computer catalog
	ISTE: 3.a, 3.c, 5.b, 6.a		Library catalog – Students will learn how to navigate through the library's computer catalog - DI	Class discussion of the library catalog and computer connected to a projector showing the catalog	Students will visually see how to use the library catalog and practice searching for materials during check out time
		Search by subject Search by title Search by author Search by keyword	Library catalog – Searching by author, title, subject and keyword - DI	"Computer Card Catalog" worksheet & computer connected to the catalog and computer projector	Through class discussion students will use the library computer catalog to locate books by author, title, keyword and subject
		LITERARY UNDERSTANDING AND			
		<u>APPRECIATION</u>			
		LITERARY ELEMENTS			
		Students will:			
AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.7	NJCCCS: LAL 3.1.2: G.1, G.3, G.4; LAL 3.3.2: A.1,	Listen attentively to literary passages for increased time periods	Listen attentively – Cumulative story (Folklore study) – DI	Grasshopper to the Rescue by Carey – J 398.2 GRA (from public library)	Through discussion have students identify the distinguishing elements of a cumulative folktale
1.2.2 1.3.2; 1.3.4	A.2, A.3, A.4, B.1, B.2, B.3,	Describe the parts of a book	Book parts – Students will review parts of a book -	Books, both fiction and nonfiction, used during	Observe students as they review or learn each book
1.4.2; 1.4.4 2.1.1; 2.1.2;	C.1, C.2; LAL 3.4.2 : A.1, A.3;		DI	library lessons	part to see if they are using them correctly
2.1.3; 2.1.5 2.3.1 2.4.3	A.1, A.3, LAL 3.5.2: A.1, A.3; SS 6.1.4: D.12	Recognize the elements of a story Plot, character and setting Beginning, middle and end	Story elements – Students will review the elements of stories - DI	Books, both fiction and nonfiction, used during library lessons	Students will use both written and visual clues from the books read during

		Compare and contract			library laggana to identify
3.1.2; 3.1.3; 3.1.5	ISTE:	Compare and contrast Predictions			library lessons to identify story elements
3.2.2	3.a, 3.c, 5.b, 6.a	Identify theme and supportive detail in fiction	Identify theme in fiction – Listening for main idea –	Ben's Trumpet by Isadora – E ISA	Discussion of the book's topic – musical instruments
3.3.5		Hickory	DI		or playing music
4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5 4.2.1; 4.2.2;		Identify main idea and supportive details in nonfiction	Identify theme in nonfiction – Listening for main idea and supportive details (Women's History	Mighty Jackie by Moss – 92 MIT	After listening to the biography students will generate a list of facts about the famous woman's
4.2.3; 4.2.4 4.3.1; 4.3.2			Biography unit) - DI		life
4.4.1		Identify author's purpose	Author's purpose – Students will review how to identify an author's purpose - DI	Books, both fiction and nonfiction, used during library lessons	Orally discussions of the books read during library lessons
		LITERARY APPRECIATION			
		Students will:			
AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6	NJCCCS: V&PA 1.3.2: D.1; LAL 3.1.2: G.1,	Understand the variety of literary forms, and develop appreciation for each through exposure and analysis of the following:	Literary forms – Fiction vs. Nonfiction – DI	"Fiction or Nonfiction" ActivBoard flipchart & ActivBoard setup	Class should correctly identify at least 80% of the books mentioned on the flipchart
1.2.3	G.2, G.3,	Picture books			Important
1.3.4	G.4; LAL 3.2.2: A.2,	Beginning chapter books Nonfiction books	Literary forms – Fiction writing styles – DI	Green Wilma by Arnold – E ARN and "Green	Informal observation and class discussion about the
1.4.2 2.1.1; 2.1.2;	A.3; LAL 3.3.2: A.1, A.2, A.3,	Biography and autobiography Folk tales, fairy tales and nursery	mang diyida 21	Wilma" choral reading charts	rhythm and main idea of the story
2.1.3	A.4, B.1,	rhymes			
2.3.1	B.2, B.3, C.1, C.2; LAL 3.4.2 :	Poetry	Literary forms – Poetry – DI	Casey at the Bat by Thayer – 811 THA &	Informal observation and class discussion about the
2.4.3 3.1.2; 3.1.3	A.1, A.3, B.1; LAL 3.5.2: A.1;			Casey Back At Bat by Gutman – E 811 THA (from public library)	poetry elements
3.2.2	SS 6.1.4:		1.26 and a second of the co	Marke a Theodori's	A
3.3.2; 3.3.5	D.12; TL 8.1.2: A.5		Literary appreciation – Thanksgiving stories – DI	Various Thanksgiving books	Assess using questioning and answers about the stories read
4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5	ISTE:		Literary appreciation –	How the Reindeer Got	Assess using questioning
4.2.1; 4.2.4	3.b, 5.b, 6.a, 6.d		Christmas story/Folk tale – DI	Their Antlers by McCaughrean – E MCC	and answers about the story read and identification
4.3.1; 4.3.2					of its folk tale type
4.4.1			Literary appreciation – Oral stories – CS	"Bandana Man" oral story & bandana – to support classroom study of the	Students will orally list the similarities between the oral and written stories

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

		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 3.1.2: G.1, G.4; LAL 3.3.2: A.2, A.4, B.2, C.1; LAL 3.4.2: A.3; LAL	Participate in group discussions of literature	Group discussions – Compare and contrast two different formats of a Caldecott medal story – print and video – DI	A Story A Story video (on Why Mosquitoes Buzz in People's Ears video – VT E AAR) and A Story A Story by Haley – 398.468 HAL & VCR connected to TV or projector	Through oral discussion have the students compare the two different media forms of the Caldecott Medal winner
1.4.2; 1.4.4 2.1.1; 2.1.3; 2.1.5 2.3.1	3.5.2: A.1, A.5; CE&CFLS 9.2.4: A.4	Give brief reviews of a book – listing title, author, and reasons liked or disliked	Brief reviews – Students will complete book reviews for classroom assignments - CS	Age appropriate library books to support classroom instruction	Librarian will help students select appropriate books for classroom assignments
2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.5	ISTE: 3.b, 4.a, 4.c	Engage in an author/illustrator study	Author/illustrator study – Students will conduct author/illustrator studies during classroom instruction - CS	Age appropriate library books to support classroom instruction	Librarian will supply age appropriate books to enable students to complete classroom assignments
4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5 4.2.4		Compare and contrast formats of different genres (i.e. plays, poetry, stories)	Compare formats of genres – Poetry vs. biography - DI	Casey at the Bat by Thayer – 811 THA & Mighty Jackie by Moss – 92 MIT	Oral discussion of the differences between two baseball tales – one poetry & one biography
4.3.1; 4.3.2 4.4.1			Compare formats of genres – Video vs. story - DI	John Henry (DVD) – DVD 398.2 JOH & Sally Ann Thunder Ann Whirlwind Crockett by Crockett – 398.2 KEL	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	NJCCCS: LAL 3.1.2: H.2; LAL 3.3.2: B.1,B.4; LAL	Select books and materials for classroom and personal use at appropriate interest and reading levels	Book selection - "Rule of Five" – System to determine reading level of books – DI	Petunia by Duviosin – E DUV and three "Rule of Five" resource sheets	Students will use the "Rule of Five" when choosing books to check out
1.3.4	3.4.2: B.1	Share reading experiences	Shared reading experiences – Students	Books used during library lessons	Observe students to see if they are listening to the
1.4.2; 1.4.4 2.1.3; 2.1.5 2.3.1	ISTE: 1.a, 2.b, 3.b, 3.c, 5.b, 5.c, 6.a, 6.d		will listen to the stories read by the librarian – DI	10000110	stories and sharing their impressions through group discussions
2.4.3 3.1.2; 3.1.3	3.0, 3.0	Discriminate in choice of reading matter	Discriminate in choice of reading matter – Students will check out books	Age appropriate library books	Check students' selections to make sure they are interested in the topic and

3.2.2; 3.2.3			based on their own interests – DI		the book is age appropriate
3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4 4.2.1; 4.2.2; 4.2.4		Develop lifelong recreational and informational reading habits	Lifelong reading habits – Students will develop a joy of reading both through listening to and checking out library books	Age appropriate library books and electronic activities	Observe students to see if they are enjoying the books and activities
4.3.1			- DI		
4.4.1		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	NJCCCS: LAL 3.1.2: G.1, G.2, G.3; LAL 3.2.2: A.1; LAL 3.3.2:	Select a topic	Select a topic – Students will conduct research projects for classroom assignments (i.e. countries) – CS	Age appropriate library books and electronic sources	Check students' research selections to make sure they are age appropriate & deal with their topic
1.3.4 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.2;	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;	Formulate research questions of subtopics	Formulate research questions – Students will develop a list of questions to answer for their research projects – CS	Copies of classroom research descriptions & grading sheet/rubric	Help students locate sources which will answer their research questions
2.1.3; 2.1.5 2.2.1 2.3.1 2.4.2; 2.4.3	CE&CFLS 9.2.4: A.1, A.2, A.3, A.4	Develop a list of keywords, synonyms	Keywords – Students will use keywords and/or synonyms pertaining to their research projects to locate information – DI &	Library's computer catalog and age appropriate library books and electronic sources	Aid students as they locate sources by using keywords and/or synonyms to use the library catalog to search for sources
3.1.2	1.a, 3.a, 3.b, 3.c, 4.a, 4.b,		CS		
3.2.2	4.c, 5.b, 6.a	Determine the quantity of information needed	Determine the quantity of information needed –	Age appropriate library books and electronic	Check students' research selections to make sure
3.3.5		1100000	Students will locate and check out resources to	sources	they contain enough information to enable them
4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5			use for research purposes - CS		to complete their research project
4.2.1					
4.3.1; 4.3.2					
4.4.2; 4.4.5					

		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	NJCCCS: LAL 3.1.2: F.5, G.1, G.3, H.1, H.2; LAL 3.2.2: A.2;	Print sources Nonfiction books Dictionaries Encyclopedias – general Atlases and maps	Potential resources – Discovering new worlds – DI	Can You Guess Where We're Going by Woodruff - E WOO	List the different types of books and topics mentioned in the story (including nonfiction and biographies)
1.3.4 1.4.2; 1.4.4	LAL 3.3.2: A.1, A.2, A.3, A.4, B.1, B.3, B.4, C.1,	Biographical resources	Potential resources – Dictionary – DI	Mr. Crumb's Secret (Chapter 1) by Perry – PC 372.4 PER	After listening to the chapter students will orally identify the dictionary as library resources
2.1.1; 2.1.2; 2.1.3; 2.1.5 2.3.1 2.4.3; 2.4.4	C.2; LAL 3.4.2: A.1, A.3, B.1; LAL 3.5.2: A.2; SS 6.3.4: A.2;		Potential resources – Atlases – DI	Mr. Crumb's Secret (Chapter 3) by Perry – PC 372.4 PER	After listening to the chapter students will orally identify atlases as library resources
3.1.2; 3.1.3 3.2.2; 3.2.3 3.3.5	6.5.4. A.2, TL 8.1.2: A.5; CE&CFLS 9.2.4: A.3, E.4		Potential resources – Encyclopedias – DI	Mr. Crumb's Secret (Chapter 6) by Perry – PC 372.4 PER	After listening to the chapter students will orally identify encyclopedias as library resources
4.1.1; 4.1.3; 4.1.4; 4.1.5 4.2.1 4.3.1; 4.3.2	ISTE: 1.a, 3.b, 3.c, 4.a, 4.c, 5.b, 6.a, 6.b		Potential resources – World Record Books - DI	Mr. Crumb's Secret (Chapter 7) by Perry – PC 372.4 PER	After listening to the chapter students will orally identify world record books as library resources
		Periodicals Magazines Newspapers	Potential resources – Newspapers – DI	Mr. Crumb's Secret (Chapter 4) by Perry – PC 372.4 PER	After listening to the chapter students will orally identify newspapers as informational resources
			Potential resources – Magazines and magazine indexes - DI	Mr. Crumb's Secret (Chapter 9) by Perry – PC 372.4 PER & sample magazines & a copy of The Abridged Reader's Guide to Periodical Literature	After listening to the chapter students will orally identify magazines and The Readers' Guide as useful library resources
		Electronic sources Library homepage World Wide Web Multimedia sources	Library catalog & homepage – Introduction to the computer catalog – DI	Mr. Crumb's Secret (Chapter 2) by Perry – PC 372.4 PER	After listening to the chapter students will orally identify the purpose of the library computer catalog
			Potential resources –	Mr. Crumb's Secret	After listening to the

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

2.3.1	CE&CFLS 9.2.4 : A.3				
2.4.3					
3.1.1; 3.1.3	ISTE: 3.b, 3.c				
3.3.5					
3.4.1					
4.1.4					
4.3.1; 4.3.2		1 00171011 1115 100700			
		LOCATION AND ACCESS			
		Students will locate sources using:			
AASL: 1.1.1; 1.1.2;	NJCCCS: LAL 3.1.2:	Dewey Decimal Classification System	Dewey Decimal System – Students will use the	Dewey Decimal signs and labels on the library's	Observe and help students find nonfiction books using
1.1.4; 1.1.6	D.4, D.6,		Dewey Decimal System	nonfiction shelves	numerical order
1.3.4; 1.3.5	G.1, G.3; LAL 3.3.2:		to locate nonfiction books		
1.4.2; 1.4.4	A.4, B.1,		– DI		
2.1.1	B.3, B.4, C.1; LAL	Computer catalog	Computer catalog –	Mr. Crumb's Secret by	Observe students as they
2.3.1	3.4.2: A.1,		Students will be introduced to the library's	Perry – PC 372.4 PER & computer connected to a	use the computer catalog to see if they are able to
	A.3, B.1; LAL 3.5.2 :		computer catalog – DI	computer projector	locate sources
2.4.3	A.2; SS 6.3.4: A.2;		·		
3.1.3	TL 8.1.2:	Periodical indexes	Periodical indexes – Students will be	Mr. Crumb's Secret by Perry – PC 372.4 PER &	Through discussion students will learn the
3.2.2	A.3; CE&CFLS		introduced to magazines	sample magazines &	importance of periodical
3.3.5	9.2.4: A.1,		and The Reader's Guide	sample of The Reader's	indexes
4.3.1; 4.3.2	A.2, A.3		to Periodical Literature - DI	<u>Guide</u>	
4.4.3					
	ISTE:	Specialized subject reference sources	Specialized references –	Mr. Crumb's Secret by	Through discussion and
	3.a, 3.b, 3.c,		Students will be	Perry – PC 372.4 PER &	examination students will
	5.b, 6.a, 6.d		introduced to atlases and	sample atlases & world	learn the research potential
			world record books – DI	record books	of atlases and world record books
		Students will find information			DOORS
		within sources using:			
AASL:	NJCCCS:	Alphabetical order	Alphabetical order –	Dictionaries &	Observe students as they
1.1.1; 1.1.2;	LAL 3.1.2:		Students will locate	encyclopedias	use the two reference
1.1.4; 1.1.6	A.1, F.5,		information in both		sources to see if they are
1.3.4	H.1; LAL		dictionaries &		able to find information
	3.3.2: A.1,		encyclopedias by using		using ABC order
1.4.1; 1.4.2;	A.2, A.3,		alphabetical order – DI		
1.4.4	A.4, B.1, B.3, B.4,				
2.1.1; 2.1.5	C.1; LAL	Inverted names when necessary	Inverted names –	Library's computer	Through discussion and
2.1.1, 2.1.0	3.4.2 ; A.3,		Students will learn that	catalog & document	questions/answers check to
2.3.1	B.1; LAL		authors' and illustrators'	camera	see if students remember to

	3.5.2: A.2;		names are inverted in the		search by "last name, first
2.4.3	TL 8.1.2:		computer catalog – DI		name" when using the
3.1.3	CE&CFLS				computer catalog
3.2.2	9.2.4: A.1,				
3.3.5	A.2, A.3, A.4	Guide words	Guide words – Students will use guide words to narrow their search while	Dictionaries & encyclopedias	Observe students as they use the two reference
3.4.1	ISTE:		using both dictionaries &		sources to see if they remember to use guide
4.1.4	3.a, 3.b, 3.c, 4.c, 5.b, 6.a,		encyclopedias – DI		words to aid in locating information
4.3.1; 4.3.2	6.d	Kovwarda, hoodings and subhoodings	Kovavordo Studonto will	Library's computer	Through discussion and
4.4.3		Keywords, headings and subheadings	Keywords – Students will use keywords as a search strategy when using the computer catalog - DI	Library's computer catalog & document camera	Through discussion and questions/answers check student understanding of using keywords as aids in locating information
		Indexes Tables of contents Glossaries	Students will find information within sources – While researching students will remember to use indexes, table of contents & glossaries as aids to find information - DI	Age appropriate nonfiction books	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:	NJCCCS:	Listen purposefully and attentively	Listen purposefully –	Dolly Madison Saves	Students will listen to a
1.1.1; 1.1.2;	LAL 3.1.2:		Women's History Month –	George Washington by	biography and list facts
1.1.4; 1.1.6	G.1, G.4; LAL 3.2.2:		Biographies – DI	Brown – 92 MAD	about the person's life
1.2.2	A.2; LAL				
1.3.4	3.3.2: A.2, A.3, A.4,	Actively view	Actively view – Students will visually learn how to	Computer catalog and reference books &	Observe students to see if they are visually paying
1.4.2; 1.4.4	C.1; LAL 3.4.2: A.1,		use the computer catalog & specific reference	document camera	attention while learning how to use the library resources
2.1.1; 2.1.2; 2.1.3; 2.1.5	A.3, B.1; LAL 3.5.2 :		sources – DI		·
2.3.1	A.1, A.3; SS 6.3.4: A.2;	Read and interpret information	Read and interpret – While using the	Grade appropriate encyclopedias & "Exciting	Check students' answers on the worksheet to see if
2.4.1; 2.4.3	TL 8.1.2: A.5;		encyclopedias students	Encyclopedias"	they correctly interpreted
3.1.2; 3.1.3	CE&CFLS 9.2.4: A.1,		will read and interpret information – DI	worksheet	the information found in the encyclopedias
3.2.2; 3.2.3	A.2, A.3, A.4	Follow links in electronic sources	Follow links – Students	Computer catalog	Observe students as they
3.3.1; 3.3.2;			will correctly use the		use the computer catalog to
3.3.5	ISTE: 3.a, 3.b, 4.a,		computer catalog - DI		see if they can correctly
	J.u, J.D, T.u,	1	1]	

4.1.1; 4.1.2; 4.1.4; 4.1.5	5.b, 6.a, 6.d				navigate through they program
4.3.1; 4.3.2		Students will gether 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;	NJCCCS: LAL 3.1.2: G.1, G.3; LAL 3.3.2: A.1, A.2, A.3, A.4, B.1; LAL	Students will gather information by: Summarizing, paraphrasing, or using information	Summarizing & paraphrasing – Students will summarize or paraphrase information found in encyclopedias – DI	Grade appropriate encyclopedias & "Exciting Encyclopedias" worksheet	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
1.4.3; 1.4.4 2.1.1; 2.1.3; 2.1.5 2.3.1	3.4.2: A.1, B.1; LAL 3.5.2: A.2; CE&CFLS 9.2.4: A.4	Interpreting graphs, charts, and diagrams	Interpreting graphs, charts, & diagrams – Students will interpret graphs, charts & diagrams found in	Grade appropriate encyclopedias & "Exciting Encyclopedias" worksheet	Check students' answers on the worksheet to see if they correctly interpreted the information found in the graphs, charts & diagrams
2.4.1; 2.4.3	ISTE: 3.b, 4.b, 4.c		encyclopedias - DI		found in encyclopedias
3.1.2; 3.1.3	3.0, 4.0, 4.0				
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					
		Students will practice ethical behavior in regard to information:			
AASL: 1.1.2 1.3.1; 1.3.3; 1.3.5	NJCCCS: LAL 3.4.2: B.1; TL 8.1.2: D.1	Record information for sources used	Record information – Students will locate author, title, publisher and copyright dates – DI & CS	Age appropriate nonfiction books & reference sources	Librarian will help students locate bibliographic information for research sources
1.4.2; 1.4.4 2.1.5	ISTE : 5.a	Create bibliographies in MLA format	Create bibliographies – Students will create simple bibliographies for	Bibliography page or format sheet for their research projects	Students will locate the author, title, publisher and copyright date or the web
3.1.6			classroom research projects – DI & CS		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; 1.1.9	NJCCCS: LAL 3.1.2: G.1, G.3; LAL 3.2.2: A.2, LAL	Use an outline or graphical organizer	Graphical organizer – Women's History Month biographies unit – Listing information on a	Dolly Madison Save George Washington by Brown – 92 BRO & Ruth Law Thrills a Nation by	Students will list facts about each famous woman on a class generated chart
1.4.2; 1.4.3; 1.4.4	3.3.2: A.2, A.3, A.4,		chart/graphic organizer - DI	Brown – 92 BRO & Mighty Jackie by Moss –	

	C.1; LAL			92 MIT & Marvelous	
2.1.1; 2.1.2	3.4.2: A.1,			Mattie by McCully - 92	
	A.3; LAL				
2.3.1	· ·			KNI & Women's History	
2.4.1; 2.4.3	3.5.2: A.1;			Chart (one per class)	
,	SS 6.1.4:			, , ,	
3.1.2; 3.1.3;	D.12;				
3.1.4	CE&CFLS				
J	9.2.4: A.4				
3.2.2; 3.2.2					
0.2.2, 0.2.2					
3.3.1; 3.3.5	IOTE				
0.0.1, 0.0.0	ISTE:				
4.1.3; 4.1.6	3.a				
4.1.0, 4.1.0					
4.3.1					
AASL:	NJCCCS:	Students will verify that information	Verify information is	Research requirements,	Check students' final
1.2.1; 1.2.4;	LAL 3.1.2:				
1.2.1, 1.2.4,		is complete	complete – Students will	grading rubric and final	products against the
1.2.3	G.3; LAL		complete their research	products	research rubrics to see if
4 4 4 4 4 2 .	3.2.2: D.1,		projects - CS	·	they successfully
1.4.1; 1.4.2; 1.4.3; 1.4.4	D.2, D.3;		projects CC		
1.4.3, 1.4.4	CE&CFLS				completed the project
2.2.1; 2.2.4	9.2.4: C.5				
2.2.1, 2.2.4	0.2				
3.1.1					
3.1.1	ISTE:				
3.2.1					
3.2.1	2.b, 3.b				
3.4.2					
3.4.2		Ctudente will be prepared to			
		Students will be prepared to			
		present information in the following			
		formats:			
AASL:	NJCCCS:	Written	Written - Second Grade	List of fairytale types and	Keeping in mind the
1.2.3	V&PA 1.3.2:	VVIIII			
1.2.0			Fairytale (ending unit for	characteristics, and large	fairytale types and
1.3.4; 1.3.5	D.1; LAL		Fairytale study) – DI	writing surface	characteristics, each
1.0.4, 1.0.0	3.1.2: A.2,				student in the second grade
1.4.4	G.1, G.4;				will add a sentence to
1.7.7	LAL 3.2.2:				
2.1.2; 2.1.6	A.1, A.2,				create a Second Grade
2.2.4	A.4, B.1,				Fairytale
	D.1, D.2;				
3.1.1; 3.1.2;	LAL 3.3.2:	Visual	Visual – Illustrating	Copies of the Second	Students will use clues in
3.1.3; 3.1.4		VIGUAL			
0.1.0, 0.1.4	A.2, A.4,		Second Grade Fairytale	Grade Fairytale in book	the story to create original
3.2.1; 3.2.3	B.2, C.1;		(Cooperative unit with art	format (one for each	illustrations for a second
0.2.1, 0.2.0	LAL 3.4.2:		class)- DI & CS	student)	grade fairytale
3.3.4; 3.3.5	A.1, A.3;		,	'	~
0.0.4, 0.0.0	CE&CFLS	Orol	Orol 9 Multimodic	Drojoet requirements sold	Librarian will get as a
4.3.1	9.2: A.4, C.5	Oral	Oral & Multimedia –	Project requirements and	Librarian will act as a
7.0.1		Multimedia	Students will present oral	grading sheets of rubric	resource helping students
			& multimedia projects for		to locate information and
	ICTE.		classroom projects - CS		use the multimedia
	ISTE:		l olassiooni projects - 03		
	1.b, 2.a, 2.b,				presentation tools
	2.d, 5.b, 6.a,				
	6.b, 6.d				
	-,			1	1

BTS Information Literacy/Library Skills Expectations for Grade 3

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

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

		CLASSIFICATION SYSTEM:			
		Students will:			
AASL:	NJCCCS:	Recognize and understand the parts	Recognize parts of a call	Project topic & laptops	By the end of class
1.1.1; 1.1.2;	LAL 3.1.3:	of a call number and use it for location	number – Library Dewey	with access to the library	students will have used the
1.1.4; 1.1.5;	G.7, G.8,				
1.1.6	H.1, H.2;	of materials:	Identification Index Card	computer catalog	computer catalog to locate
	LAL 3.2.3:	Easy books	project – Assigning a		the appropriate Dewey
1.3.4	D.1; LAL	Fiction books	Dewey Number to topic –		number associated with
4 4 0 4 4 0	3.3.3: A.1,	Nonfiction books	DI		their topic
1.4.2; 1.4.3; 1.4.4	A.2, B.2,	Biography			
1.4.4	C.1; LAL	Reference			
2.1.1; 2.1.2;	3.4.3: A.1,				
2.1.3; 2.1.4;	A.2, B.1,	Understand the broad categories of	Categories of the Dewey	Web quest worksheets &	Check students'
2.1.5	B.2; LAL	the Dewey Decimal Classification	Decimal Classification		worksheets to see if they
	3.5.3: A.1;			laptop computers with	
2.3.1	Math 4.1.3:	System and that subjects are grouped	System – Dewey Web	access to the Internet	correctly used the web
0.4.4.0.4.0	A.1, A.5;	together	Quest – DI		quest to answer the
2.4.1; 2.4.3	Math 4.4.3:				questions about the Dewey
3.1.2; 3.1.3	C.1; Math				Decimal System
3.1.2, 3.1.3	4.5: C.3,				,
3.2.2; 3.2.3	C.4; TL	Understand that media centers are	Systematic organization –	The Secret of the Silver	After listening to the
0.2.2, 0.2.0	8.1.4: A.5;	systematically organized and that	Introduction to the Dewey	Key (Chapter 6) by Perry	chapter students will orally
3.3.4; 3.3.5	CE&CFLS	knowledge of one media center can be	Decimal Classification	– PC 372.4 PER	state that nonfiction books
	9.2.4: A.1,			- FC 372.4 FER	
4.1.1; 4.1.2;	A.2, A.3, C.5	applied to others	System – DI		are arranged on the
4.1.3; 4.1.4	A.2, A.3, O.3				shelves according to the
4.3.1; 4.3.2					Dewey Decimal System
4.3.1, 4.3.2	ISTE:				
	3.a, 3.b, 3.c,				
	5.b, 6.a, 6.b,				
	6.d				
	0.0	ONLINE CATALOG			
		Students will:			
AASL:	NJCCCS:	Identify components of a computer	Identify components of	Computers with the	Observe students as they
1.1.4	LAL 3.1.3:				
1.11.4	G.7, H.1:		computer – Introduction to	library computer catalog	use the computers to see if
1.3.5	LAL 3.3.3:		the library computer		they can access the
	A.1, A.2,		catalog – DI		library's computer catalog
1.4.2; 1.4.4	B.2; LAL				
	3.4.3: A.2,	Launch, open, and quit library catalog	Library catalog –	The Secret of the Silver	After listening to the
2.3.1	B.2, B.3;		Introduction to the	Key (Chapter 5) by Perry	chapter students will orally
2.4.2	LAL 3.5.3:		computer catalog – DI	– PC 372.4 PER	identify the computer
2.4.3	A.1; TL		compater catalog 21		catalog as a library
3.2.2	8.1.4: A.5;				-
	CE&CFLS				resource
3.3.5	9.2.4: A.3,			"o	
	9.2.4. A.3,	Search by subject	Library catalog –	"Computer Card Catalog"	Check for understanding of
4.3.2	0.0	Search by title	Searching by title, author,	worksheet and laptop	the computer card catalog
	ISTE.	Search by author	keyword and subject - DI	computers with access to	by correcting the students'
	ISTE:	Search by keyword	· ·	the library computer	worksheets
	3.a, 3.b, 3.c,			catalog	
	5.b, 6.a			Jaiarog	

		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	NJCCCS: LAL 3.1.3: A.1, G.1, G.2, G.5, G.6, G.7, G.8, G.10; LAL 3.2:	Listen attentively to literary passages for increased time periods	Listen attentively – Students will listen to a chapter book and summarize the detail presented in each chapter – DI	The Secret of the Silver Key by Perry – PC 372.4 PER	After listening to each chapter have students orally identify the library knowledge used to solve the mystery
1.4.2; 1.4.4	A.1, A.2, D.3; LAL 3.3.3: A.1,	Describe the parts of a book	Book parts – Students will review parts of a book –	Books, both fiction and nonfiction, used during	Observe students after reviewing the functions of
2.1.1; 2.1.3; 2.1.5	A.4, B.2, C.1, C.3;		DI	library lessons	common book parts to see if they are using them
2.3.1	LAL 3.4.3: A.2, B.1, B.2; LAL				correctly
2.4.3	3.5.3: A.1,	Recognize the elements of a story Plot, character and setting	Story elements – Students will identify the	The Secret of the Silver Key by Perry – PC 372.4	Have students identify the characters, setting, and plot
3.1.2; 3.1.3 3.2.2	A.2; CE&CFLS	Beginning, middle and end Compare and contrast	story elements contained in a chapter book – DI	PER	of the story & predict possible endings. Also
3.3.5	9.2.4: A.3	Predictions	iii a chapter book – bi		have them compare this story to the one they heard
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; 4.3.2	ISTE: 3.a, 3.b, 3.c	Identify theme and supportive detail in fiction	Identify theme in fiction – Listening for library concepts and supporting details – DI	The Secret of the Silver Key by Perry – PC 372.4 PER	last year. After listening to each chapter have students orally identify the library knowledge used to solve the mystery
		Identify main idea and supportive details in nonfiction	Identify theme in nonfiction – Students will identify the function of various reference sources – DI	Reference sources referred to in <u>The Secret</u> of the Silver Key by Perry – PC 372.4 PER	Have students orally identify the purpose and usefulness of various reference sources
		Identify author's purpose	Author's purpose – Students will learn about Tall Tales and analyze the story elements common to this genre - DI	How I Spent by Summer Vacation by Teague – E TEA	Orally discuss the book and have students give examples of the Tall Tale elements used by the author
		LITERARY APPRECIATION			
		Students will:			
AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.7	NJCCCS: V&PA 1.3.5: D.1; LAL	Understand the variety of literary forms, and develop appreciation for each through exposure and analysis of	Literary appreciation – Thanksgiving stories – DI	Various Thanksgiving books	Assess using questioning and answers about the stories read

1.2.3	3.1.3: A.1,	the following:	Literary appreciation –	Any drawing story (except	Students will learn the story
1.2.0	G.1, G.5,	Picture books		the Chinese New Year	
1.3.4	G.6, G.7;		Drawing story – DI		plus draw and color the
	LAL 3.2.3:	Beginning chapter books		one) from <u>Handmade</u>	resulting picture
1.4.2	A.1, A.2;	Novels		Tales by Dianne De Las	
2.1.1; 2.1.3;	LAL 3.3.3:	Nonfiction books		Casas (personal copy)	
2.1.5	A.1, A.2,	Biography and autobiography		and large writing surface	
	A.3, A.4,	Folk tales, fairy tales and nursery			
2.3.1	B.2, C.3,	rhymes	Literary appreciation –	The Secret of the Silver	Assess using questioning
0.40	D.1; LAL	Poetry	Novels – DI	Key by Perry – PC 372.4	and answers about the
2.4.3	3.4.3: A.1,			PER	story
3.1.2; 3.1.3	A.2, B.1,				
0.1.2, 0.1.0	B.2; LAL		Literary appreciation –	Various age appropriate	Informal observation and
3.2.2	3.5.3: A.1,		Review picture books,	library books	class discussions about the
	A.2, B.1; SS		beginning chapter books,		different forms of literature
3.3.2; 3.3.5	6.1.4: D.12;		nonfiction, biography, folk		available in the library
4.1.1; 4.1.2;	CE&CFLS 9.2.4: A.4		tales, poetry - DI		
4.1.3; 4.1.4;	3.2.4. A.4		10.00, poet.,		
4.1.5		Describe differences in genres of	Genre study - Describe	How I Spent by Summer	Use passages from the
	ISTE:	fiction, i.e. fantasy, historical fiction,	Tall Tales and identify the	Vacation by Teague – E	story to highlight the Tall
4.2.1; 4.2.4	3.b	mystery, science fiction, graphic	common characteristics	TEA	Tale characteristics found
4.3.1; 4.3.2		novels	contained in this genre –	12/1	in the story
,		Tioveis	DI		in the story
4.4.1			ы		
			Conro etudy Tall Tale	The Stery of Doub Buryon	Orally identify the Tall Tale
			Genre study – Tall Tale	The Story of Paul Bunyan	Orally identify the Tall Tale
			video – DI	video by Gleeson – VT	elements contained in the
				392.2 GLE & VCR	video story
				connected to TV or	
				projector	
		Recognize and appreciate authors and	Exposure to materials –	Age appropriate library	During check out time the
		illustrators by exposure to a variety of	Brief reviews of library	books	librarian will briefly review
		age-appropriate materials	materials – DI		and recommend materials
					for students to borrow
		Be aware of various literary awards	Literary awards –	Copies of award winning	During check out time the
		and their significance (Caldecott,	Students will locate award	books	librarian will point out and
		Newbery, Charlotte, Pulitzer, Printz,	winning books - DI		recommend award winning
		King, Nobel)			books
		LITERARY CRITICISM			
		Students will:			
AASL:	NJCCCS:	Participate in group discussions of	Group discussions -	The Secret of the Silver	Assess using questioning
1.1.1; 1.1.2;	LAL 3.1.3:	literature	Students will listen to a	Key by Perry – PC 372.4	and answers about the
1.1.4; 1.1.6;	G.1, G.2,	moratoro	chapter book and conduct	PER	story
1.1.9	G.5, G.6,		group discussions after		J.C. y
1.2.2	G.7, G.10;		each chapter – DI		
1.2.2	LAL 3.2.3:		eacii chaptei		
1.3.4	A.1, A.2,	Give brief reviews of a book – listing	Brief reviews – Students	Age appropriate library	Librarian will halp students
	C.3; LAL	Give brief reviews of a book – listing	Dilei leviews – Students	Age appropriate library	Librarian will help students

1.4.2; 1.4.4	3.3.3: A.1,	title, author, and reasons liked or	will complete book	books to support	select appropriate books for
2.1.1; 2.1.3;	A.2, A.4, B.2; LAL	disliked	reviews for classroom	classroom instruction	classroom assignments
2.1.5 2.3.1	3.4.3: A.2,		assignments – CS		
2.4.3	B.2; LAL 3.5.3: A.2; CE&CFLS	Engage in an author/illustrator study	Author/illustrator study – Students will conduct	Age appropriate library books to support	Librarian will supply age appropriate books to enable
3.1.2; 3.1.3	9.2.4: A.4		author/illustrator studies during classroom	classroom instruction	students to complete classroom assignments
3.2.2	.075		instruction – CS		
3.3.5	ISTE: 3.b, 4.a, 4.c	Compare and contrast formats of	Compare formats of	The Story of Paul Bunyan	Oral discussion of the
4.1.1; 4.1.2;		different genres (i.e. plays, poetry,	genres – Video vs. story -	video by Gleeson – VT	similarities & differences
4.1.3; 4.1.4; 4.1.5		stories)	DI	392.2 GLE & How I Spent by Summer Vacation by	between two tall tales – one a video & one a written
4.2.4				Teague – E TEA & VCR connected to TV or	story
4.3.1; 4.3.2				projector	
4.4.1					
		READER ADVISORY			
		Students will:			
AASL: 1.1.1; 1.1.2;	NJCCCS: LAL 3.1.3:	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
1.1.4; 1.1.6	H.3; LAL	appropriate interest and reading levels	both personal and school-	DOOKS	if they are age appropriate
1.2.2; 1.2.3	3.2.3: A.2, C.3; LAL	appropriate interest and reading levels	related reading – DI		and at the right reading
1.3.4	3.3.3: B.2;				levels
	LAL 3.5.3:	Share reading experiences	Shared reading	Books used during library	Observe students to see if
1.4.2; 1.4.4	A.1	Chare reading experiences	experiences – Students	lessons	they are listening to the
2.1.3; 2.1.5	ISTE:		will listen to the stories		stories and sharing their
2.3.1	2.b, 3.b, 3.c,		read by the librarian – DI		impressions through group discussions
2.4.3	5.b, 5.c, 6.a, 6.d	Discriminate in aboles of reading	Discriminate in aboles of	A a a a a a a a a a a a a a a a a a a a	Charle students' a destions
3.1.2; 3.1.3		Discriminate in choice of reading matter	Discriminate in choice of reading matter – Students	Age appropriate library books	Check students' selections to make sure they are
3.2.2		matter	will check out books	DOORS	interested in the topic and
3.3.5			based on their own interests – DI		the book is age appropriate
4.1.1; 4.1.2;			Interested by		
4.1.3; 4.1.4		Develop lifelong recreational and	Lifelong reading habits -	Age appropriate library	Observe students to see if
4.2.1; 4.2.2;		informational reading habits	Students will develop a	books and electronic	they are enjoying the books and activities
4.2.4			joy of reading both through listening to and	activities	and activities
4.3.1; 4.3.3			checking out library books		
4.4.1			- DI		

		SKILLS OF INQUIRY AND			1
		INVESTIGATION			
		TASK DEFINITION			
		Students will define the information			
		problem:			
AASL:	NJCCCS:	Select a topic	Select a topic – Library	Project overview, project	Students will pick a topic for
1.1.1; 1.1.2;	LAL 3.1.3:	Golost a topis	Dewey Identification	grading sheet, & index	their library identification
1.1.3; 1.1.4;	G.1, G.2,		Index Card project – DI	cards	cards
1.1.6; 1.1.8	G.7, G.8,				
1.2.1; 1.2.2;	G.13, H.1;	Formulate research questions or	Formulate research	Copies of classroom	Help students locate
1.2.3	LAL 3.2.3: A.1, D.3;	subtopics	questions - Students will	research descriptions &	sources which will answer
1.3.4	LAL 3.3.3:	•	develop a list of questions	grading sheet/rubric	their research questions
1.3.4	B.1; LAL		to answer for classroom		
1.4.2; 1.4.3;	3.4.3: B.1;		research projects – CS		
1.4.4	LAL 3.5.3:				
2.1.1; 2.1.2;	A.2; SS	Develop a list of keywords, synonyms	Keywords – Students will	Library computer catalog	Aid students as they locate
2.1.3; 2.1.5	6.3.4: A.2; TL 8.1.4:		use keywords and/or	and age appropriate	sources by using keywords
0.04	A.5;		synonyms pertaining to	library books and	and/or synonyms while
2.2.1	CE&CFLS		their research projects to	electronic sources	using the library catalog to
2.3.1	9.2.4: A.1,		locate information – DI &		search for sources
0.40.040	A.2, A.3, A.4		CS		
2.4.2; 2.4.3		Determine the quantity of information	Determine the quantity of	Ago opproprieto library	Check students' research
3.1.2	ISTE:	Determine the quantity of information needed	Determine the quantity of information needed –	Age appropriate library books and electronic	selections to make sure
0.00	1.a, 3.a, 3.b,	needed	Students will locate and	sources	they contain enough
3.2.2	3.c, 4.a, 4.b,		check out resources to	3001003	information to enable them
3.3.5	4.c, 5.b, 6.a		use for research purposes		to complete their research
444.440.			- CS		project
4.1.1; 4.1.2; 4.1.3; 4.1.4;					
4.1.5					
4.0.4					
4.2.1					
4.3.1; 4.3.2					
440440					
4.4.2; 4.4.3; 4.4.5					
4.4.0		INFORMATION SEEKING			
		STRATEGIES			
		Students will determine the variety			
		of potential sources:			
AASL:	NJCCCS:	Print sources	Potential sources -	"Can You Read A Map"	Students will have correctly
1.1.1; 1.1.2;	LAL 3.1.3:	Nonfiction books	Complete a map reading	map and test	answered at least 80% of
1.1.4; 1.1.6; 1.1.7; 1.1.9	A.1, F.4,	Dictionaries	test – DI		the map test questions
	G.1. G.2, G.6, G.7,	Encyclopedias – general			
1.2.2; 1.2.3	G.0, G.7, G.13, H.1,	Encyclopedias – specialized	Potential sources –	The Secret of the Silver	After listening to the
1.3.4	H.3; LAL	Atlases and maps	Dictionary – DI	Key (Chapter 1) by Perry	chapter students will orally
1.5.7	3.2.3: A.9,	Biographical resources		– PC 372.4 PER	identify dictionaries as
1.4.2; 1.4.4	A.10; LAL				library resources

2.1.1; 2.1.3;	3.3.3: A.1,		Potential sources –	"Dictionary Data" quiz	Corrected quizzes
2.1.5	A.2, A.3,		Dictionary Quiz – DI	Dictionary Data quiz	Corrected quizzes
	A.4, B.2;		Dictionary Quiz – Di		
2.3.1	LAL 3.4.3:				
0.4.0.0.4.4	A.1, A.2,		Potential sources - Use a	Rough copies of	Check spelling when the
2.4.3; 2.4.4	B.1, B.2;		dictionary to correct	postcards and	students are done with their
3.1.2; 3.1.3	LAL 3.5.3:		spelling in their Tall Tale	dictionaries	postcards
0.1.2, 0.1.0	A.1; SS		summer vacation		
3.2.2; 3.2.3	6.1.4: A.6;		postcards – DI		
	SS 6.3.4:				
3.3.5	A.2; TL		Potential sources –	The Secret of the Silver	After listening to the
444.440.	8.1.4: A.5;		Introduction to types of	Key (Chapter 3) by Perry	chapter the students will
4.1.1; 4.1.3; 4.1.4; 4.1.5	CE&CFLS		encyclopedias – DI	– PC 372.4 PER	identify the two main types
4.1.4, 4.1.5	9.2.4: A.1,		choyolopealas Di	10012.4121	of encyclopedias – general
4.2.1	A.3, C.5, E.4				and special
					and special
4.3.1; 4.3.2			Detectal as asset Helen	# 1-1 Face alone Page	
	ISTE:		Potential sources – Using	"Using Encyclopedias"	Check worksheet to see if
	1.a, 3.b, 3.c,		encyclopedias - DI	worksheets,	students were able to
	4.a, 4.c, 5.b,			encyclopedias, and	locate the correct answers
	6.a, 6.b			document camera	in the encyclopedias
			Potential sources –	The Secret of the Silver	After listening to the
			Introduction to atlases –	Key (Chapter 4) by Perry	chapter the students will
			DI	– PC 372.4 PER	identify atlases as good
					sources for geographical
					information
		Periodicals	Potential sources –	Sample magazines & a	Oral discussion of the
		Magazines	Review of magazines and	copy of The Abridged	usefulness of newspapers,
		Newspapers	newspaper – DI	Reader's Guide to	magazines and <u>The</u>
		14cW3papci3	newspaper Di	Periodical Literature	Reader's Guide
				<u>r enodicai Literature</u>	<u>Reader's Guide</u>
		Florence	Flootropio courses	Commistance	Oral discussion of hourts
		Electronic sources	Electronic sources –	Computers and	Oral discussion of how to
		Library homepage	Review of library	ActivBoards used during	access & use the library
		World Wide Web	homepage, library	library instruction	homepage, computer
		Multimedia sources	catalog, Internet, &		catalog, Internet &
			multimedia sources - DI		ActivBoards
		Community sources	Community sources –	The Secret Of the Silver	After listening to the
		Community & public agencies	Introduction to the phone	Key (Chapter 2) by Perry	chapter the students will
			books – DI	– PC 372.4 PER	identify the phone book as
					a potential library resource
					'
			Community sources –	"Phone Book Basics"	Students will use the phone
			Using the phone book –	worksheet and phone	books to correctly answer
			DI	books	the questions on the
			_ ·	20010	worksheet
					MOLVOLICE
			Community sources –	DVD provided by Book	Oral discussion of
<u>U</u>			Community Sources -	D V D PIOVIGEG DY DOOK	Oral discussion of

d library ng the tudents will ne possible ses
ses
Il fill in the & evaluate the ase of use, and the as & web pages Dewey web

		LOCATION AND ACCESS			
		Students will locate sources using:			
AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.5; 1.1.6	NJCCCS: LAL 3.1.3: A.1, G.8, H.1, H.2; LAL 3.2.3: D.1; LAL	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
1.3.4; 1.3.5 1.4.2; 1.4.4 2.1.1; 2.1.5 2.3.1	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:		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
2.4.3 3.1.2; 3.1.3 3.2.2; 3.2.3	C.3; SS 6.3.4: A.2; TL 8.1.4: A.5; CE&CFLS	Computer catalog	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
3.3.5 4.3.1; 4.3.2 4.4.3	94: A.2, A.3, C.5 ISTE: 1.a, 3.a, 3.b,	Library homepage	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
	3.c, 4.c, 5.b, 6.a, 6.d	Periodical indexes	Periodical indexes – Students will review the usefulness of <u>The</u> <u>Reader's Guide</u> – DI	Sample copies of <u>The</u> Abridged Reader's Guide to Periodical Literature	Through discussion students will review that The Reader's Guide is used to locate magazine articles
		Hyperlinks	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 subject reference sources	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:			1
AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6	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;	A.9; LAL		encyclopedias by using		using ABC order
1.4.4	3.3.3: A.1,		alphabetical order – DI		using ADC order
2.1.1; 2.1.5	B.2; LAL		aiphabailear araci		
2.3.1	3.4.3: A.1, A.2, B.1; LAL 3.5.3:	Inverted names when necessary	Inverted names – Students will review that	Library's computer catalog & document	Through discussion and questions/answers check to
2.4.3	A.1; TL 8.1.4: A.5;		authors' and illustrators' names are inverted in the	camera	see if students remember to search by "last name, first
3.1.3	CE&CFLS 9.2.4: A.3		computer catalog – DI		name" when using the computer catalog
3.2.2					
3.3.5	ISTE:	Guide words	Guide words – Students will locate information in	"Dictionary Data" worksheets and	Help students locate information using both
3.4.1	3.a, 3.b, 3.c, 4.c, 5.b, 6.a,		dictionaries using both guide words and	dictionaries	guide words and pronunciation keys in
4.1.4	6.d		pronunciation keys – DI		dictionaries
4.3.1; 4.3.2 4.4.3		Keywords, headings and subheadings	Keywords – Students will use keywords as a search strategy when using the	Library's computer catalog & document camera	Through discussion and questions/answers check student understanding of
			computer catalog – DI		using keywords as aid in locating information
		Indexes Tables of contents Glossaries	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	Age appropriate nonfiction books	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	NJCCCS: LAL 3.1.3: A.1, G.2,	Listen purposefully and attentively	Listen purposefully – Kwanzaa information – DI	The Principles of Kwanzaa video – VT 394.2 GOL & VCR	Through discussion identify the different Kwanzaa elements contained in the
1.2.2	G.7, G.8, G.13, H.2;			connected to TV or projector	video
1.3.4	LAL 3.2.3: D.1; LAL	Actively view	Actively view – Students	Dewey Web Quest home	Observe students during
1.4.2; 1.4.4	3.3.3: A.1, B.2, D.1;	Actively view	will visually learn how to	page and specific	library lessons to see if they
2.1.1; 2.1.2; 2.1.3; 2.1.5 2.3.1	LAL 3.4.3: A.2, B.1; LAL 3.5.3: A.1, A.2; SS		use specific reference & electronic sources – DI	reference books & document camera	are visually paying attention while learning how to use the highlighted resources
2.4.1; 2.4.2; 2.4.3	6.3.4: A.4; TL 8.1.4: A.5;	Skim and scan to identify keywords and context clues	Skim and scan – Dewey Web Quest - DI	Dewey Web Quest worksheets and laptop	Students will skim or scan the websites on the web

3.1.2; 3.1.3	CE&CFLS			computers connected to	quest to find answers
3.2.2; 3.2.3	9.2.4: A.2, A.3, C.5			the Internet	pertaining to the Dewey Decimal System
3.3.1; 3.3.5					
4.1.1; 4.1.2; 4.1.4; 4.1.5	ISTE: 3.a, 3.b, 3.c, 4.a, 5.b, 6.a,	Read and interpret information	Read and interpret information – Using encyclopedias – DI	"Using Encyclopedias" worksheet and encyclopedias	Students will correctly read and interpret information in encyclopedias to answer the questions on the
4.3.1; 4.3.2	6.d				worksheet
		Follow links in electronic sources	Follow links – Dewey Web Quest - DI	Web quest worksheets and laptop computers connected to the Internet	Circulate around the room and check to see if the students are correctly using the electronic links to navigate through the web quest
A A OL -	NICOCO	Students will gather information by:			
AASL: 1.1.1; 1.1.2;	NJCCCS: LAL 3.1.3:	Summarizing, paraphrasing, or using information	Summarizing &	Grade appropriate	Check students' answers on the worksheet to see if
1.1.3; 1.1.4;	A.1, G.1,	Information	paraphrasing – Students will summarize or	encyclopedias & "Using Encyclopedias"	they were able to
1.1.6	G.2, G.3,		paraphrase information	worksheet	summarize or paraphrase
1.3.2; 1.3.4	G.7, G.8, G.13, H.2;		found in encyclopedias –	Workshoot	the answers instead of just copying word by word
1.4.1; 1.4.2; 1.4.3; 1.4.4	LAL 3.2.3: A.1, A.2;				copying manalay mana
1.4.3, 1.4.4	LAL 3.3.3:	Interpreting graphs, charts, and	Interpreting graphs,	Grade appropriate	Check students' answers
2.1.1; 2.1.3;	A.1, B.2,	diagrams	charts, & diagrams –	encyclopedias & "Using	on the worksheet to see if
2.1.5	C.1; LAL		Students will interpret	Encyclopedias"	they correctly interpreted
2.3.1	3.4.3 : A.2; LAL 3.5.3 : A.2;		graphs, charts & diagrams found in	worksheet	the information found in the graphs, charts & diagrams
2.4.1; 2.4.3	CE&CFLS		encyclopedias - DI		found in encyclopedias
3.1.2; 3.1.3	9.2.4: A.3, A.4				
3.2.2; 3.2.3					
3.3.5	ISTE: 3.b, 4.b, 4.c				
4.1.1; 4.1.2; 4.1.3; 4.1.4	0.5, 7.5, 4.6				
4.3.1; 4.3.2		Otra Landa ascillana aci			
		Students will practice ethical behavior in regard to information:			
AASL:	NJCCCS:	Record information for sources used	Record information –	Age appropriate	Librarian will help students
1.1.2	LAL 3.4.3:		Students will locate	nonfiction books &	locate bibliographic
1.3.1; 1.3.3; 1.3.5	B.1; TL 8.1.4: D.2		author, title, publisher and copyright dates – DI & CS	reference sources	information for research sources
1.4.2; 1.4.4	ISTE:	Create bibliographies in MLA format	Create bibliographies – Students will create	Bibliography page or format sheet for their	Students will locate the author, title, publisher and

2.1.5	5.a		simple bibliographies for	research projects	copyright date or the web
3.1.6			classroom research projects – DI & CS		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	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	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
3.3.5	3.a				
4.1.3; 4.1.6					
4.3.1					
AASL:	NJCCCS: ;	Students will verify that information	Verify that information is	Students final designs of	Students will check their
1.2.1; 1.2.4; 1.2.5	V&PA 1.3.5: D.1; LAL	is complete	complete – Dewey Identification Index Card	the index cards & the grading rubric	final project index card against the grading rubric to
1.4.1; 1.4.2; 1.4.3; 1.4.4	3.1.3: H.1; LAL 3.4.3: B.1; Math		Project – DI		make sure their cards are complete
2.1.2	4.1.3: A.1, A.5; Math				
2.2.1; 2.2.4	4.4.3: C.1; Math 4.5:				
3.1.1	C.3, C.4; CE&CFLS				
3.2.1	9.2.4: A.1,				
3.3.4; 3.3.5	A.2				
3.4.2	ISTE: 1.a, 1.b, 2.b, 3.b				
		Students will be prepared to present information in the following formats:			
AASL: 1.2.3	NJCCCS: V&PA 1.3.5: D.1; LAL	Written	Written format - Students will create a Tall Tale	How I Spent My Summer Vacation by Teague – E	Tall Tale Postcard Grading Sheet
1.3.4; 1.3.5	3.1.3: G.1,		postcard about their	TEA and Postcard	

1.4.4	G.5, H.1;		summer vacation - DI	templates	
2.1.2; 2.1.6	LAL 3.2.3: A.1, A.2,	Visual	Visual – Library Dewey	Students index cards,	Students will design an
2.2.4	B.2, C.1, C.2, C.5,		Identification Index Card project – Illustrations – DI	colored pencils and rough drawing of topic	index card to show a Dewey topic, the Dewey
3.1.1; 3.1.2;	D.1; LAL		project mastrations Di	illustration	number associated with
3.1.3; 3.1.4	3.4.3: B.1; Math 4.1.3:			maditation	that topic and an
3.2.1; 3.2.3	A.5; Math				illustration/drawing of the
3.3.4; 3.3.5	4.4.3: C.1; Math 4.5:				topic
4.3.1	C.3, C.4; CE&CFLS 9.2: A.1, A.2	Oral Multimedia	Oral & Multimedia – Students will present oral & multimedia projects for	Copies of project requirements and grading sheets or rubric	Librarian will act as a resource helping students to locate information and
			classroom projects - CS	Shoots of rubile	use the multimedia
	ISTE:				presentation tools
	1.b, 2.a, 2.b,				
	2.d, 5.b, 6.a,				
	6.b, 6.d				

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

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

			introduced to the EBSCOHost databases - DI	the Searchasauras 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;	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,	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	Recognize parts of a call number – Students will use call numbers to locate fiction, nonfiction sources - DI	Library computer catalogs and spine labels on library materials, both print & multimedia	Observe students as they locate materials on the shelves to see if they can successfully read a spine label/call number
2.1.5 2.3.1 2.4.1; 2.4.3 3.1.2; 3.1.3	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,	Understand the broad categories of the Dewey Decimal Classification System and that subjects are grouped together	Classification Systems – library catalog, Dewey Decimal System, Library of Congress Classification System & subject headings – DI	Exploring the Library (Chapter 4) by Flanagan – 027 FLA	After reading the chapter students will identify the difference ways library materials are organized
3.2.2; 3.2.3 3.3.5 4.1.1; 4.1.3; 4.1.4 4.3.1; 4.3.2	A.3, A.4 ISTE: 3.a, 3.b, 3.c, 5.b, 6.a, 6.d	Understand that media centers are systematically organized and that knowledge of one media center can be applied to others	Systematic arrangement - Arranging fiction books - DI Systematic arrangement - Dewey Decimal order - DI	"Arranging Books" ActivBoard flipchart & ActivBoard setup "Practice with Decimals" worksheet, ActivBoard flipchart for Practice with Decimals and ActivBoard setup	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
			Systematic arrangement – Dewey Decimal order – DI	"Huey and Dewey meet Dewey" worksheet and laminated copies of the Dewey Decimal Chart	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	LAL 3.4.4:		screen, mouse - DI		
	A.1, A.2,		Solden, medes 21		
2.3.1	B.1; LAL	Launch, open, and quit library catalog	Library catalog – Review	Laptop connected to	Students will use the
2.4.3	3.5.4: A.1, A.7, B.1; TL		– DI	computer projector	computer catalog to locate
3.2.2	8.1.4: A.5,				library resources
3.2.2	D.2;				
3.3.5	CE&CFLS	Search by subject	Library catalog –	"Searching by Subject" worksheet & "Search	Check for understanding of
4.3.1; 4.3.2	9.2.4: A.1, A.3, C.5	Search by title Search by author	Searching by subject and keyword – DI	With Limited Information"	the computer card catalog by correcting the students'
	A.3, C.3	Search by keyword	Reyword – Di	worksheet & laptop	worksheets
		Coaron by Royword		computers with access to	Workdriedte
	ISTE:			the library computer	
	3.a, 3.b, 3.c, 5.b, 6.a			catalog	
	5.b, 6.a				
			Library catalog –	"Searching by Title or	Check for understanding of
			Searching by title and author – DI	Author" worksheet &	the computer card catalog
			autioi – Di	laptop computers with access to the library	by correcting the students' worksheets
				computer catalog	Worksheets
				compater catalog	
		Locate and understand the parts of a	Bibliographic record	Computer with library	While reviewing the library
		bibliographic record screen	screen – Students will be	catalog and computer	computer catalog students
			introduced to the	projector	will view the bibliographic
			bibliographic screen of		screen
			the computer catalog – DI		
		Reserve materials that are on loan	Reserve materials –	Library catalog	Students will ask librarian to
		reserve materials that are on loan	Students will learn the	Library catalog	reserve unavailable
			benefits of reserving		material
			materials - DI		
		LITERARY UNDERSTANDING AND			
		<u>APPRECIATION</u>			
		LITERARY ELEMENTS			
		Students will:			
AASL:	NJCCCS:	Listen attentively to literary passages	Listen attentively to	When Marion Copied by	After listening to the story
1.1.1; 1.1.2; 1.1.4; 1.1.6;	LAL 3.1.4: G.1, G.2,	for increased time periods	literary passages –	Berg – PC 372.6 BER	the students will be
1.1.7	G.1, G.2, G.6, G.7,		Introduction to plagiarism		introduced to the concept of
1.2.2	G.9, G.10;		– DI		plagiarism
1.2.2	LAL 3.2.4:	Describe the parts of a book	Book parts – Students will	Books, both fiction and	Observe students after
1.3.2; 1.3.4	A.1, A.2,	Describe the parts of a book	review parts of a book -	nonfiction, used during	reviewing the functions of
1.4.2; 1.4.4	B.4, B.9, C.6, D.2;		DI	library lessons	common book parts to see
	LAL 3.3.4;				if they are using them
2.1.1; 2.1.3;	A.2, B.4;				correctly
2.1.5	LAL 3.4.4				
2.3.1	A.1, B.1, B.5; LAL	Recognize the elements of a story	Story elements –	The Fantastic Undersea	After listening to the story
	3.5.4: A.2,	Plot, character and setting	Students will identify the	Life of Jacques Cousteau	students will discuss the
	J.J.∓. ∧.∠,				

2.4.3	A.4, B.1;	Beginning, middle and end	story elements contained	by Yaccarino – 93 COU	book's story elements and
3.1.2; 3.1.3	CE&CFLS 9.2.4: A.1, A.4	Compare and contrast Predictions	in a simple biography - DI	by raddamic do dec	compare this biography to a fictional life story
3.2.2 3.3.2; 3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5	ISTE: 3.a, 3.b, 3.c	Identify theme and supportive detail in fiction	Identify theme in fiction – Students will identify themes in their classroom novels – CS	Copies of classroom novels	Librarian will be a resource for students as they discuss the novels read during classroom instruction
4.2.1; 4.2.4 4.3.1; 4.3.2		Identify main idea and supportive details in nonfiction	Identify theme in nonfiction – Students will analyze a simple biography – DI	The Fantastic Undersea Life of Jacques Cousteau by Yaccarino – 93 COU	After listening to the story students will list details mentioned in the text in order to conduct a simple research project
		Identify author's purpose	Author's purpose – Students will make predictions about the information contained in a simple biography - DI	Cover of The Fantastic Undersea Life of Jacques Cousteau by Yaccarino – 93 COU	List students' predictions to see if they were able to identify the author's purpose in writing the book
		LITERARY APPRECIATION			
		Students will:			
AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.7	NJCCCS: V&PA 1.3.5: D.1; LAL 3.1.4: G.2,	Understand the variety of literary forms, and develop appreciation for each through exposure and analysis of	Literary appreciation – Thanksgiving stories – DI	Various Thanksgiving books	Assess using questioning and answers about the stories read
1.2.3	G.3, G.8; LAL 3.3.4: B.4; LAL	the following: Picture books Beginning chapter books	Literary appreciation – Chinese New Year	"The Emperor's Dragon" drawing story from	Students will learn the story plus draw and color the
1.3.4	3.4.4: A.1, B.1, B.3,	Novels Nonfiction books Biography and autobiography	drawing story – DI	Handmade Tales by Dianne De Las Casas (personal copy) and large	resulting dragon picture
2.1.1; 2.1.3; 2.1.5	B.6; LAL 3.5.4: A.2, B.1;	Folk tales, fairy tales and nursery rhymes		writing surface	
2.3.1	CE&CFLS 9.2.4 : A.4	Poetry	Literary appreciation – Biographies – DI	The Fantastic Undersea Life of Jacques Cousteau	Assess using questioning and answers about the
2.4.3				by Yaccarino – 93 COU	book read
3.1.2; 3.1.3	ISTE : 3.b		Literary appreciation –	Copies of classroom	Librarian will be a resource
3.2.2	3.0		Classroom novels – CS	novels	for students as they discuss the novels read during
3.3.2; 3.3.5					classroom instruction
4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5			Literary appreciation – Review of picture books,	Various age appropriate library books	Informal observation and class discussion about the
4.2.4			chapter books, nonfiction, folk tales, poetry - DI		different forms of literature available in the library
4.3.1; 4.3.2					

4.4.1		Describe differences in genres of fiction, i.e. fantasy, historical fiction, mystery, science fiction, graphic novels	Fiction genres – Review the variety of genres available in fiction stories - DI	Fiction collection of the library	Informal observation and class discussion about the different genres available in fiction books
		Recognize and appreciate authors and illustrators by exposure to a variety of age-appropriate materials	Exposure to materials – Brief reviews of library materials - DI	Age appropriate library books	During check out time the librarian will briefly review and recommend materials to borrow
		Be aware of various literary awards and their significance (Caldecott, Newbery, Charlotte, Pulitzer, Printz, King, Nobel)	Literary awards – Students will locate award winning books - DI	Copies of award winning books	During check out time the librarian will point out and recommend award winning books
		LITERARY CRITICISM			
AASL:	NICCOS	Students will:	One on diagonalism	The Francis De Jesse	A
1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.9	NJCCCS: LAL 3.1.4: G.2, G.6, G.7, G.10; LAL 3.2.4: A.1, A.2;	Participate in group discussions of literature	Group discussions – Students will listen to a simple biography and discussion the information contained in the book – DI	The Fantastic Undersea Life of Jacques Cousteau by Yaccarino – 93 COU	Assess using questioning and answers about the story
1.3.4	LAL 3.3.4:	Give brief reviews of a book – listing	Brief reviews – Students	Age appropriate library	Librarian will help students
1.4.2; 1.4.4	A.1, A.2, B.4; LAL 3.4.4: A.1,	title, author, and reasons liked or disliked	will complete book reviews for classroom	books to support classroom instruction	select appropriate books for classroom assignments
2.1.1; 2.1.3; 2.1.5	B.3; LAL 3.5.4: A.2;		assignments – CS		
2.3.1	CE&CFLS 9.2.4: A.4	Engage in an author/illustrator study	Author/illustrator study – Students will conduct	Age appropriate library books to support	Librarian will supply age appropriate books to enable
2.4.3			author/illustrator studies	classroom instruction	students to complete
3.1.2; 3.1.3	ISTE: 3.b, 4.a, 4.c		during classroom instruction – CS		classroom assignments
3.2.2		Compare and contrast formats of	Compare formats of	The Fantastic Undersea	Oral discussion of the
3.3.5		different genres (i.e. plays, poetry,	genres – Biography vs.	Life of Jacques Cousteau	advantages &
4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5		stories)	picture book - DI	by Yaccarino – 93 COU	disadvantages of writing a biography in a picture book format
4.2.4					
4.3.1; 4.3.2					
4.4.1					
		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	3.2.4: A.2, C.6; LAL 3.3.4: B.4; LAL 3.5.4:	appropriate interest and reading levels	both personal and school- related reading – DI		if they are age appropriate and at the right reading levels
1.4.2; 1.4.4	B.1	Share reading experiences	Shared reading	Books used during library	Observe students to see if
2.1.3; 2.1.5	ISTE:		experiences – Students will listen to the stories	lessons	they are listening to the stories and sharing their
2.3.1	2.b, 3.b, 3.c, 5.b, 5.c, 6.a,		read by the librarian – DI		impressions through group discussions
2.4.3	6.d	Discriminate in the size of manding	Diamininata in abaica of	A i-t- lib	
3.1.2; 3.1.3		Discriminate in choice of reading matter	Discriminate in choice of reading matter – Students	Age appropriate library books	Check students' selections to make sure they are
3.2.2 3.3.5			will check out books based on their own		interested in the topic and the book is age appropriate
			interests – DI		
4.1.1; 4.1.2; 4.1.3; 4.1.4		Develop lifelong recreational and	Lifelong reading habits -	Age appropriate library	Observe students to see if
4.2.1; 4.2.2; 4.2.4		informational reading habits	Students will develop a joy of reading both	books and electronic activities	they are enjoying the books and activities
4.3.1; 4.3.3			through listening to and checking out library books		
4.4.1			- DI		
		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	NJCCCS: LAL 3.1.4; G.2, G.3, G.7, H.1, H.3; LAL 3.2.4: A.1,	Select a topic	Select a topic – Jacques Cousteau research – DI	The Fantastic Undersea Life of Jacques Cousteau by Yaccarino – 93 COU	After listening to the book students will choose topics to research based on Cousteau's discoveries & inventions
1.3.4	B.2, D.1; LAL 3.3.4: B.4; LAL	Narrow/broaden topic	Narrow/broaden topic – Jacques Cousteau	List of Cousteau's discoveries or inventions	Students will narrow their research topic to a specific
1.4.2; 1.4.3; 1.4.4	3.4.4: A.1; LAL 3.5.4:		research – DI		discovery or invention
2.1.1; 2.1.3	B.1; SS 6.1.4: D.12;	Formulate research questions of subtopics	Formulate research questions – Students will	Sample research questions	Check to see if students' questions are valid and
2.2.1	TL 8.1.4: A.5;	·	compose a list of five or		appropriate for the
2.3.1	CE&CFLS 9.2.4: A.1,		more questions to answer for their Cousteau		assignment
2.4.2; 2.4.3	A.2, A.3, A.4		research project – DI		
3.1.3	1075	Develop a list of keywords, synonyms	Keywords – Students will	Library computer catalog	Aid students as they locate
3.3.5	ISTE: 1.a, 3.a, 3.b,		use keywords and/or synonyms pertaining to	& age appropriate library books and electronic	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	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
4.3.1; 4.3.2		Determine the quantity of information	Determine the quantity of	Research requirements	Students will check their
4.4.2; 4.4.3; 4.4.5		needed	information needed – Students will determine the amount of information needed to complete their assignment - DI	and grading rubric	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	NJCCCS: LAL 3.1.4: G.5, G.7, H.1, H.3; LAL 3.2.4: B.2, C.1,	Print sources Nonfiction books Dictionaries Encyclopedias – general Encyclopedias – specialized Almanacs	Potential sources - Introduction to library resources – DI	Library Skills: Discovering New Worlds video – PC VT 027 & video viewing worksheet	Check students' completed worksheets to see if they were able to correctly identify the library resources
1.3.4	C.11, D.1, D.8; LAL	Atlases and maps	Potential sources –	Exploring the Library	After reading chapter 2
1.4.2; 1.4.4 2.1.1; 2.1.3; 2.1.5	3.3.4: A.1, A.2, A.3, B.4, B.6; LAL 3.4.4: A.1, A.2,	Biographical resources Periodicals Magazines Newspapers	Library materials, print & electronic – DI	(Chapter 2) by Flanagan – 027 FLA	have students summarize what they just read and define the chapter's highlighted vocabulary
2.2.1 2.3.1 2.4.3; 2.4.4	A.3, B.3, B.6; LAL 3.5.4: A.1, A.2, A.4, B.1; SS		Potential sources – Detailed study of maps - DI	"Read-a-Map" worksheet & "Read-a-Map" ActivBoard flipchart page & ActivBoard with setup	Check for understanding of map keys and compasses by orally going over the answers for the worksheet
3.1.2; 3.1.3 3.2.2; 3.2.3	6.3.4: A.2; TL 8.1.4: A.5, E.2;	<i>Electronic sources</i> Library homepage	Potential sources – Introduction to the	Searchasaurus Scavenger Hunt	Check to see if students are able to locate and open the
3.3.5 4.1.1; 4.1.2; 4.1.3; 4.1.4;	CE&CFLS 9.2.4: A.1, A.2, A.3, C.5, E.4	Online databases, including periodical World Wide Web	EBSCOHost Electronic Resource – DI	worksheets & laptop computers with access to the Internet	EBSCOHost database
4.1.5	ISTE:	Multimedia sources	Potential sources - Identify and locate	Library Ending Research - Cousteau Project	Grade the resulting research project using the
4.3.1; 4.3.2	1.a, 3.b, 3.c, 4.a, 4.c, 5.b, 6.a, 6.b		appropriate library resources (print and electronic) to use to complete a brief research project – DI	2223322.19,000	Cousteau Research Project Rubric
		Community sources Public and academic libraries	Community sources – Different kinds of library –	Exploring the Library (Chapter 1) by Flanagan	After reading the chapter students will identify the

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		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	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,	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
1.3.4 1.4.1; 1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.3;	B.5, B.6; LAL 3.5.4 : A.1, B.1; TL 8.1.4 : A.5, E.2;				EBSCOHost database
2.1.4; 2.1.5	CE&CFLS 9.2.4: A.3, C.5				
2.4.1; 2.4.2; 2.4.3; 2.4.4	ICTE.				
3.1.1; 3.1.2; 3.1.3	ISTE: 1.a, 3.b, 3.c, 4.c, 5.b, 6.a,				
3.2.2; 3.2.3	6.d				
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	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

T					
2.3.1	ISTE:				
2.4.1; 2.4.2; 2.4.3; 2.4.4	1.a, 3.a, 3.b, 3.c, 4.b, 4.c, 5.b, 6.a, 6.b,				
3.1.1; 3.1.2; 3.1.3	6.d				
3.2.2; 3.2.3					
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	NJCCCS: LAL 3.1.4: A.1, G.5, G.7, H.1, H.3; LAL	Dewey Decimal Classification System	Access resources – Use the Dewey Decimal Classification for fiction to locate 11 fiction books –	"Fiction Scavenger Hunt" and "Locating Books by Call Numbers" worksheets	Correct both the scavenger hunt and the call number worksheet to see if students were able to locate the 11
1.2.2	3.2.4: B.2,		DI		fiction books
1.3.2; 1.3.4; 1.3.5	D.1, D.8; LAL 3.3.4: A.2, B.4,		Access resources – Use the Dewey Decimal	"Dewey Know Our Decimals?" scavenger	Correct the Dewey scavenger hunt to see if the
1.4.1; 1.4.2; 1.4.4 2.1.1; 2.1.5	B.6: LAL 3.4.4: A.1, B.3, B.6;		System to locate nine nonfiction books - DI	hunt	students were able to locate the nine nonfiction books
2.2.1	LAL 3.5.4 : A.1, B.1; Math 4.1.4 :	Computer catalog	Computer catalog –	Computers with library	Observe students as they
2.3.1	A.1, A.2, A.4; Math		Students will use the computer catalog to	catalog	use the computer catalog to see if they are able to use
2.4.1; 2.4.3	44.4: C.1; Math 4.5:		locate sources – DI		the catalog to locate materials
3.1.2; 3.1.3	C.3, C.4; TL	l			
3.2.2	8.1.4: A.5; E.2;	Library homepage	Library homepage – Students will locate the	Computers with Internet access	Observe students as they use the library computers to
3.3.5	CE&CFLS 9.2.4 : A.1,		library homepage to open the library catalog – DI		see if they can locate the library's homepage
3.4.1	A.2, A.3, C.5		the library catalog – Di		ilorary s riornepage
4.1.4	ICTE.	Periodical indexes	Periodical indexes – Students will review the	Sample copies of <u>The</u> <u>Abridged Reader's Guide</u>	Through discussion students will review that
4.3.1; 4.3.2	ISTE: 1.a, 3.a, 3.b,		usefulness of The	to Periodical Literature	The Reader's Guide is used
4.4.3	3.c, 4.c, 5.b, 6.a, 6.d		Reader's Guide - DI		to locate magazine articles
		Online databases	Online databases – Introduction to the EBSCOHost database -	Searchasaurus Scavenger Hunt worksheets & laptop	Correct the scavenger hunts to see if the students were able to use the

			DI	computers connected to the Internet	EBSCOHost database to correctly answer the questions
		Hyperlinks	Hyperlinks – Students will use the hyperlinks built into the EBSCOHost database to complete a scavenger hunt - DI	Searchasaurus Scavenger Hunt worksheets & laptop computers connected to the Internet	Correct the scavenger hunts to see if the students were able to use the EBSCOHost database to correctly answer the questions
		Boolean search strategies	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	Computers with library catalog	Students will use the expanded computer catalog search screen to find sources for their ending research project
		Specialized subject reference sources Public and academic libraries	Access resources - Using both the school & public libraries' resources to conduct a brief research project - DI	Library Ending Research - Cousteau Project	Grade the resulting research projects using the Library Ending Research Project Rubric
		Students will find information within sources using:			
AASL;	NJCCCS:	Alphabetical order	Locating information	Age appropriate research	Observe students as they
1.1.1; 1.1.2; 1.1.4; 1.1.6	LAL 3.1.4: A.3, H.3;	Inverted names when necessary Cross-references	within sources – Students will use appropriate	sources (print & electronic) and librarian	locate information within sources to see if they
1.2.2	LAL 3.3.4: A.2; LAL	Guide words	search strategies to locate information within	as a resource	remember to use suitable
1.4.1; 1.4.2; 1.4.4	3.4.4: A.1, A.3, B.1; LAL 3.5.3:	Keywords, headings and subheadings Indexes Tables of contents	sources; i.e. ABC order, inverted names, cross-		search strategies
2.1.1; 2.1.3	B.1; TL	Glossaries	references, guide words,		
2.2.1	8.1.4: A.5, E.2;		keywords & headings, indexes, table of contents,		
2.3.1	CE&CFLS 9.2.4 : A.2,		& glossaries – DI & CS		
2.4.1; 2.4.3	A.3				
3.1.3	ICTE.				
3.2.2	ISTE: 1.a, 3.a, 3.b,				
3.3.5	3.c, 4.b, 4.c, 5.b, 6.a, 6.b,				
3.4.1	6.d				
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	NJCCCS: LAL 3.1.4: G.2, G.5, H.3; LAL 3.3.4: A.2,	Listen purposefully and attentively	Listen purposefully – Kwanzaa information – DI	Kwanzaa (Holidays for Children) video – PC VT 394.2 KWA	Through discussion students will identify the different Kwanzaa elements contained in the video
1.2.2; 1.2.3 1.3.4 1.4.1; 1.4.2; 1.4.4 2.1.1; 2.1.2;	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;	Actively view	Actively view – Students will view a simple biography's illustrations and analyze their contribution to the theme	The Fantastic Undersea Life of Jacques Cousteau by Yaccarino – 93 COU	After listening to the text have students orally explain which illustration most accurately enhanced the book's theme
2.1.3; 2.1.5 2.2.1 2.3.1	0.5.4. A.2, TL 8.1.4: A.5, E.2; CE&CFLS 9.2.4: A.3, C.5	Skim and scan to identify keywords and context clues	of the book – DI Skim and scan – EBSCOHost database - DI	Searchasaurus Scavenger Hunt & laptop computers connected to	Students will skim or scan the EBSCOHost database to discover the variety of
2.4.1; 2.4.2; 2.4.3	ISTE:			the Internet	information available in this resource
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	3.a, 3.b, 3.c, 4.a, 4.b, 4.c, 5.b, 6.a, 6.b, 6.d	Read and interpret information	Read and interpret information – Students will read research resources to locate facts for research projects – DI & CS	Age appropriate print & electronic research sources	Observe students as they are researching checking to see if they are able to take relevant notes
4.3.1; 4.3.2		Follow links in electronic sources	Follow links in electronic sources – EBSCOHost database - DI	Searchasaurus Scavenger Hunt & laptop computers connected to the Internet	While completing the Searchasaurus Scavenger Hunt students will correctly navigate through the database using the appropriate links and icons
		Identify and ignore unnecessary information	Unnecessary information – Students will determine which information to use for research purposes – DI & CS	Age appropriate print & electronic research sources	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

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

			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	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	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
3.1.3; 3.1.4 3.3.5 4.1.3; 4.1.6 4.3.1	ISTE : 3.a				
4.3.1 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	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,	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
3.2.1 3.3.4; 3.3.5	3.b				
3.4.2		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

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1.4.4	H.3; LAL		famous New Jersey		
1.4.4	3.2.4: B.2,		people (Beginning of the		
2.1.2; 2.1.6	C.1, C.11,		year activity) – DI		
2.1.2, 2.1.0	D.1, D.8;				
2.2.4	LAL 3.3.4:		Written – Students will	Library Ending Research	Grade the resulting
	A.2, A.3,		complete a simple written	- Cousteau Project	research projects using the
3.1.1; 3.1.2;	D.1; LAL			- Cousteau Froject	
3.1.3; 3.1.4	3.4.4: A.1,		research project - DI		Library Ending Research
	B.6; LAL				Project Rubric
3.2.1; 3.2.3	3.5.4: A.1,				
004005	B.1; SS	Visual	Visual – Students will	Completed library maps &	Check for student
3.3.4; 3.3.5	616.4: B.1,		complete a map of the	document camera	understanding of map keys
4.3.1	B.2, B.3; TL		library visually showing		and compasses by going
4.3.1	8.1.4: A.2,		the areas of the media		over the correct placement
	A.5;				
	CE&CFLS		center – DI		and labeling of the library
	9.2.4: A.2,				map
	A.3				
		Multimedia	Multimedia – Students will	Copies of project	When needed librarian will
			present multimedia	requirements, grading	act as a resource helping
	ISTE:		projects for classroom	sheet or rubrics &	students to locate
	1.b, 2.a, 2.b,		projects - CS	librarian as a resource	information and use the
	2.d, 5.b, 6.a,		projects - C3	librarian as a resource	
	6.b, 6.d				multimedia presentation
	0.0, 0.0				tools
		EVALUATION			
		Students will evaluate the research			
		process:			
AASL:	NJCCCS:	Reflect on the information-seeking	Evaluate the research	Research evaluation form	Check the students
1.1.4	LAL 3.1.4:	process	process – Students will	to use after the Library	answers to see they were
	G.5; LAL	•	reflect on the research		
1.2.2; 1.2.4	3.2.4: A.11;	Explain which sources were used and		Ending Research –	able to use applicable self-
	LAL 3.3.4:	why	process by complete a	Cousteau Project	assessment strategies
1.4.1; 1.4.3	B.5; LAL	Explain what additional sources were	research evaluation form		
0.40.04.4	3.4.4: B.6;	needed	which includes:		
2.4.2; 2.4.4	TL 8.1.4:	Explain the difficulties of the	Information-seeking		
3.2.1; 3.2.2	E.4	assignment	process		
3.2.1, 3.2.2	L.4	Assess use of time available for the	Sources used		
3.3.5		task	Additional sources		
0.5.0	ISTE:				
3.4.1; 3.4.2		Make recommendations for	needed		
,	2.b, 3.c, 3.d,	improvement	Difficulties		
4.3.3	5.c		Use of time		
			Recommendation for		
4.4.5; 4.4.6			improvement		
			DI		
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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
		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	NJCCCS: LAL 3.1.5: H.1; LAL 3.3.5: A.3, B.4; LAL	Exhibit appropriate media center behavior	Media behavior – Students will exhibit proper behavior while in the library – DI & CS	Posted library rules and procedures	Observe students' behavior and correct inappropriate actions
1.3.3; 1.3.4	3.4.5: A.1, B.5	Demonstrate responsible borrowing habits	Responsible borrowing habits – Students will	Computer generated list of materials checked out	Check the lists and send out overdue lists to the
1.4.2; 1.4.4 2.1.1; 2.1.3; 2.1.5; 2.1.6	LAL 3.1.6: C.3; LAL 3.3.6: A.3, B.4; LAL		return books on time before they are overdue – DI & CS	by students	appropriate students
2.3.1 2.4.3 3.1.2, 3.1.3; 3.1.5; 3.1.6	3.4.6: A.1, B.5 TL 8.1.8: D.1; CE&CFLS 9.2.8: A.5,	Recognize, understand and use library media vocabulary at appropriate level	Media vocabulary – Students will learn new media vocabulary while visiting the library - DI	Verbal usage of new vocabulary by librarian	Listen to the students as they use the new vocabulary noticing if they are correctly defining library concepts and materials
3.2.1; 3.2.2; 3.2.3 3.3.5	B.2, C.1, C.5, D.1, D.2	Demonstrate care of print and non- print materials and computer equipment	Care of materials – Students will not damage or misuse library	Library materials used by students	Observe students as they use the library materials checking for misuse or
3.3.5 4.1.1;4.1.2;	ISTE:	Сущрист	materials - DI		damage
4.1.3; 4.1.4; 4.1.5	1.a, 2.a, 2.b, 3.b, 4.a, 5.a, 5.b; 6.a	Assist others in following library procedures	Assist others – Students will voluntarily assist	Posted library rules and procedures & shelf labels	Observe students to see if they are helping each other
4.2.1; 4.2.2; 4.2.4	-15, 515		classmates while in the library – DI & CS		follow the library rules and locate library materials
4.3.1		Adhere to District Policy for network	Adhere to District network	Copy of District	Monitor students who are
4.4.1; 4.4.6		use	use – Students will follow the District Technology Policy when using the	Technology Policy and list of students who have returned the signed forms	using the library's electronic materials to see if they are following the District's

			library's electronic materials – DI & CS		Technology Policies
		Recognize that personal and school- related questions can be answered in libraries	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	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	NJCCCS: LAL 3.1.5: G.16, H.1, H.3, H.4; LAL 3.4.5:	Describe the services provided by the media center	Describe the services of the media center – Students will be able to identify the services of both public and school	Various print and electronic library materials & librarian as a resource	Listen to students as they use the library to determine whether the can define different library services & tasks
1.3.4	B.5; LAL 3.5.5: A.6,		libraries – DI & CS		
1.4.2; 1.4.4	B.1	Identify, locate and recognize the	Media collections –	Various print and	Observe students as they
2.1.1; 2.1.2; 2.1.5	LAL 3.1.6: H.2; LAL 3.4.6: B.5;	order of the media collections: Easy Beginning chapters	Students will demonstrate the ability to locate library materials including:	electronic library materials & librarian as a resource	use the library to see if they can locate library materials on their own
2.3.1	LAL 3.5.6: A.6, B.1	Fiction Nonfiction	Easy books Beginning chapter books		
3.1.2; 3.1.3	TL 8.1.8: A.5	Biography Reference	Fiction books Nonfiction books		
3.2.2; 3.2.3	70	Periodicals Multimedia Materials	Biographies Reference sources		
3.3.4; 3.3.5 4.1.1; 4.1.3; 4.1.4	ISTE: 1.a, 3.b, 3.c, 5.b, 6.a, 6.b, 6.d		Periodicals Multimedia materials DI & CS		
4.3.1; 4.3.2		Identify and locate computers	Locate computers – Students will locate the library computers – DI & CS	Library computers	Observe students to see if they know the location of the library computers
		Identify and locate library home page	Library home page – Students will locate the library home page – DI & CS	Computers with access to the Internet	Observe students as they use the school's computers noticing if they can locate the library's home page
		Identify and locate online catalog	Locate online catalog – Students will use the library's computer catalog to locate sources – DI & CS	Computers with access to the Internet	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	NJCCCS: LAL 3.1.5: G.16, H.1; LAL 3.3.5: B.4, B.5;	Recognize and understand the parts of a call number and use it for location of materials: Easy books Fiction books	Recognize parts of a call number – Students will use call numbers to locate library resources - DI	Library computer catalogs and spine labels on library materials, both print & multimedia	Observe students as they locate materials on the shelves to see if they can successfully read a spine label/call number
1.4.2; 1.4.3; 1.4.4 2.1.1; 2.1.2; 2.1.3; 2.1.4;	LAL 3.4.5: A.1, B.2; Math 4.1.5: A.1	Nonfiction books Biography Reference Multimedia materials			laber/call humber
2.1.5, 2.1.3, 2.1.5 2.3.1 2.4.1; 2.4.3 3.1.2; 3.1.3	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	Understand the broad categories of the Dewey Decimal Classification System and that subjects are grouped together	Classification Systems – Students will understand that the Dewey Decimal System groups books by topic or subject – DI	Nonfiction section of the library & librarian as a resource	Help students locate nonfiction materials and demonstrate that resources are grouped by topic which enables them to browse the
3.2.2; 3.2.3 3.3.5 4.1.1; 4.1.3; 4.1.4 4.3.1; 4.3.2	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	Understand that media centers are systematically organized and that knowledge of one media center can be applied to others	Systematic arrangement – Students will comprehend that knowledge of one media center can be applied to another one – DI	Nonfiction call numbers & directions to Clarence Dillon Public Library	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	NJCCCS: LAL 3.1.5: G.16, H.1, H.4; LAL	Identify components of a computer	Identify components of computer – Students will identify computer	Library computers	Listen to the students as they use the library computers noticing if they
1.4.2; 1.4.4	3.3.5: B.4; LAL 3.4.5:		elements, i.e. keyboard, screen, mouse – CS		are using correct computer vocabulary
2.3.1	A.1, B.2; LAL 3.5.5:	Launch, open, and quit library catalog	Library catalog – Students	Computers with Internet	Observe students to see if
2.4.3	A.6		will be able to use the library computer catalog	access	they can open the library catalog and use it to locate
3.2.2	LAL 3.1.6: H.2; LAL		to locate resources – DI & CS		library resources
3.3.5	3.3.6: B.4;				
4.3.1; 4.3.2	LAL 3.4.6: A.1, B.2;	Search by subject Search by title	Library catalog – Searching by subject, title	Computers with library catalog	Observe students as they use the library catalog

	LAL 3.5.6: A.6 TL 8.1.8: A.5 ISTE: 3.a, 3.b, 3.c, 5.b, 6.a	Search by author Search by keyword Search by series Locate and understand the parts of a bibliographic record screen	author, keyword, series – DI &CS Bibliographic record screen – Students will be introduced to the bibliographic screen of the computer catalog – DI	Computer with library catalog	noticing if they are using the appropriate search strategies Remind, and if necessary show, students that the library catalog has bibliographic screens
	5.b, 6.a	Reserve materials that are on loan LITERARY UNDERSTANDING AND	Reserve materials – Students will learn the benefits of reserving materials – DI & CS	Library catalog	Students will ask librarian to reserve unavailable material
		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; 2.1.3; 2.1.5 2.3.1 2.4.3 3.1.2; 3.1.3 3.2.2	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 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	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	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	Age appropriate library materials and copies of classroom novels & librarian as a resource	Teacher feedback concerning the materials available in the library as aids for classroom discussions of literary elements
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	ISTE: 3.a, 3.b, 3.c				

		LITERARY APPRECIATION			
		Students will:			
AASL:	NJCCCS:	Understand the variety of literary	Literary appreciation –	Various age appropriate	Both student and teacher
1.1.1; 1.1.2;	V&PA 1.3.5:	forms, and develop appreciation for	Students will explore the	library books reflecting a	feedback concerning the
1.1.4; 1.1.6;	D.1; LAL	each through exposure and analysis of	various types of stories	number of different	variety of books available in
1.1.7	3.1.5 : G.1,	the following:	available in the library,	literary forms & librarian	the library
1.2.3	G.2, G.16,	Picture books	including:	as a resource	
	H.4; LAL	Beginning chapter books	Picture books		
1.3.4	3.2.5: A.2; LAL 3.3.5:	Novels	Beginning chapter books		
1.4.2	A.5; LAL	Nonfiction books	Novels		
1.4.2	3.4.5: A.1,	Biography and autobiography	Nonfiction books		
2.1.1; 2.1.3;	A.5, B.1;	Folk tales, fairy tales and nursery	Biography and		
2.1.5	LAL 3.5.5:	rhymes	autobiography		
0.04	A.3, A.6, B.1	Mythology and epics	Folk tales, fairy tales and		
2.3.1		Poetry	nursery rhymes		
2.4.3	LAL 3.1.6:	Journal, diary, and interview	Mythology and epics		
	G.2, G.15;	Short stories	Poetry		
3.1.2; 3.1.3	LAL 3.2.6:	Drama	Journal, diary, and		
3.2.2	A.2; LAL	Diama	interview		
3.2.2	3.3.6: A.5;		Short stories		
3.3.2; 3.3.5	LAL 3.4.6: A.1, A.5,		Drama		
	B.1; LAL		DI & CS		
4.1.1; 4.1.2;	3.5.6: A.3,		DI & CS		
4.1.3; 4.1.4; 4.1.5	A.6, B.1		Literary appreciation	Go the 5 th Grade art	Students will learn the
1.1.0	,		Literary appreciation -		
4.2.4	ISTE:		Drawing story on topic	classes and teach	story, draw the figure and
404.400	3.b		related to art study – DI &	students a drawing story	color their drawing
4.3.1; 4.3.2			CS	on a large drawing	
4.4.1				surface	
		Describe differences in source of	Fistion convec. Function	A ma annuanista librari	Librarian will be a recovered
		Describe differences in genres of	Fiction genres – Exposure	Age appropriate library	Librarian will be a resource
		fiction, i.e. fantasy, historical fiction,	to materials reflecting the	books & librarian as a	for students as they explore
		mystery, science fiction, graphic	various genres of fiction –	resource	the different genres of
		novels	DI & CS		fiction
		Pacagniza and approciate authors and	Authors/illustrators –	Age appropriate library	Librarian will be a resource
		Recognize and appreciate authors and		books & librarian as a	
		illustrators by exposure to a variety of	Exposure to materials		to recommend material by a
		age-appropriate materials	written and illustrated by a	resource	variety of authors &
			variety of authors &		illustrators
			illustrators – DI & CS		
		Be aware of various literary awards	Litorary awards	Copies of award winning	While students are
			Literary awards – Students will locate award	books & librarian as a	
		and their significance (Caldecott, Newbery, Charlotte, Pulitzer, Printz,			checking out books librarian will point out and
			winning books – DI & CS	resource	recommend award winning
		King, Nobel)			books
	J				nook2

LITERARY CRITICISM Students will: Participate in group discussions of literature Calculate a sum of the process of literature LAL 3.1.5: 1.1.4; 1.1.6; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1.1.9; 1	Copies of the classroom novels & librarian as a resource Age appropriate library books to support classroom instruction & librarian as a resource Age appropriate library	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
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 2.1.5 1.4.2; 1.4.4 2.1.5 1.4.2; 1.4.4 2.1.5 1.5 1.5 1.6.1; 1.1.5; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.6; 1.1.	novels & librarian as a resource Age appropriate library books to support classroom instruction & librarian as a resource	classroom novels and engage in group discussions of literature with their classmates and teachers Librarian will help students select appropriate books for
1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.4; 1.1.6; G.1, G.2, G.4, G.9, G.16, H.2; G.1, G.2, G.2, G.2, G.2, G.2, G.2, G.2, G.2	Age appropriate library books to support classroom instruction & librarian as a resource	engage in group discussions of literature with their classmates and teachers Librarian will help students select appropriate books for
1.1.9 G.4, G.9, G.16, H.2; LAL 3.2.5: 1.3.4 A.3, A.4; LAL 3.3.5: 1.4.2; 1.4.4 A.5, A.4, A.5, B.5; LAL 3.4.5; A.1, A.2, A.5, A.1, A.2, A.5, A.5; A.1, A.2, A.5, B.5; LAL 3.4.5; A.1, A.2, A.5, A.5; A.1, A.2, A.5, B.5; LAL 3.4.5; A.1, A.2, A.2, A.5, B.5; LAL 3.4.5; A.1, A.2, A.2, A.5, B.5; LAL 3.4.5; A.1, A.2, A.5, B.5; LAL 3.4.5; A.1, A.2, A.2, A.3, A.2, A.3, A.2, A.3, A.3, A.3; A.3; A.3; A.3; A.3; A.3; A.3; A.3;	Age appropriate library books to support classroom instruction & librarian as a resource	discussions of literature with their classmates and teachers Librarian will help students select appropriate books for
Classroom instruction – CS Classroom instruction – CS Classroom instruction – CS	Age appropriate library books to support classroom instruction & librarian as a resource	discussions of literature with their classmates and teachers Librarian will help students select appropriate books for
1.2.2 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 2.1.5 B.5; LAL 3.4.5: A.1, A.2, A.5, A.2, A.5, A.2, A.5, A.3, A.5; A.4, A.5, B.5; LAL 3.4.5: A.1, A.2, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A	books to support classroom instruction & librarian as a resource	with their classmates and teachers Librarian will help students select appropriate books for
1.3.4 1.3.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.3.3.5: 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.	books to support classroom instruction & librarian as a resource	teachers Librarian will help students select appropriate books for
LAL 3.3.5: 1.4.2; 1.4.4 1.4.2; 1.4.4 2.1.1; 2.1.3; 2.1.5 LAL 3.3.5: A.1, A.2, A.4, A.5, B.5; LAL 3.4.5: A.1, A.2, A.5, A.3.4.5	books to support classroom instruction & librarian as a resource	Librarian will help students select appropriate books for
A.4, A.5, B.5; LAL 3.4.5: A.1, A.2, A.5, A.2, A.5, A.2, A.5, A.2, A.5, B.5; LAL B.5;	books to support classroom instruction & librarian as a resource	select appropriate books for
2.1.1; 2.1.3; 2.1.5 B.5; LAL 3.4.5: A.1, A.2, A.5, A.2, A.5, B.5; LAL disliked reviews for classroom assignments – CS	classroom instruction & librarian as a resource	
2.1.5 3.4.5: A.1, A.2, A.5, A.2, A.5, B.5, A.4, A.2, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5	librarian as a resource	classroom assignments
2.3.1 A.2, A.5, A.2, A.5, A.2, A.5, A.2, A.5, A.2, A.5, A.5, A.5, A.5, A.5, A.5, A.5, A.5		J. Company
2.3.1 A.2, A.5,		
	Age appropriate library	
B.5; LAL Engage in an author/illustrator study Author/illustrator study –		Librarian will supply age
2.4.3 3.5.5: A.5, Engage in an author/illustrator study Students will conduct		
Δ 6 R 1 Ottachis will conduct	books to support	appropriate books to enable
3.1.2; 3.1.3 author/illustrator studies	classroom instruction &	students to complete
LAL 3.1.6: during classroom	librarian as a resource	classroom assignments
3.2.2 G.1, G.2, instruction – CS		
3.3.5 G.4, G.7,		
G.9, G.11, Compare and contrast formats of Compare formats of	Age appropriate library	Librarian will supply age
4.1.1; 4.1.2; G.12, G.13, different genres (i.e. plays, poetry, genres – Students will	books to support	appropriate books to enable
4.1.3: 4.1.4: G.16, G.17; stories) compare and contrast	classroom instruction &	students to complete
4.1.5 LAL 3.2.6: formats of genres as a	librarian as a resource	classroom assignments
A.Z, A.3;	iibrariari ao a rocoarco	ciacorocin acoigninonto
LAL 3.3.0:		
A.4. 4.0.0 A.2. A.4,		
4.3.1; 4.3.2 A.5, B.5;		
4.4.1 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		
READER ADVISORY		
Students will:		
AASL: NJCCCS: Select books and materials for Book selection – Students	Age appropriate library	Check students' books as
1.1.1; 1.1.2; LAL 3.1.5: classroom and personal use at will check out books for	books	they check them out to see
1.1.4; 1.1.6 D.4, E.2, appropriate interest and reading levels both personal and school-	DOOKS	if they are age appropriate
G 12 H 4:		
1.2.2; 1.2.3 G.12, H.4; related reading – DI & CS		and at the right reading
1.3.4 A.3, A.4,		levels
B.1, C.7;		

1.4.2; 1.4.4	LAL 3.3.5:	Chara roading avpariances	Sharad raading	Copies of electrosm	Through toochar foodback
1.4.2, 1.4.4	A.4; LAL	Share reading experiences	Shared reading	Copies of classroom	Through teacher feedback
2.1.3; 2.1.5	3.4.5: A.1,		experiences – Students	novels & age appropriate	ascertain whether students
,	B.1; LAL		take part in shared	library books	are listening to the
2.3.1	3.5.5: B.1,		reading experiences as		classroom reading
	C.1		part of classroom		experiences and sharing
2.4.3	0.1		instruction – CS		their impressions through
3.1.2; 3.1.3	LAL 3.1.6:				group discussions
3.1.2, 3.1.3	D.3, E.2,				3 - 1
3.2.2	G.4; LAL	Discriminate in choice of reading	Discriminate in choice of	Age appropriate library	Check students' selections
	3.2.6: A.2,	matter	reading matter – Students	books	to make sure they are
3.3.5	A.3, B.1,	matter	will check out books	DOOKS	interested in the topic and
	D.3; LAL				
4.1.1; 4.1.2;	3.3.6: A.4;		based on their own		the book is age appropriate
4.1.3; 4.1.4	LAL 3.4.6:		interests – DI & CS		
4.2.1; 4.2.2;	A.1, B.1;				
4.2.4	LAL 3.5.6:	Develop lifelong recreational and	Lifelong reading habits -	Age appropriate library	Through teacher and
	A.1, B.1, C.1	informational reading habits	Students will develop a	books	student feedback ascertain
4.3.1; 4.3.3	, ,		joy of reading both		whether students are
4.4.4			through listening to and		enjoying the books
4.4.1			checking out library books		,, ,
	ISTE:		- CS		
	2.b, 3.b, 3.c,				
	5.b, 5.c, 6.a,				
	6.d				
		SKILLS OF INQUIRY AND			
		INVESTIGATION			
		TASK DEFINITION			
		Students will define the information			
		problem:			
AASL:	NJCCCS:	Select a topic	Task definition – Students	Copies of research	Librarian will help students
1.1.1; 1.1.2;	LAL 3.1.5:	Narrow/broaden topic	will follow steps to define	requirements, age	find appropriate information
1.1.3; 1.1.4;	H.2, H.3,	Formulate research questions of	the topic for a classroom	appropriate library	for their classroom research
1.1.6; 1.1.8	H.4; LAL	subtopics	research project,	materials & librarian as a	projects to enable them to
1.2.1; 1.2.2;	3.2.5: B.5,	Develop a list of keywords, synonyms	including:	resource	select a reasonable and
1.2.3; 1.2.5	D.2; LAL	Determine the quantity of information	Topic selection	lesource	researchable topic
	3.3.5: A.3,	needed			researchable topic
1.3.4	B.4; LAL	needed	Narrow/broaden topic		
	3.4.5: A.1,		Formulate research		
1.4.2; 1.4.3;	B.2, B.5;		questions		
1.4.4	LAL 3.5.5:		Develop a list of		
2.1.1; 2.1.3	A.6, B.1,		keywords/synonyms		
	C.1; SS		Determine quantity of		
2.2.1	6.1.8: B.1.b,		information		
	B.2.b; SS		cs		
2.3.1	6.2.8: B.4.b;				
2.4.2; 2.4.3	C.4.b				
2.4.2, 2.4.3	LAL 3.1.6:		Fifth Grade Cooperative		
3.1.3	H.1, H.2;		Research Project		
	I I I. I. I I.∠.	1			1
			Tonic coloction Evalurar	"Racaball Card" avalarar	Studente will crally
3.3.5	LAL 3.2.6: B.5, D.2,		Topic selection – Explorer research – DI & CS	"Baseball Card" explorer research project	Students will orally summarize the project's

		π			
4.1.1; 4.1.2;	D.7; LAL			description and grading	requirements and grading
4.1.3; 4.1.4	3.3.6: A.3,			sheets plus document	procedures
	B.4; LAL			-	procedures
4.2.1				camera	
	3.4.6: B.2;				
4.3.1; 4.3.2	LAL 3.5.6:		Determine information	Computers with Internet	By the end of class each
4.0.1, 4.0.2	A.6, B.1, C.1				
4.4.2; 4.4.3;	, ,		needed – Explorer	access and note taking	student will have used the
4.4.5	TL 8.1.8:		research – Grade 5 – DI	paper	internet to gather some
4.4.3			& CS	Late of	basic information on their
	A.5		a C3		
	ļ				explorers
	ļ				
	ISTE:				
	1.a, 3.a, 3.b,				
	3.c, 4.a, 4.b,				
	4.c, 5.b, 6.a				
		INFORMATION SEEKING			
		STRATEGIES			
		Students will determine the variety			
		of potential sources:			
A A OL -	NJCCCS:	•	Datastalas	A	1.2 marks at 20 hards at the con-
AASL:		Print sources	Potential sources –	Age appropriate print and	Librarian will help students
1.1.1; 1.1.2;	LAL 3.1.5:	Nonfiction books	Students will determine	electronic sources &	find appropriate information
1.1.4; 1.1.6;	F.4, F.5,	Dictionaries	which sources to use to	librarian as a resource	for their classroom research
1.1.7; 1.1.9	H.1, H.3,			ilbrariair as a resource	
	H.4; LAL	Encyclopedias – general	locate formation for		projects to successfully
1.2.2; 1.2.3	3.2.5: A.11,	Encyclopedias – specialized	classroom research		complete their classroom
		Almanacs	projects, including print,		assignments
1.3.4	C.9, D.2;	Atlases and maps	periodical, electronic, and		assige.
	LAL 3.3.5:				
1.4.2; 1.4.4	B.5; LAL	Biographical resources	community sources - CS		
	3.5.5 : A.6,	Periodicals			
2.1.1; 2.1.3;	B.1, C.1	Magazines			
2.1.5	D.1, O.1	II — — — — — — — — — — — — — — — — — —			
	LAL 3.1.6:	Newspapers			
2.2.1		Electronic sources			
	C.1, E.5,	Library homepage			
2.3.1	F.4, F.5,				
	H.2; LAL	Online databases, including			
2.4.3; 2.4.4	3.2.6: A.10,	periodical			
	C.9, D.2;	Online encyclopedias			
3.1.2; 3.1.3	LAL 3.3.6:	Image sources			
3.1.2, 3.1.3					
3.2.2; 3.2.3	B.6; LAL	World Wide Web			
J.Z.Z, J.Z.J	3.5.6 : A.6,	Multimedia sources			
3.3.5	B.1, C.1	Community sources			
3.3.3		Public and academic libraries			
4.1.1; 4.1.2;	TL 8.1.8:				
4.1.3; 4.1.4;	A.5	Community & public agencies			
	۸.5				
4.1.5					
4.2.1					
4.4.1	ISTE:				
4.3.1; 4.3.2	1.a, 3.b, 3.c,				
4.3.1; 4.3.2	4.a, 4.c, 5.b,				
	6.a, 6.b				
ii	J.a, J.D	(1	1		1

AASL:	NJCCCS:	Students will evaluate possible	Evaluate possible sources	Age appropriate print and	After selecting sources
1.1.1; 1.1.4;	LAL 3.1.5:	sources to determine usefulness	While locating sources	electronic library sources	have student evaluate their
1.1.6; 1.1.7;	A.2, H.3,		for an inquiry based	& librarian as a resource	appropriate usefulness in
1.1.8; 1.1.9	H.5; LAL		investigation, students will		helping them accomplish
1.2.2	3.5.5: A.6,		evaluate their possible		their classroom
	B.1, B.7, C.2		usefulness to help them		assignments
1.3.4	LAL 3.1.6:		fulfill the assignment – CS		accigc
1.4.1; 1.4.2;	A.2, H.2,		ranin are assignment		
1.4.1, 1.4.2,	H.3; LAL				
	3.5.6: A.6,				
2.1.1; 2.1.3;	B.1, B.7, C.2				
2.1.4; 2.1.5	, , , -				
2.3.1	TL 8.1.8:				
2.5.1	A.5, E.1				
2.4.1; 2.4.2;					
2.4.3; 2.4.4					
3.1.1; 3.1.2;	ISTE:				
3.1.1, 3.1.2,	1.a, 3.b, 3.c,				
	4.c, 5.b, 6.a, 6.d				
3.2.2; 3.2.3	o.u				
3.3.5					
3.3.3					
3.4.1					
4.1.4					
4.3.1; 4.3.2					
AASL:	NJCCCS:	Students will evaluate sources	Evaluate sources – While	"Source Criteria" checklist	As students are selecting
1.1.1; 1.1.4;	LAL 3.1.5:	using such criteria as currency,	gathering resource	available at the circulation	their materials have them
1.1.5; 1.1.6;	G.5, G.6;	accuracy, reliability, ease of use,	materials students will	desk & librarian as a	fill out the "Source Criteria"
1.1.7; 1.1.8; 1.1.9	LAL 3.5.5:	availability, comprehensibility,	evaluate them for	resource	checklist to ascertain the
1.1.0	A.8, B.2,	authority and bias	currency, accuracy		currency, accuracy,
1.2.2; 1.2.4	B.3,C.1	,	reliability, ease of use,		reliability, ease of use,
404	LAL 3.1.6:		availability, bias, authority		availability, authority,
1.3.4	G.1, G.5,		and comprehensibility -		comprehensibility, and bias
1.4.1; 1.4.2;	G.6; LAL		CS		of their sources
1.4.3; 1.4.4	3.5.6: A.8,				
	B.2, B.3,C.1				
2.1.1; 2.1.3; 2.1.4; 2.1.5					
2.1.4, 2.1.5					
2.2.1	TL 8.1.4:				
	A.5, D.3				
2.3.1					
2.4.1; 2.4.2;	ISTE:				
2.4.3; 2.4.4	1.a, 3.a, 3.b,				
	3.c, 4.b, 4.c,				
3.1.1; 3.1.2;	5.b, 6.a, 6.b,				
3.1.3	6.d				
3.2.2; 3.2.3					

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;	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,	Dewey Decimal Classification System Computer catalog Library homepage Periodical indexes Online databases Hyperlinks Internet search engines and	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 and/or monitor students as they find appropriate resources containing answers for their personal & classroom research investigations
1.3.5 1.4.1; 1.4.2; 1.4.4	D.2; LAL 3.3.5: A.2, A.3, A.5, B.4: LAL 3.4.5: A.1,	directories Boolean search strategies Specialized subject reference sources Public and academic libraries	Fifth Grade Cooperative Research Project		
2.1.1; 2.1.5	B.2, B.5; LAL 3.5.5 :	Interlibrary loan Human resources	Locating information – Use computer catalog to	Students will locate nonfiction books to use	Check each student's book selection in relation to
2.3.1	A.3, A.6, B.1, B.7, C.2; Math	Community and public resources (museums, hotlines, etc.)	locate library books for explorer baseball card	for their explorer research project	research information and reading level
2.4.1; 2.4.3	4.1.5: A.1; SS 6.1.8:	, ,	project – 5 th Grade – DI & CS	,	J. Company
3.1.2; 3.1.3	B.1.b; SS 6.2.8: B.4.b,		Locating information –	Computers with internet	Students will use the
3.2.2 3.3.5	C.4.b		Internet search engines and directories – DI & CS	access	internet to gather information for their
3.4.1	LAL 3.1.6: C.1, E.5,		and uneclones – Di & CS		explorer research project
4.1.4	F.4, H.2; LAL 3.2.6:		Locating information –	Encyclopedias, note	Classroom teacher will
4.3.1; 4.3.2	A.10, B.5, C.9, D.4;		Use encyclopedias as a beginning resource for	taking paper (explain the four box style)	collect the students' notes and check them for relevant
4.4.3	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		explorer baseball card project – 5 th Grade – DI & CS		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;	NJCCCS:	Alphabetical order	Students will use a variety	Both print and electronic	Librarian will help and/or
1.1.1; 1.1.2;	LAL 3.1.5:	Inverted names when necessary	of strategies to locate	age appropriate sources	monitor students reminding
1.1.4; 1.1.6	A.1, A.2,	Cross-references	information within sources	& librarian as a resource	them to use appropriate
1.2.2	C.1, G.10	Guide words	for any inquiry based		information finding
1.2.2		Keywords, headings and subheadings	investigation (personal or		strategies to locate answers
1.4.1; 1.4.2;	LAL 3.1.6:	Indexes	school-related) including:		for their personal &
1.4.4	A.1, A.2,	Tables of contents	Alphabetical order		classroom research
0.4.4.0.4.0	G.10	Glossaries	Inverted names when		investigations
2.1.1; 2.1.3	TL 8.1.4:	Clossaries	necessary		Investigations
2.2.1	A.5		Cross-references		
	A.5		Guide words		
2.3.1			Keywords, headings and		
2.4.1; 2.4.3	ISTE:		subheadings		
	1.a, 3.a, 3.b,		Indexes		
3.1.3	3.c, 4.b, 4.c,		Tables of contents		
3.2.2	5.b, 6.a, 6.b,		Glossaries		
3.2.2	6.d		CS		
3.3.5					
3.4.1					
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:	NJCCCS:	Listen purposefully and attentively	Students will use a variety	Both print and electronic	Librarian will help and/or
1.1.1; 1.1.2;	LAL 3.1.5:	Actively view	of strategies to examine	age appropriate sources	monitor students reminding
1.1.4; 1.1.5;	G.1, G.3,	Skim and scan to identify keywords	information within sources	& librarian as a resource	them to use appropriate
1.1.6; 1.1.7	G.8, G.9,	and context clues	for any inquiry based		informational finding
1.2.2; 1.2.3	G.10, H.5;	Read and interpret information	investigation including:		strategies to locate answers
1.2.2, 1.2.0	LAL 3.3.5:	Follow links in electronic sources	Listening purposefully		for their personal &
1.3.4	A.1, A.2,	Identify and ignore unnecessary	Actively viewing		classroom research
44444	A.3, A.5,	information	Skimming & scanning		investigations
1.4.1; 1.4.2;	B.1, B.4,	inionnation			investigations
1.4.4	B.5; LAL		Interpreting		
2.1.1; 2.1.2;	3.4.5 : A.1,		Following links in		
2.1.3; 2.1.5	A.2, A.6,		electronic sources		
	B.1, B.2, B.4, B.5;		Identifying & ignoring		
2.2.1	LAL 3.5.5:		unnecessary information		
1	LAL 0.0.0.		CS		

0.04	A 7 A 0	<u></u>	Fittle One to O	I	T
2.3.1	A.7, A.8,		Fifth Grade Cooperative		
0.44.0.40.	B.7; SS		Research Project		
2.4.1; 2.4.2;	6.1.8: B.1.b;		Identify and ignore	Computers with word	Students will evaluate their
2.4.3	SS 6.2.8:		unnecessary information	processor and students'	notes, determine which
242.242	B.4.b, C.4.b			1 ·	
3.1.2; 3.1.3	,		Explorer research –	notes	information to use and type
2 2 2 2 2 2	LAL 3.1.6:		Grade 5 – DI & CS		their Explorer Baseball
3.2.2; 3.2.3	G.1, G.3,				Cards
2 2 4 2 2 5					
3.3.1; 3.3.5	G.8, G.9,				
4.1.1; 4.1.2;	G.11, H.3;				
	LAL 3.2.6:				
4.1.4; 4.1.5	B.5, B.6,				
4.3.1; 4.3.2	D.7; LAL				
4.3.1, 4.3.2	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				
	A.0, D.3, D.1				
	TI 0.4.0				
	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				
		Students will gather information by:			
AASL:	NJCCCS:	Summarizing, paraphrasing, or using	Students will use a variety	Both print and electronic	Librarian will help and/or
1.1.1; 1.1.2;	LAL 3.1.5:		1	•	•
1.1.4; 1.1.5;		information	of strategies to gather	age appropriate sources,	monitor students reminding
1.1.6; 1.1.7	H.6, H.7;	Highlighting or underlining	information for any inquiry	note taking aids &	them to use appropriate
	LAL 3.2.5:	Note taking on cards or paper	based investigation	librarian as a resource	informational finding
1.2.2; 1.2.3;	D.2, D.12;	Interpreting graphs, charts, and	(personal or school-		strategies to locate answers
1.2.4	LAL 3.4.5:		`		
	B.3, B.5;	diagrams	related) including:		for their personal &
1.3.2; 1.3.4	LAL 3.5.5:	Interviewing	Summarizing,		classroom research
1.0.2, 1.0.4	A.1, A.3		paraphrasing, or using		investigations
1.4.1; 1.4.2;	,		information		
1.4.3; 1.4.4	LAL 3.1.6:				
			Highlighting or underlining		
2.1.1; 2.1.3	H.4, H.5;		Note taking on cards or		
	LAL 3.2.6:		paper		
2.2.1	D.2, D.10;		Interpreting graphs,		
	LAL 3.4.6:				
2.3.1	B.3; LAL		charts, and diagrams		
L O. 1	-,	<u> </u>	<u> </u>	<u> </u>	I

0.4.4.0.4.0	3.5.6: A.1,		Interviewing		
2.4.1; 2.4.3	A.3, A.4, B.5		CS		
3.1.3	CE&CFLS				
3.3.1; 3.3.5	9.2.8: A.5, C.2		Fifth Grade Cooperative		
4.1.1; 4.1.2;	0.2		Research Project Summarizing,	Computors with word	Ctudente will begin tuning
4.1.3; 4.1.4	ISTE:		paraphrasing, or using	Computers with word processor and research	Students will begin typing the information they
4.3.1; 4.3.2	3.b, 4.b, 4.c		information – Explorer	notes	gathered for their research
			research – Grade 5 - DI & CS		project
			Note taking – Introduction	ActivBoard flipchart page	By the end of class
			to the four box note taking format – Explorer	with outline of the four box note taking format	students will have used the four box note taking format
			research – Grade 5 - DI &	l sox more taking rommar	for both encyclopedia and
			CS		nonfiction book note for their research project
		Students will practice ethical			their research project
		behavior in regard to information:			
AASL; 1.1.2	NJCCCS: LAL 3.2.5:	Respect intellectual property rights/avoid plagiarism	Students will practice ethical behavior while	Both print and electronic age appropriate sources,	Librarian will help and/or monitor students reminding
1.3.1; 1.3.3;	B.8, C.5;	Record information for sources used	gathering information for	instructions for devising	them to use ethical
1.3.5	LAL 3.3.5: A.5, B.4;	Create bibliographies in MLA format	any inquiry based	correct MLA bibliographic	behavior while locating
1.4.2; 1.4.4	LAL 3.5.5:		investigation (personal or school-related) including:	formats & librarian as a resource	information for their personal & classroom
2.1.5	B.2		Respecting intellectual		research investigations
3.1.6	LAL 3.2.6:		property rights/avoiding		
3.1.0	B.8, C.5; LAL 3.5.6 :		plagiarism Recording information for		
	B.2		sources used		
	TL 8.1.8:		Creating bibliographies in MLA format		
	D.1, D.2; CE&CFLS		CS		
	9.2.8 : D.2				
			Fifth Grade Cooperative		
	ISTE:		Research Project		
	5.a		Record information for	Use the ActivBoard to show students how to	Check each students note papers to see if they
			sources used – Demonstrate the correct	correctly write	correctly wrote their
			format for citing both an	encyclopedia and	citations
			encyclopedia entry and a nonfiction book entry –	nonfiction book citations	
			Grade 5 – DI & CS		
			Bibliographic information	Computers with Internet	Dtudents will created their

П	T			T .	
			EasyBib website to create	project	EasyBib website
			Works Cited Lists for their		
			Explorer research project		
			- Grade 5 - DI & CS		
		SYNTHESIS			
		Students will organize information			
		from sources:			
AASL:	NJCCCS:	Use an outline or graphical organizer	Outline or graphical	Instructions for	Librarian will help students
1.1.1; 1.1.6;	LAL 3.1.5:	God an oddine of grapinoal organizer	organizer – Students will	constructing an outline or	locate research information
1.1.7	H.7; LAL		record information for		to complete their outlines or
1.3.4	3.2.5: A.5,			copies of graphical	
	D.12		research by using either	organizers used during	graphical organizers
1.4.2; 1.4.3;			an outline or a graphical	classroom instruction &	
1.4.4	LAL 3.1.6:		organizer - CS	librarian as a resource	
2.1.1; 2.1.2	E.6; LAL				
2.1.1, 2.1.2	3.2.6: A.4,				
2.3.1	D.10				
2.4.1; 2.4.3	CE&CFLS				
3.1.3; 3.1.4	9.2.8: C.1				
3.1.3, 3.1.4					
3.3.5					
	ISTE:				
4.1.3; 4.1.6	3.a				
424					
4.3.1 AASL :	NJCCCS:	Ctudente will verify that information	Varify that information is	Capies of the alegarasm	Students will check their
1.2.1; 1.2.4;	LAL 3.1.5:	Students will verify that information	Verify that information is	Copies of the classroom	
1.2.5	G.8; LAL	is complete	complete - Students will	grading sheets/rubrics &	final products against the
	3.2.5: A.13,		check their final products	librarian as a resource	grading sheets/rubrics to
1.4.1; 1.4.2;	D.16; LAL		against their classroom		determine if their
1.4.3; 1.4.4	3.3.5: D.2;		grading sheets/rubrics -		information is complete
	LAL 3.5.5:		CS		
2.1.2	C.3				
2.2.1; 2.2.4	0.5				
2.2.1, 2.2.4	LAL 3.1.5:				
3.1.1	G.8; LAL				
	3.2.5: A.12,				
3.2.1	D.14; LAL				
004.005	3.3.5: D.2;				
3.3.4; 3.3.5	LAL 3.5.5:				
3.4.2	C.3				
3					
	TL 8.1.8:				
	D.2				
	ISTE:				
	ISTE: 1.a, 1.b, 2.b,				

		Students will be prepared to present information in the following formats:			
AASL:	NJCCCS:	Written	Students will be prepared	Copies of the classroom	Librarian will help students
1.2.3	LAL 3.1.5:	Visual	to present information for	project descriptions &	find appropriate information
404405	H.8; LAL	Oral	classroom assignments in	librarian as a resource	for their classroom
1.3.4; 1.3.5	3.2.5: A.1,	Multimedia	the following formats:		assignments so they will be
1.4.4	A.2, B.2,		Written		able to successfully
	B.3, B.4,		Visual		complete their classroom
2.1.2; 2.1.6	D.1, D.7,		Oral		projects
004	D.9, D.10;		Multimedia		projects
2.2.4	LAL 3.3.5:		CS		
3.1.1; 3.1.2;	D.1, D.4; LAL 3.5.5:		03		
3.1.3; 3.1.4	A.2, C.2				
3.2.1; 3.2.3	LAL 3.1.6:		Fifth Grade Cooperative Research Project		
3.3.4; 3.3.5	H.6; LAL		Written – Explorer	Students will create a	Students will have vital
	3.2.6: A.1,		research Baseball Card	"Baseball Card" of a	statistics, little know facts,
4.3.1	B.2, B.3,		project – Grade 5 - DI &	famous explorer	accomplishments and
	B.4, D.1,		CS	lamous explorer	quotes on their "Baseball
	D.5, D.7,		CS		Cards"
	D.8; LAL 3.3.6: D.1,				Calus
	D.4; LAL		Viewel Fundamen	Otrodonto coll barro a	The mistages will be an the
	3.5.6: A.2,		Visual – Explorer	Students will have a	The pictures will be on the
	C.2		research Baseball Card	picture, either hand	front of the "Baseball Card"
	0.2		project – Grade 5 - DI &	drawn or found on the	and appropriately labeled
	TL 8.1.8:		CS	computer, of their	with explorer name and
	A.1, A.3			explorer	source information
	,				
			Oral – Explorer research	Document camera &	Students will conclude their
	ISTE:		oral presentation – Grade	students' finished projects	research with an oral
	1.b, 2.a, 2.b,		5 - CS		presentation (graded
	2.d, 5.b, 6.a,				according to project rubric)
	6.b, 6.d				
		EVALUATION			
		Students will evaluate the research			
		process:			
AASL:	NJCCCS:	Reflect on the information-seeking	Evaluate the research	Copies of research	Supply students will the
1.1.4	LAL 3.2.5:	process	process – Students will	evaluation form available	research evaluation forms
	A.9, A.13;	Explain which sources were used and	reflect on the research	at the circulation desk	I
1.2.2; 1.2.4	LAL 3.3.5:	1		(electronic format is in the	as they are researching to enable them to evaluate
1 4 1 1 4 2	B.5, D.9,	why	process by complete a	1 \	
1.4.1; 1.4.3	D.10; LAL	Explain what additional sources were	research evaluation form	development stages) &	both the research process
2.4.2; 2.4.4	3.4.5: A.7;	needed	which includes:	librarian as a resource	& the quality/quantity of
,	LAL 3.5.5:	Explain the difficulties of the	Information-seeking		resources available in the
3.2.1; 3.2.2	C.3	assignment	process		school media center
225		Assess use of time available for the	Sources used		
3.3.5	LAL 3.2.6:	task	Additional sources		
d !	A.6, A.8,	Make recommendations for	needed	1	1

4.3.3 4.4.5; 4.4.6	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	improvement	Difficulties Use of time Recommendation for improvement DI & CS		
	ISTE: 2.b, 3.c, 3.d, 5.c				

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

			library's electronic materials – DI & CS		Technology Policies
		Recognize that personal and school- related questions can be answered in libraries	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	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	NJCCCS: LAL 3.1.7: H.4	Describe the services provided by the media center	Describe the services of the media center – Students will be able to	Various print and electronic library materials & librarian as a	Listen to students as they use the library to determine whether they can define
1.2.2	LAL 3.1.8: H.4		identify the services of both public and school libraries - CS	resource	different library services & tasks
1.4.2; 1.4.4 2.1.1; 2.1.2;	TL 8.1.8: A.5	Identify, locate and recognize the order of the media collections:	Media collections – Students will demonstrate	Various print and electronic library	Observe students as they use the library to see if they
2.1.5	ISTE: 1.a, 3.b, 3.c,	Easy Beginning chapters Fiction	the ability to locate library materials including: Easy books	materials & librarian as a resource	can locate library materials independently
2.4.3 3.1.2; 3.1.3	5.b, 6.a, 6.b, 6.d	Nonfiction Biography Reference	Beginning chapter books Fiction books Nonfiction books		
3.2.2; 3.2.3		Periodicals Multimedia Materials	Biographies Reference sources		
3.3.4; 3.3.5 4.1.1; 4.1.3; 4.1.4			Periodicals Multimedia materials DI		
4.3.1; 4.3.2		Identify and locate computers	Locate computers – Students will locate the library computers - DI	Library computers	Observe students to see if they know the location of the library computers
		Identify and locate library home page	Library home page – Students will locate the library home page while using the library computer catalog & databases – DI & CS	Computers with access to the Internet	Observe students as they use the school's computers noticing if they can locate the library's home page
		Identify and locate online catalog	Locate online catalog – Students will use the library's computer catalog to locate sources – DI & CS	Computers with access to the Internet	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 locate and open the library's
		01 4 001510 4 510 11 0 1/0 7514			online databases
		CLASSIFICATION SYSTEM:			
		Students will:			
AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.5; 1.1.6	NJCCCS: LAL 3.1.7: H.4; LAL	Recognize and understand the parts of a call number and use it for location of materials:	Recognize parts of a call number – Students will use call numbers to locate	Library computer catalogs and spine labels on library materials, both	Observe students as they locate materials on the shelves to see if they can
1.3.4	3.3.7: B.3; LAL 3.4.7: A.1, A.2	Easy books Fiction books	appropriate library resources - DI	print & multimedia	successfully read a spine label/call number
1.4.2; 1.4.3; 1.4.4	LAL 3.1.8: H.4; LAL	Nonfiction books Biography Reference			
2.1.1; 2.1.2; 2.1.3; 2.1.4;	3.4.8: A.1, A.2	Multimedia materials			
2.1.5	Math 4.5: C.3, C.4; TL	Understand the broad categories of the Dewey Decimal Classification System and that subjects are grouped	Classification Systems – Students will understand	Nonfiction section of the library & librarian as a	Help students locate nonfiction materials and
2.4.1; 2.4.3	8.1.8: A.5	together	that the Dewey Decimal System groups books by topic or subject – DI	resource	demonstrate that resources are grouped by topic which enables them to browse the
3.1.2; 3.1.3 3.2.2; 3.2.3	ISTE: 3.a, 3.b, 3.c,		topie di dasject.		shelves for additional materials
3.3.5	5.b, 6.a, 6.d	Understand that media centers are	Systematic arrangement	Nonfiction call numbers &	Remind students to write
4.1.1; 4.1.3; 4.1.4		systematically organized and that knowledge of one media center can be applied to others	Students will comprehend that knowledge of one media	directions to Clarence Dillon Public Library	down the call number for the topic they are looking for so they can check the
4.3.1; 4.3.2		applied to others	center can be applied to another one – DI		public library for additional resources
		ONLINE CATALOG			
		Students will:			
AASL: 1.1.4	NJCCCS: LAL 3.1.7: H.4	Identify components of a computer	Identify components of computer – Students will identify computer	Library computers	Listen to the students as they use the library computers noticing if they
1.3.5 1.4.2; 1.4.4	LAL 3.1.8 : H.4		elements, i.e. keyboard, screen, mouse – CS		are using correct computer vocabulary
2.3.1	TL 8.1.8:	Launch, open, and quit library catalog	Library catalog – Students	Computers with Internet	Observe students to see if
2.4.3	A.5		will be able to use the library computer catalog	access	they can open the library catalog and use it to locate
3.2.2	ICTE.		to locate resources – DI &		library resources
3.3.5	ISTE: 3.a, 3.b, 3.c, 5.b, 6.a		CS		
4.3.1; 4.3.2	J.D, U.a	Search by subject Search by title	Library catalog – Searching by subject, title	Computers with library catalog	Observe students as they use the library catalog

		Search by author Search by keyword Search by series	author, keyword, series – DI &CS		noticing if they are using the appropriate search strategies
		Locate and understand the parts of a bibliographic record screen	Bibliographic record screen – Students will be introduced to the bibliographic screen of the computer catalog – DI & CS	Computer with library catalog	Remind, and if necessary show, students that the library catalog has a bibliographic record screen
		Request material through interlibrary loan	Interlibrary loan – Students will be introduced to the concept of borrowing materials through interlibrary loan – DI & CS	Librarian as a resource	If needed refer students to the Clarence Dillon Public Library as a resource for acquiring hard to find material through interlibrary loan
		Reserve materials that are on loan	Reserve materials – Students will learn the benefits of reserving materials – DI & CS	Library catalog	Students will ask librarian to reserve unavailable material
		LITERARY UNDERSTANDING AND APPRECIATION			
		LITERARY ELEMENTS			
		Students will:			
AASL: 1.1.1; 1.1.2; 1.1.4; 1.1.6; 1.1.7	NJCCCS: LAL 3.1.7: G.2, G.5, G.7, G.8, G.9, G.12;	Listen attentively to literary passages for increased time periods Describe the parts of a book Recognize the elements of a story	Literary elements – Students will investigate literary elements during their classroom	Age appropriate library materials and copies of classroom novels & librarian as a resource	Teacher feedback concerning the materials available in the library as aids for classroom
1.2.2 1.3.2; 1.3.4	LAL 3.3.7: A.1	Plot, character and setting Beginning, middle and end	instruction, including: Listening attentively		discussions of literary elements
	LAL 3.1.8:	Compare and contrast Predictions	Book parts Plot, character, setting		
1.4.2; 1.4.4	G.3, G.4,	Identify theme and supportive detail in	Beginning, middle, end		
2.1.1; 2.1.3; 2.1.5	G.5, G.6, G.8, G.9;	fiction Identify main idea and supportive	Comparing & contrasting Predictions		
2.3.1	LAL 3.4.8: A.1	details in nonfiction	Supportive details in both		
2.4.3		Identify author's purpose	fiction & nonfiction Author's purpose		
3.1.2; 3.1.3			CS		
3.2.2	ISTE: 3.a, 3.b, 3.c				
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					
,		LITERARY APPRECIATION			
		Students will:			
AASL:	NJCCCS:	Understand the variety of literary	Literary appreciation –	Various age appropriate	Both student and teacher
1.1.1; 1.1.2;	LAL 3.1.7:	forms, and develop appreciation for	Students will explore the	library books reflecting a	feedback concerning the
1.1.4; 1.1.6; 1.1.7	G.4, G.5, G.6,G.9,	each through exposure and analysis of	various types of stories	number of different	variety of books available in
	H.5; LAL	the following:	available in the library,	literary forms & librarian	the library
1.2.3	3.3.7: A.6,	Picture books	including:	as a resource	
1.3.4	A.7; LAL	Beginning chapter books Novels	Picture books Beginning chapter books		
1.4.2	3.4.7: A.1; LAL 3.5.7:	Nonfiction books	Novels		
1.4.2	A.1	Biography and autobiography	Nonfiction books		
2.1.1; 2.1.3;		Folk tales, fairy tales and nursery	Biography and		
2.1.5	LAL 3.1.8:	rhymes	autobiography		
2.3.1	G.6, G.9, G.10, H.5;	Mythology and epics	Folk tales, fairy tales and		
2.4.3	LAL 3.3.8:	Poetry	nursery rhymes		
2.4.3	A.6, A.7; 8:	Journal, diary, and interview	Mythology and epics		
3.1.2; 3.1.3	A.1; LAL	Short stories Drama	Poetry		
3.2.2	3.5.8: A.1	Diama	Journal, diary, and interview		
	ISTE:		Short stories		
3.3.2; 3.3.5	3.b		Drama		
4.1.1; 4.1.2;			DI & CS		
4.1.3; 4.1.4;					
4.1.5		Describe differences in genres of	Fiction genres – Exposure	Age appropriate library	Librarian will be a resource
4.2.4		fiction, i.e. fantasy, historical fiction,	to materials reflecting the	books & librarian as a	for students as they explore
		mystery, science fiction, graphic	various genres of fiction -	resource	the different genres of
4.3.1; 4.3.2		novels	DI & CS		fiction
4.4.1		Recognize and appreciate authors and	Authors/illustrators –	Age appropriate library	Librarian will be a resource
		illustrators by exposure to a variety of	Exposure to materials	books & librarian as a	to recommend material by a
		age-appropriate materials	written and illustrated by a	resource	variety of authors &
			variety of authors &		illustrators
			illustrators - DI & CS		
		Be aware of various literary awards	Literary awards –	Copies of award winning	While students are
		and their significance (Caldecott,	Students will locate award	books & librarian as a	checking out books librarian
		Newbery, Charlotte, Pulitzer, Printz,	winning books – DI & CS	resource	will point out and
		King, Nobel)			recommend award winning
		<u> </u>			books
		LITERARY CRITICISM			
		Students will:			
AASL:	NJCCCS:	Participate in group discussions of	Group discussions -	Copies of the classroom	Students will check out the
1.1.1; 1.1.2;	LAL 3.1.7:	literature	Students will discuss their	novels & librarian as a	classroom novels and

1.14_1.18_0 1.9						
1.3.4 G. 14.2 G. 14.3 G. 14.5		G.8, G.9,		classroom instruction –	resource	discussions of literature with their classmates and
1.4.2.1.4.4 H.5. LAL Late La	1.3.4	G.12, G.13,				teachers
2.1.1. 2.1.3; A.5, A.7; A.7; A.2; LAL 3.4.7; A.1, A.2; LAL 3.5.7; A.1, A.3; A.5; A.5; A.5; A.5; A.5; A.5; A.5; A.5	1.4.2; 1.4.4	H.5; LAL				
LAL 3.5.7: 2.4.3 LAL 3.1.8: 2.4.3 LAL 3.1.8: 2.4.3 LAL 3.1.8: 3.1.2.3.1.3 LAL 3.1.8: 3.1.2.3.1.3 LAL 3.1.8: 3.1.4.1.4.1.4.1.2 4.1.3.4.1.4.1.4.1.2 4.1.1.4.1.2 4.1.1.4.1.2 4.1.1.4.1.2 4.1.1.4.1.2 4.1.1.4.1.3 LAL 3.1.8:		A.6, A.7; LAL 3.4.7 :	disliked			classroom assignments
24.3 3.1.2; 3.1.3 3.1.2; 3.1.3 3.2.2 3.3.5 3.2.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.5 3.3.6 3.3.6 3.3.6 3.3.7 3.3.6 3.3.7 3.3.6 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.3.7 3.7	2.3.1		Engage in an author/illustrator study	Author/illustrator study –	Age appropriate library	Librarian will supply age
3.12; 3.1.3 Cay of the contract formats of different genres (i.e. plays, poetry, stories) Compare and contrast formats of different genres (i.e. plays, poetry, stories) Compare and contrast formats of genres — Students will compare and contrast formats of genres — Students will compare and contrast formats of genres — Students will compare and contrast formats of genres — Students will compare and contrast formats of genres — Students will compare and contrast formats of genres — Students will compare and contrast formats of genres — Students will compare and contrast formats of genres — Students will compare and contrast formats of genres — Students will compare and contrast formats of genres — Students will coate and read published literary criticisms — Students will locate and read published literary criticisms to fulfill classroom assignments — CS AASI: 1.1.1:1.12; 1.2.3 1.3.4 AASI: 1.2.4; 1.2.3 1.3.4 A.5; CEACFLS 9.2.8: A.1, C.5 Students will: Suddents will: Suddents will: Solok selection — Students will classroom assignments — Students will classroom assignments — CS AGE — Students will: Suddents will: Solok selection — Students will classroom assignments — Check students books and materials for classroom and personal use at appropriate interest and reading levels will check out books for both personal and school-related reading — DI & CS Share reading experiences — Students take part in shared reading experiences — Students take part	2.4.3	A.1, A.3	Lingago III air adirioi/illadirator diday	Students will conduct	books to support	appropriate books to enable
3.3.5 (S.7, G.8, G.9, G.70, G.11, G.12, d.13, d.14.2; d.13, d.14.4; d.15, L.14.2, d.14.4, d.15, L.14.2, d.15, d.15		G.2, G.3,		during classroom		
4.1.; 4.1.2; 4.1.3; 4.1.4; 4.1.3; 4.1.4; 4.2.4 4.3.1; 4.3.2 4.4.1 4.3.3; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.3.1; 4.3.2 4.4.1 4.4.1 4.4.2; 1.4.4 4.3.3; 4.4.6 4.4.2; 1.4.4 4.3.3; 4.4.6 4.4.2; 1.4.4 4.3.3; 4.4.6 4.4.2; 1.4.4 4.3.3; 4.4.6 4.4.2; 1.4.4 4.4.2; 1.4.4 4.4.2; 1.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.6 4.4.2; 1.4.4 4.4.2; 1.4.4 4.4.2; 1.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.6 4.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.3.4; 4.4.4 4.4; 4.4.4 4.5; 4.4.4 4.5; 4.4.4 4.5; 4.4.4 4.5; 4.4.4 4.5; 4.4.4 4.5; 4.4.4 4.5; 4.4.4 4.5; 4.4.4 4.5; 4.4.4 4.5; 4.4.4		G.7, G.8,				
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CE&CFLS 9.2.8: A.1, C.5 ISTE: 3.b, 4.a, 4.c 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 1.4.2; 1.4.4 2.1.3; 2.1.5 2.1.3; 2.1.5 2.1.3; 2.1.5 2.1.3; 2.1.5 3.2.7: 3.3.7: 3.3.4 LAL 3.1.8: D.2, D.4, CS READER ADVISORY Students will: Book selection – Students will check out books for both personal and school-related reading – DI & CS Shared reading experiences — Students take part in shared experiences as Particularly books CS CS CS CS CS 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 Copies of classroom novels & age appropriate library books Through teacher feedback ascertain whether students take part in shared reading experiences as relistening to the classroom reading				literary criticisms to fulfill		students to complete
C.5 ISTE: 3.b, 4.a, 4.c READER ADVISORY Students will: Select books and materials for classroom and personal use at appropriate interest and reading levels 1.1.4; 1.1.6 1.2.2; 1.2.3 1.3.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 2.1.3; 2.1.5 LAL 3.1.8: D.2, D.4, D.2,		CE&CFLS				classroom assignments
3.b, 4.a, 4.c 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 1.4.2; 1.4.4 2.1.3; 2.1.5 2.1.3; 2.1.5 2.1.3; 2.1.5 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4; 2.1.4						
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1.1.1; 1.1.2; 1.1.4; 1.1.6 1.2; 1.2.3 1.3.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.3 3.7; A.1 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.3 3.7; A.1 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.3 3.7; A.1 1.4.4; LAL 3.3.7; A.6; LAL 3.1.8; D.2, D.4, D.4, D.4, D.4, D.4, D.4, D.4, D.4	AASL:	NJCCCS:	Select books and materials for	Book selection - Students	Age appropriate library	Check students' books as
1.1.4; 1.1.6 1.2.2; 1.2.3 1.3.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.3.3.7: A.6; LAL 3.4.7: A.1 1.3.5 1.4.4; LAL 3.4.7: A.1 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5; 1.4.4 1.4.5		LAL 3.1.7:			0	
1.2.2; 1.2.3 1.3.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.2.2; 1.5 1.3.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1	1.1.4; 1.1.6		III			
1.3.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4 1.4.2; 1.4.4	1.2.2; 1.2.3	3.2.7: B.1;				and at the right reading
1.4.2; 1.4.4 2.1.3; 2.1.5 2.1.3; 2.1.5 D.2, D.4, Share reading experiences Shared reading experiences Shared reading experiences experiences – Students take part in shared reading experiences as Copies of classroom novels & age appropriate library books are listening to the classroom reading	1.3.4					
D.2, D.4, reading experiences as classroom reading	1.4.2; 1.4.4	3.4.7 : A.1	Share reading experiences	experiences – Students	novels & age appropriate	ascertain whether students
					library books	
	2.3.1					

2.4.3	H.4; LAL		instruction – CS		their impressions through
3.1.2; 3.1.3	3.2.8: B.1;		instruction – CS		group discussions
	LAL 3.3.8: A.6; LAL				
3.2.2	3.4.8: A.1	Discriminate in choice of reading matter	Discriminate in choice of reading matter – Students	Age appropriate library books	Check students' selections to make sure they are
3.3.5		mater	will check out books	DOOKS	interested in the topic and
4.1.1; 4.1.2;	ISTE:		based on their own interests – DI & CS		the book is age appropriate
4.1.3; 4.1.4	2.b, 3.b, 3.c,		interests – Di & CO		
4.2.1; 4.2.2; 4.2.4	5.b, 5.c, 6.a,	Develop lifelong recreational and	Lifelong reading habits -	Age appropriate library	Through teacher and
4.3.1; 4.3.3	6.d	informational reading habits	Students will develop a joy of reading both	books	student feedback ascertain whether students are
			through listening to and		enjoying the books
4.4.1			checking out library books		,,,,
		SKILLS OF INQUIRY AND	- 00		
		INVESTIGATION			
		TASK DEFINITION Students will define the information			
		problem:			
AASL: 1.1.1; 1.1.2;	NJCCCS: LAL 3.1.7:	Select a topic	Task definition – Students	Copies of research	Librarian will help students
1.1.3; 1.1.4;	H.4; LAL	Narrow/broaden topic Formulate research questions of	will follow steps to define the topic for a classroom	requirement, age appropriate library	find appropriate information for their classroom research
1.1.6; 1.1.8	3.2.7: A.3,	subtopics	research project,	materials & librarian as a	projects to enable them to
1.2.1; 1.2.2;	D.1, D.12	Develop a list of keywords, synonyms	including:	resource	select a reasonable and
1.2.3; 1.2.5	LAL 3.1.8:	Determine the quantity of information needed	Topic selection Narrow/broaden topic		researchable topic
1.3.4	H.4; LAL 3.2.8: A.3,	Develop a thesis statement	Formulate research		
1.4.2; 1.4.3;	D.1, D.12		questions		
1.4.4	TL 8.1.8:		Develop a list of		
2.1.1; 2.1.3	A.5		keywords/synonyms Determine quantity of		
2.2.1			information		
2.3.1	ISTE: 1.a, 3.a, 3.b,		Develop a thesis statement		
2.4.2; 2.4.3	3.c, 4.a, 4.b,		CS		
3.1.3	4.c, 5.b, 6.a				
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					
4.4.0	1	II		l	1

		INFORMATION SEEKING STRATEGIES			
		Students will determine the variety of potential sources:			
AASL:	NJCCCS:	Print sources	Potential sources –	Age appropriate print and	Librarian will help students
1.1.1; 1.1.2;	LAL 3.1.7:	Nonfiction books	Students will determine	electronic sources &	find appropriate information
1.1.4; 1.1.6;	H.4; LAL	Dictionaries	which sources to use to	librarian as a resource	for their classroom research
1.1.7; 1.1.9	3.2.7: C.7,		locate formation for	librarian as a resource	projects to successfully
1.2.2; 1.2.3	D.1, D.6; LAL 3.5.7:	Encyclopedias – general Encyclopedias – specialized	classroom research		complete their classroom
1.3.4	A.4	Almanacs Atlases and maps	projects, including print, periodical, electronic, and		assignments
1.4.2; 1.4.4	LAL 3.1.8:	Biographical resources Primary sources	community sources - CS		
2.1.1; 2.1.3;	H.4; LAL				
2.1.5	3.2.8: C.7,	Periodicals			
2.1.0	D.1, D.6;	Magazines			
2.2.1	LAL 3.5.8:	Newspapers			
	A.4	Electronic sources			
2.3.1		Library homepage			
	TL 8.1.8:	Online databases, including			
2.4.3; 2.4.4	A.5	periodical			
3.1.2; 3.1.3	ISTE:	Biographical references Online encyclopedias			
3.2.2; 3.2.3	1.a, 3.b, 3.c, 4.a, 4.c, 5.b,	Image sources			
3.3.5	6.a, 6.b	World Wide Web Multimedia sources			
4.1.1; 4.1.2;		Community sources			
4.1.3; 4.1.4;		Interviews			
4.1.5		Public and academic libraries			
4.2.1		Museums and historic sites			
4.2.1					
4.3.1; 4.3.2		Community & public agencies			
AASL:	NJCCCS:	Students will evaluate possible	Evaluate possible sources	Age appropriate print and	After selecting sources
1.1.1; 1.1.4;	LAL 3.1.7:	sources to determine usefulness	While locating sources	electronic library sources	have student evaluate their
1.1.6; 1.1.7;	H.2, H.4	Sources to determine diserdiness			
1.1.8; 1.1.9	11.2, 11.4		for an inquiry based	& librarian as a resource	appropriate usefulness in
1.2.2	LAL 3.1.8: A.1, E.1, H.4		investigation, students will evaluate their possible		helping them accomplish their classroom
1.3.4	TL 8.1.8:		usefulness to help them fulfill the assignment – CS		assignments
1.4.1; 1.4.2; 1.4.3; 1.4.4	A.5, E.1		January G. Santa G.		
2.1.1; 2.1.3; 2.1.4; 2.1.5	ISTE : 1.a, 3.b, 3.c,				
2.3.1	4.c, 5.b, 6.a, 6.d				
2.4.1; 2.4.2; 2.4.3; 2.4.4	3.0				
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					
AASL:	NJCCCS:	Students will evaluate sources	Evaluate sources – While	"Source Criteria" checklist	As students are selecting
1.1.1; 1.1.4;	LAL 3.1.7:	using such criteria as currency,	gathering resource	available at the circulation	their materials have them
1.1.5; 1.1.6; 1.1.7; 1.1.8;	G.1, G.3,	accuracy, reliability, ease of use,	materials students will	desk & librarian as a	fill out the "Source Criteria"
1.1.9	G.8; LAL	availability, comprehensibility,	evaluate them for	resource	checklist to ascertain the
1.2.2; 1.2.4	3.5.7: A.1, B.2	authority and bias	currency, accuracy reliability, ease of use,		currency, accuracy, reliability, ease of use,
	LAL 240.		availability, bias, authority		availability, authority,
1.3.4	LAL 3.1.8: G.1, G.5,		and comprehensibility -		comprehensibility, and bias
1.4.1; 1.4.2;	G.7; LAL		CS		of their sources
1.4.3; 1.4.4	3.5.8: A.1,				0 00 000
0.4.4.0.4.0	B.2				
2.1.1; 2.1.3; 2.1.4; 2.1.5					
2.1.4, 2.1.3					
2.2.1	TL 8.1.4:				
0.0.4	A.5, D.3				
2.3.1					
2.4.1; 2.4.2;	ISTE:				
2.4.3; 2.4.4	1.a, 3.a, 3.b,				
244.240.	3.c, 4.b, 4.c,				
3.1.1; 3.1.2; 3.1.3	5.b, 6.a, 6.b,				
3.1.3	6.d				
3.2.2; 3.2.3					
3.3.5					
3.4.1					
4.1.4					
4.3.1; 4.3.2					
		LOCATION AND ACCESS			
		Students will locate sources using:			
AASL:	NJCCCS:	Dewey Decimal Classification System	Locating information –	Both print and electronic	Librarian will help & monitor
1.1.1; 1.1.2;	LAL 3.1.7:	Computer catalog	Students will use a variety	age appropriate sources	students find appropriate
1.1.4; 1.1.5; 1.1.6	G.16, F.3,	Library homepage	of sources to locate	& librarian as a resource	resources to locate
1.1.0	H.4; LAL	Periodical indexes	information for any inquiry		answers for their personal
1.2.2	3.2.7: C.7,	Online databases	based investigation,		& classroom research
400404	D.1, D.6; LAL 3.3.7:	Hyperlinks	personal or school-related		investigations
1.3.2; 1.3.4; 1.3.5	A.2, B.2:	Internet search engines and	– DI & CS		
1.0.0	LAL 3.4.7:	directories			

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	A.1, A.2 LAL 3.1.8: F.3, G.14, H.4; LAL 3.2.8: C.7, D.1, D.6; LAL 3.3.8: A.2, B.2: LAL 3.4.8: A.1, A.2 TL 8.1.8: A.5; E.1	Boolean search strategies Specialized subject reference sources Public and academic libraries Interlibrary loan Human resources Community and public resources (museums, hotlines, etc.)			
4.1.4 4.3.1; 4.3.2 4.4.3	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	NJCCCS: LAL 3.1.7: A.1, E.2	Alphabetical order Inverted names when necessary Cross-references	Students will use a variety of strategies to locate information within sources	Both print and electronic age appropriate sources & librarian as a resource	Librarian will help and/or monitor students reminding them to use appropriate
1.2.2 1.4.1; 1.4.2;	LAL 3.1.7: A.1, E.2	Guide words Keywords, headings and subheadings Indexes	for any inquiry based investigation (personal or school-related) including:		information finding strategies to locate answers for their personal &
1.4.4 2.1.1; 2.1.3	TL 8.1.4: A.5	Tables of contents Glossaries	Alphabetical order Inverted names when		classroom research investigations
2.2.1			necessary Cross-references		
2.3.1	ISTE: 1.a, 3.a, 3.b,		Guide words Keywords, headings and		
2.4.1; 2.4.3	3.c, 4.b, 4.c, 5.b, 6.a, 6.b,		subheadings		
3.1.3	6.d		Indexes Tables of contents		
3.2.2			Glossaries CS		
3.3.5			03		
3.4.1					
4.1.4					
4.3.1; 4.3.2					
4.4.3					

		USE OF INFORMATION			
		Students will examine the			
4401	NI IOOOO	information in a source:	Ot death ill as a side	Dether states and also tracks	1.25
AASL: 1.1.1; 1.1.2;	NJCCCS:	Listen purposefully and attentively	Students will use a variety	Both print and electronic	Librarian will help and/or
1.1.4; 1.1.5;	LAL 3.1.7 : E.1, G.1,	Actively view	of strategies to examine	age appropriate sources	monitor students reminding
1.1.6; 1.1.7	G.2, G.3,	Skim and scan to identify keywords	information within sources	& librarian as a resource	them to use appropriate
	G.2, G.3, G.8, G.10;	and context clues	for any inquiry based		information finding
1.2.2; 1.2.3	LAL 3.2.6:	Read and interpret information	investigation (personal or		strategies to locate answers
	D.6, D.8;	Follow links in electronic sources	school-related) including:		for their personal &
1.3.4	LAL 3.3.7:	Identify and ignore unnecessary	Listening purposefully		classroom research
1.4.1; 1.4.2;	A.7, B.2;	information	Actively viewing		investigations
1.4.1, 1.4.2,	LAL 3.4.7:	momation	Skimming & scanning		Investigations
1.4.4	A.1, A.2,		Interpreting		
2.1.1; 2.1.2;	A.1, A.2, A.5, B.1,				
2.1.3; 2.1.5	B.2, B.3,		Following links in		
	B.5, B.6;		electronic sources		
2.2.1	LAL 3.5.7:		Identifying & ignoring		
2.3.1	A.1, A.2		unnecessary information		
			CS		
2.4.1; 2.4.2;	LAL 3.1.8:				
2.4.3	E.1, G.1,				
3.1.2; 3.1.3	G.5, G.7;				
5.1.2, 5.1.5	LAL 3.2.8:				
3.2.2; 3.2.3	D.6, D.8;				
	LAL 3.3.8:				
3.3.1; 3.3.5	A.7, B.2,				
	B.3; LAL				
4.1.1; 4.1.2;	3.4.8: A.1,				
4.1.4; 4.1.5	A.2, A.4,				
4.3.1; 4.3.2	A.5, B.1,				
,	B.2, B.3,				
	B.5, B.7;				
	LAL 3.5.8: A.1, A.2				
	Λ.1, Λ.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				
		Students will gather information by:			
AASL:	NJCCCS:	Summarizing, paraphrasing, or using	Students will use a variety	Both print and electronic	Librarian will help and/or
1.1.1; 1.1.2;	LAL 3.2.7:	information	of strategies to gather	age appropriate sources,	monitor students reminding
1.1.4; 1.1.5;	D.1, D.12;	Highlighting or underlining	information for any inquiry	note taking aids &	them to use appropriate
	1 ' '	I riigiiligiidiig or undenliniig	i inionnation for any inquiry	Hote taking alus &	linein 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			
A A C I .	N ICCCC.	behavior in regard to information:	Chudonto will proptice	Dath print and alastronia	Librarian will bala and/ar
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	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			
440	NUCCO	from sources:			
AASL: 1.1.1; 1.1.6; 1.1.7	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

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

3.3.4; 3.3.5 4.3.1 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	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 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 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 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	EVALUATION Students will evaluate the research process: 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	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	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
	ISTE: 2.b, 3.c, 3.d, 5.c		Di di GG		

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