

MAYWOOD PUBLIC SCHOOLS  
Maywood, New Jersey

LIBRARY MEDIA CENTER CURRICULUM  
Kindergarten - Grade 8

Curriculum Guide  
May, 2009

Approved by the Maywood Board of Education  
\_\_\_\_\_, 2009

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## MISSION STATEMENT

The mission of the Library Media Center program is to ensure that our students become independent and effective users of ideas, information, technology, and library media center materials and at the same time develop a lifelong interest in reading and a positive attitude toward the media center and public library.

This mission can be accomplished by:

--providing access to materials in all formats.

--providing instruction to foster competence in reading, viewing, evaluating, and implementing information and ideas.

--collaborating with other educators to design and integrate learning strategies to meet the needs of individual students.

## RATIONALE

The library media center has a vital role in providing today's students with the experience, skills, and resources to become educated citizens of tomorrow. The program strives to encourage students to become educated information seekers and informed decision makers, not only for academic purposes, but also for their own interests and purposes while fostering an appreciation of literature and love of learning.

The library media center is a vital and integral hub of the educational community striving to enhance the school's educational program by providing a wide variety of instruction, curriculum support, and enrichment materials. It reflects the goals and philosophy of the school district.

The library media center program is a responsibility shared by administrators, teachers, and the library media specialist. Cooperative planning is necessary to implement the objectives of the curriculum. The media specialist is responsible for ensuring that the skills and attitudes concerning information access and use are integrated into the school curriculum. The mastery of library skills is important both for academic achievement and the individual's lifelong ability to access and process information. The media specialist and classroom teacher must work cooperatively to ensure that these skills are acquired and mastered.

The principles for learning and teaching of school library media programs have been identified and developed by the Information Power Vision Committee (Information Power 58).

*Principle 1:* The library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals.

*Principle 2:* The information literacy standards for student learning are integral to the content and objectives of the school's curriculum.

*Principle 3:* The library media program models and promotes collaborative planning and curriculum development.

*Principle 4:* The library media program models and promotes creative, effective, and collaborative teaching.

*Principle 5:* Access to the full range of information resources and services through the library media program is fundamental to learning.

*Principle 6:* The library media program encourages and engages students in reading, viewing, and listening for understanding and enjoyment.

*Principle 7:* The library media program supports the learning of all students and other members of the learning community who have diverse learning abilities, styles, and needs.

*Principle 8:* The library media program fosters individual and collaborative inquiry.

*Principle 9:* The library media program integrates the uses of technology for learning and teaching.

*Principle 10:* The library media program is an essential link to the larger learning community.

The library media center must be open for individual and group activities throughout the day for circulation of materials, research, and other educational activities. The media specialist must be available to work with teachers, individual students, and classes as needed. Information and technology skills are most meaningful when learned within a subject area, within an interdisciplinary unit, or within a unit which addresses an authentic, real-life need or problem.

## PROGRAM GOALS

- To provide intellectual access to information through learning activities that are integrated into the curriculum and that help all students achieve information literacy by developing effective strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum.
- To provide a physical access to information through:
  - a carefully selected and systematically organized local collection of diverse learning resources that represent a wide range of subjects, levels of difficulty, and formats;
  - a systematic procedure for acquiring information and materials from outside the library media center and the school through such mechanisms as electronic networks, interlibrary loan, and cooperative agreements with other information agencies; and instruction in using a range of equipment for accessing local and remote information in any format.
- To provide learning experiences that encourage students and others to become discriminating consumers and skilled creators of information through comprehensive instruction related to the full range of communications media and technology.
- To provide leadership, collaboration, and assistance to teachers and others in applying principles of instructional design to the use of instructional and information technology for learning.
- To provide resources and activities that contribute to lifelong learning while accommodating a wide range of differences in teaching and learning styles, methods, interests, and capacities.
- To provide a program that functions as the information center of the school, both through offering a focus for integrated and interdisciplinary learning activities within the school and through offering access to a full range of information for learning beyond this focus.
- To provide resources and activities for learning that represent a diversity of experiences, opinions, and social and cultural perspectives.
- To support the concepts that intellectual freedom and access to information are prerequisites to effective and responsible citizenship in a democracy.

(Information Power 6-7).

## INFORMATION LITERACY STANDARDS

Information literacy, the ability to access and use information, is a necessity for an individual to become a lifelong learner. The nine Information Literacy Standards for Student Learning summarize the areas of student learning to which the school library media program strives to make a significant contribution. The standards have been developed by the American Association of School Librarians and the Association for Educational Communications in Technology and excerpted from Information Power: Building Partnerships for Learning, 1998.

### Information Literacy

- Standard 1*: The student who is information literate accesses information efficiently and effectively.
- Standard 2*: The student who is information literate evaluates information critically and competently.
- Standard 3*: The student who is information literate uses information accurately and creatively.

### Independent Learning

- Standard 4*: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
- Standard 5*: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
- Standard 6*: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

### Social Responsibility

- Standard 7*: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
- Standard 8*: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
- Standard 9*: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

## OUTLINE OF CONTENT

### Media Center Orientation

- Observes media center rules
- Handles media center resources properly
- Checks out materials responsibly
- Identifies and utilizes the services of the media center personnel

### Organization of Resources

- Locates and identifies print materials and specific areas in the media center (i.e. fiction, nonfiction, reference, etc.)
- Identifies and uses the system of organization for print materials (i.e. alphabetical order, Dewey Decimal System, etc.)
- Identifies and locates electronic sources (i.e. databases, the Internet, etc.)
- Demonstrates ability to use indexing materials (i.e. books, online catalog, etc.)

### Media Comprehension and Skills

- Identifies types of resources (i.e. picture book, fiction, nonfiction, biography, reference, etc.)
- Identifies pertinent bibliographic information (i.e. author, illustrator, publisher, copyright date, etc.)
- Recognizes award-winning literature (i.e. Newbery, Caldecott, etc.)
- Appreciates illustrations as a form of informative media
- Identifies literary genre (i.e. mystery, historical fiction, science fiction, etc.)
- Comprehends alphabetical order as an arrangement of fiction and biography books
- Comprehends the Dewey Decimal System as an arrangement of nonfiction books

### Selection of Resources

- Selects appropriate materials for personal enjoyment
- Selects appropriate print and electronic materials to satisfy information needs
- Critically evaluates print and electronic materials

### Utilization of Resources

- Identifies components of print materials (i.e. cover, spine, pages, title page, dedication page, table of contents, index, etc.)
- Uses appropriate print and electronic resources for retrieving information
- Uses print and electronic resources for recreational purposes
- Understands and uses the Internet
- Understands and uses the online catalog

### Literature Appreciation

- Samples and evaluates a variety of literature genre (i.e. mysteries, science fiction, etc.)

- Appreciates a variety of literature (ie. pictures books, folktales, plays, poetry, etc.)
- Chooses materials for leisure reading

#### Communication and Production

- Communicates ideas and information in a variety of formats (i.e. written report, oral presentation, Power Point, etc.)

## ASSESSMENT

Students will be evaluated on some or all of the following:

- Active and appropriate participation in lessons, discussions, and cooperative activities
- Effective and independent use of media center resources
- Development of efficient strategies for solving information problems or research questions

Students will be evaluated using some or all of the following:

- Teacher and library media specialist records:
  - anecdotal
  - observations
  - checklists
  - grade records
- Student records:
  - worksheets, student notebooks
  - student checklists
  - end products (reports, projects, multimedia presentations)
  - quizzes, tests

## NEW JERSEY CORE CURRICULUM STANDARDS KEY

The New Jersey Core Curriculum Standards have been organized into the following disciplines:

- 1 Visual and Performing Arts
- 2 Comprehensive Health and Physical Education
- 3 Language Arts Literacy
- 4 Mathematics
- 5 Science
- 6 Social Studies
- 7 World Languages
- 8 Technological Literacy
- 9 Career Education and Consumer, Family and Life Skills

This sample is provided to indicate what each entry means in the following library media center curriculum.

**Sample: 3.1**

CCCS Discipline	3
CCCS Standard	1

# Course Outline

## Kindergarten-Grade 1

### I. Media Center Orientation (Standard 3.1)

- A. Demonstrates appropriate behavior for various media activities
- B. Demonstrates proper handling of print and electronic resources
- C. Independently checks out a library book
- D. Demonstrates responsibility for media center materials that have been borrowed
- E. Utilizes the media specialist as a teacher and resource person

### II. Organization of Resources (Standard 3.1)

- A. Recognizes that the library media center's resources are organized in a specific manner and that the book's call number determines its placement on the shelves
- B. Locates materials in specific areas of the media center
  - 1. Picture Books
  - 2. Easy Reader Books
  - 3. Nonfiction Books

### III. Media Comprehension and Skills (Standard 3.1)

- A. Identifies types of resources
  - 1. Picture Books
  - 2. Easy Reader Books
  - 3. Nonfiction Books
- B. Identifies pertinent bibliographic information
  - 1. Title
  - 2. Author
  - 3. Illustrator
- C. Recognizes award-winning literature
  - 1. Caldecott Award

### IV. Selection of Resources (Standard 3.5)

- A. Selects books for personal enjoyment
- B. Selects books to satisfy informational needs

### V. Utilization of Resources (Standard 3.1, 3.5)

- A. Identifies the parts of a book

1. Cover/Jacket
  2. Spine
  3. Text
  4. Illustrations
  5. Pages
- B. Independently selects a book from the picture book section

VI. Literature Appreciation (Standard 3.1, 3.4, 3.5)

- A. Listens attentively while the story is being presented
- B. Makes simple predictions about the story
- C. Uses picture clues to aid understanding of the story
- D. Demonstrates ability to recall facts and details about the text
- E. Relates personal experiences to the story
- F. Recounts his/her favorite part of the story
- G. Discusses favorite characters from books or books on video
- H. Distinguishes between “real” (nonfiction) and “make-believe” (fiction)
- I. Appreciates a variety of literature
  1. Fiction
  2. Nonfiction
  3. Rhyming stories
  4. Folktales/Fairy Tales
  5. Holiday stories
- J. Recognizes the work of a favorite author

## Grade 2

### I. Media Center Orientation (Standard 3.1)

- A. Demonstrates appropriate behavior for various media activities
- B. Demonstrates proper handling of print and electronic resources
- C. Independently checks out library books
- D. Demonstrates responsibility for media center materials that have been borrowed
- E. Utilizes the media specialist as a teacher and resource person

### II. Organization of Resources (Standard 3.1)

- A. Recognizes that the library media center's resources are organized and arranged in a specific manner and that the book's call number determines its placement on the shelves
- B. Locates and selects materials in specific areas of the media center
  - 1. Picture Books
  - 2. Easy Reader Books
  - 3. Fiction Chapter Books
  - 4. Nonfiction Books
  - 5. Biography Books
  - 6. Periodicals

### III. Media Comprehension and Skills (Standard 3.1)

- A. Identifies types of resources
  - 1. Picture Books
  - 2. Fiction Chapter Books
  - 3. Nonfiction Books
  - 4. Biography Books
  - 5. Periodicals
- B. Identifies pertinent bibliographic information
  - 1. Title Page
    - a. Title
    - b. Author
    - c. Illustrator
    - d. Publisher
    - e. Place of publication
- C. Identifies the book's copyright date
- D. Identifies the book's dedication
- E. Uses the Table of Contents to locate pertinent information
- F. Uses the Index to locate pertinent information
- G. Recognizes award-winning literature

1. Caldecott Award

IV. Selection of Resources (Standard 3.5)

- A. Selects books for personal enjoyment
- B. Selects books to satisfy informational needs

V. Utilization of Resources (Standard 3.1, 3.5)

- A. Identifies the parts of a book
  - 1. Cover/Jacket
  - 2. Spine
  - 3. Text
  - 4. Illustrations
  - 5. Pages
- B. Independently selects a book from the fiction section
- C. Selects a book from the nonfiction section, with assistance
- D. Uses the Visual Search feature of the online catalog to select books

VI. Literature Appreciation (Standard 3.1, 3.4, 3.5)

- A. Listens attentively while the story is being presented
- B. Makes inferences and supports them with textual information
- C. Uses picture clues to aid understanding of the story
- D. Demonstrates ability to recall facts and details about the text
- E. Recognizes cause and effect in the text
- F. Relates personal experiences to the story
- G. Identifies elements of the story
  - 1. Setting
  - 2. Characters
  - 3. Plot
- H. Discusses favorite characters from books or books on video
- I. Responds to text by using “how”, “why,” and “what-if” questions
- J. Distinguishes between nonfiction and fiction
- K. Appreciates a variety of literature
  - 1. Fiction
  - 2. Nonfiction
  - 3. Rhyming stories/Poetry
  - 4. Folktales/Fairy Tales/Tall Tales
  - 5. Holiday stories
  - 6. Biographies
- L. Identifies the work of a favorite author
- M. Recognizes the work of a favorite illustrator
- N. Compares a book in its original to film version of the same

## Grade 3

### I. Media Center Orientation (Standard 3.1)

- A. Demonstrates appropriate behavior for various media activities
- B. Demonstrates proper handling of print and electronic resources
- C. Independently checks out a library book
- D. Demonstrates responsibility for media center materials that have been borrowed
- E. Utilizes the media specialist as a teacher and resource person
- F. Recognizes the library media center as a place that houses print, electronic, and audiovisual materials for recreation, instruction, and research

### II. Organization of Resources (Standard 3.1)

- A. Locates and selects materials in specific areas of the media center
  - 1. Picture Books
  - 2. Easy Reader Books
  - 3. Fiction Chapter Books
  - 4. Nonfiction Books
  - 5. Biography Books
  - 6. Periodicals
- B. Independently locates fiction and nonfiction books using the Dewey Decimal System

### III. Media Comprehension and Skills (Standard 3.1)

- A. Identifies types of resources
  - 1. Easy/Picture Books
  - 2. Fiction Chapter Books
  - 3. Nonfiction Books
  - 4. Biography Books
  - 5. Periodicals
- B. Recognizes the purpose of the text
- C. Determines the subject of a nonfiction book
- D. Identifies pertinent bibliographic information
  - 1. Title Page
    - A. Title
    - B. Author
    - C. Illustrator
    - D. Publisher

- E. Place of publication
- 2. Copyright page and date
- 3. Dedication page and dedication
- E. Uses the Table of Contents to locate pertinent information
- F. Uses the Index to locate pertinent information
- G. Uses the glossary to gain a better understanding of special vocabulary
- H. Recognizes award-winning literature
  - 1. Caldecott Award
  - 2. Newbery Award
  - 3. Coretta Scott King Award

#### IV. Selection of Resources (Standard 3.5)

- A. Selects books for personal enjoyment
- B. Selects books to satisfy informational needs

#### V. Utilization of Resources (Standard 3.1, 3.5, 8.1)

- A. Identifies the parts of a book
  - 1. Cover/Jacket
  - 2. Spine
  - 3. Text
  - 4. Illustrations
  - 5. Pages
- B. Recognizes the purpose of the text
  - 1. Independently selects a book for literary enjoyment
  - 2. Independently selects a book for its subject matter
- C. Utilizes Reference materials
  - 1. Uses an English language dictionary with assistance
  - 2. Uses a print and electronic encyclopedia to research with assistance
  - 3. Uses the Internet to research with assistance
- D. Utilizes the Basic Search feature of the online catalog to select and locate books

#### VI. Literature Appreciation (Standard 3.1, 3.4, 3.5)

- A. Listens attentively while the story is being presented
- B. Makes inferences and support them with textual information
- C. Infers word meanings using textual clues
- D. Demonstrates ability to recall facts and details about the text
- E. Recognizes cause and effect in the text
- F. Recognizes that authors use humor, sarcasm, and imagery to extend meaning
- G. Relates personal experiences to the story
- H. Identifies elements of the story

1. Setting
  2. Characters
  3. Problem
  4. Plot
  5. Solution
- I. Compares and contrasts story elements of two stories
  - J. Discusses favorite characters from books or books on video
  - K. Responds to text by using “how”, “why,” and “what-if” questions
  - L. Distinguishes between nonfiction and fiction
  - M. Appreciates a variety of literature
    1. Fiction
    2. Nonfiction
    3. Rhyming stories/Poetry
    4. Folktales/Fairy Tales/Tall Tales
    5. Holiday stories
    6. Biographies
  - N. Reads regularly in materials appropriate for independent reading level
  - O. Identifies the work of a favorite author
  - P. Recognizes the work of a favorite illustrator
  - Q. Compares a book in its original to film version of the same

#### VII. Communication and Production (Standard 3.3, 8.1)

- A. Paraphrases information from print and electronic resources
- B. Paraphrases ideas or information read or shared by others
- C. Collects, organizes and shares information in a research project

## Grade 4

### I. Media Center Orientation (Standard 3.1)

- A. Demonstrates appropriate behavior for various media activities
- B. Demonstrates proper handling of print and electronic resources
- C. Independently checks out a library book
- D. Demonstrates responsibility for media center materials that have been borrowed
- E. Utilizes the media specialist as a teacher and resource person
- F. Recognizes the library media center as a place that houses print, electronic, and audiovisual materials for recreation, instruction, and research

### II. Organization of Resources (Standard 3.1)

- A. Locates and selects materials in specific areas of the media center
  - 1. Fiction Books
  - 2. Nonfiction Books
  - 3. Biography Books
  - 4. Reference Books
  - 5. Periodicals
- B. Understands and uses the ten main Dewey Decimal System categories in selecting books
- C. Independently locates fiction, nonfiction, and biography books

### III. Media Comprehension and Skills (Standard 3.1, 8.1)

- A. Identifies types of resources
  - 1. Fiction Books
  - 2. Nonfiction Books
  - 3. Biography Books
  - 4. Reference Books
  - 5. Periodicals
  - 6. Databases
  - 7. Internet
- B. Identifies fiction genres
  - 1. Mystery
  - 2. Science fiction
  - 3. Realistic fiction
  - 4. Historical fiction
  - 5. Fantasy
- C. Identifies types of folklore

1. Folktale
  2. Tall tale
  3. Legend
  4. Myth
  5. Fairy tale
- D. Introduces the types of biographies
1. Individual Biography
  2. Collective Biography
  3. Autobiography
- E. Recognizes the purpose of the text
- F. Determines the subject of a nonfiction book
- G. Identifies pertinent bibliographic information
1. Title Page
    - a. Title
    - b. Author
    - c. Illustrator
    - d. Publisher
    - e. Place of publication
  2. Copyright page and date
  3. Dedication page and dedication
- H. Uses the Table of Contents to locate pertinent information
- I. Uses the Index to locate pertinent information
- J. Uses the glossary to gain a better understanding of special vocabulary
- K. Recognizes award-winning literature
1. Caldecott Award
  2. Newbery Award
  3. Coretta Scott King Award

#### IV. Selection of Resources (Standard 3.5)

- A. Selects print and electronic materials for personal enjoyment
- B. Selects print and electronic materials to satisfy informational needs

#### V. Utilization of Resources (Standard 3.1, 3.5, 8.1)

- A. Identifies the parts of a book
  1. Cover/Jacket
  2. Spine
  3. Text
  4. Illustrations
  5. Pages
- B. Recognizes the purpose of the text.
  1. Independently selects a book for literary enjoyment
  2. Independently selects a book for its subject matter
- C. Utilizes reference materials
  1. Independently uses an English language dictionary

2. Uses a thesaurus
  3. Uses an encyclopedia (print and electronic) to research using keywords
  4. Uses an encyclopedia index locate pertinent information
  5. Uses an atlas to locate pertinent information
  6. Uses a World Almanac for Kids to locate facts
  7. Uses databases to research using keywords
  8. Uses the Internet to locate pertinent information
- D. Understands the need to paraphrase information from print and electronic resources
- E. Independently uses the online catalog to select books
- F. Understands the need to evaluate websites for accuracy, bias, currency, and dependability

#### VI. Literature Appreciation (Standard 3.1, 3.4, 3.5)

- A. Identifies the main idea of the story
- B. Distinguishes fact and opinion
- C. Recognizes the author's point of view
- D. Makes inferences and support them with textual information
- E. Infers word meanings using textual clues
- F. Demonstrates ability to recall facts and details about the text
- G. Recognizes cause and effect in the text
- H. Recognizes that authors use humor, sarcasm, and imagery to extend meaning
- I. Relates personal experiences to the story
- J. Identifies elements of the story
  1. Setting
  2. Characters
  3. Problem
  4. Plot
  5. Solution
- K. Compares and contrasts story elements of two stories
- L. Discusses favorite characters from books or books on video
- M. Responds to text by using "how", "why," and "what-if" questions
- N. Distinguishes between nonfiction and fiction
- O. Appreciates a variety of literature
  1. Fiction
  2. Nonfiction
  3. Poetry
  4. Folklore
  5. Short stories
  6. Biographies
- P. Reads regularly in materials appropriate for independent reading level
- Q. Paraphrases information read or shared by others
- R. Identifies the work of a favorite author

- S. Recognizes the work of a favorite illustrator
- T. Compares a book in its original to film version of the same

VII. Communication and Production (Standard 3.3, 8.1)

- A. Paraphrases information from print and electronic resources
- B. Paraphrases ideas or information read or shared by others
- C. Collects, organizes and shares information in a research project

## Grade 5

### I. Media Center Orientation (Standard 3.1)

- A. Demonstrates appropriate behavior for various media activities
- B. Demonstrates proper handling of print and electronic resources
- C. Independently checks out a library book
- D. Demonstrates responsibility for media center materials that have been borrowed
- E. Utilizes the media specialist as a teacher and resource person
- F. Recognizes the library media center as a place that houses print, electronic, and audiovisual materials for recreation, instruction, and research

### II. Organization of Resources (Standard 3.1)

- A. Locates and selects materials in specific areas of the media center
  - 1. Fiction Books
  - 2. Nonfiction Books
  - 3. Biography Books
  - 4. Reference Books
  - 5. Periodicals
- B. Understands and uses the ten main Dewey Decimal System categories in selecting books
- C. Independently locates fiction, nonfiction, and biography books

### III. Media Comprehension and Skills (Standard 3.1, 8.1)

- A. Identifies types of resources
  - 1. Fiction Books
  - 2. Nonfiction Books
  - 3. Biography Books
  - 4. Reference Books
  - 5. Periodicals
  - 6. Databases
  - 7. Internet
- B. Identifies fiction genres
  - 1. Mystery
  - 2. Science fiction
  - 3. Realistic fiction
  - 4. Historical fiction
  - 5. Fantasy
  - 6. Humorous fiction

7. Adventure
8. Sports fiction
- C. Identifies types of folklore
  1. Folktale
  2. Tall tale
  3. Legend
  4. Myth
  5. Fairy tale
- D. Identifies the types of biographies
  1. Individual biography
  2. Collective biography
  3. Autobiography
- E. Recognizes the purpose of the text
- F. Determines the subject of a nonfiction book
- G. Identifies pertinent bibliographic information
  1. Print Resource
    - A. Title Page
      1. Title
      2. Author
      3. Illustrator
      4. Publisher
      5. Place of publication
    - B. Copyright page and date
    - C. Dedication page and dedication
  2. Online Resource
    - A. Internet
      1. Author
      2. Title of Article
      3. Internet address (URL)
      4. Date of Access
    - B. Database
      1. Author
      2. Title of Article
      3. Database Name
      4. Place of Access
      5. Database address
      6. Date of Access
- H. Uses the Table of Contents to locate pertinent information
- I. Uses the Index to locate pertinent information
- J. Uses the glossary to gain a better understanding of special vocabulary
- K. Recognizes award-winning literature
  1. Caldecott Award
  2. Newbery Award
  3. Coretta Scott King Award

#### IV. Selection of Resources (Standard 3.5)

- A. Selects print and electronic materials for personal enjoyment
- B. Selects print and electronic materials to satisfy informational needs

#### V. Utilization of Resources (Standard 3.1, 3.5, 8.1)

- A. Identifies the parts of a book
  - 1. Cover/Jacket
  - 2. Spine
  - 3. Text
  - 4. Illustrations
  - 5. Pages
- B. Recognizes the purpose of the text
  - 1. Independently selects a book for literary enjoyment
  - 2. Independently selects a book for its subject matter
- C. Utilizes reference materials
  - 1. Uses an English language dictionary
  - 2. Uses a thesaurus
  - 3. Uses an encyclopedia (print and electronic) to research using keywords
  - 4. Uses an encyclopedia index to locate pertinent information
  - 5. Uses an atlas
  - 6. Uses The World Almanac
  - 7. Uses a geographical encyclopedia
  - 8. Uses a biographical encyclopedia
  - 9. Uses databases to research using keywords
  - 10. Uses the Internet to locate pertinent information
  - 11. Searches the Internet and databases using Boolean strategies
- D. Uses a variety of sources to address research questions
- E. Skims and scans print and electronic resources to locate relevant information
- F. Summarizes and organizes research information by taking notes
- G. Understands the need to paraphrase information from print and Electronic sources
- H. Understands the need to evaluate websites for accuracy, bias, currency, and dependability
- I. Independently uses the online catalog to select books
- J. Independently uses the online catalog to obtain bibliographic information pertaining to a desired book
- K. Independently uses the Bergen County Cooperative Library System (BCCLS)

#### VI. Literature Appreciation (Standard 3.1, 3.4, 3.5)

- A. Identifies the main idea of the story
- B. Distinguishes fact and opinion
- C. Recognizes the author’s point of view
- D. Makes inferences and supports them with textual information
- E. Infers word meanings using textual clues
- F. Demonstrates ability to recall facts and details about the text
- G. Recognizes cause and effect in the text
- H. Recognizes that authors use humor, sarcasm, and imagery to extend meaning
- I. Relates personal experiences to the story
- J. Identifies elements of the story
  - 1. Setting
  - 2. Characters
  - 3. Mood
  - 4. Problem
  - 5. Plot
  - 6. Solution
- K. Compares and contrasts story elements of two stories
- L. Compares and contrasts characters from books or books on video
- M. Responds to text by using “how,” “why,” and “what-if” questions
- N. Distinguishes between nonfiction and fiction
- O. Appreciates a variety of literature
  - 1. Fiction
  - 2. Nonfiction
  - 3. Poetry
  - 4. Folklore
  - 5. Short stories
  - 6. Biographies
  - 7. Periodicals
  - 8. Newspapers
- P. Regularly reads materials appropriate for independent reading level
- Q. Paraphrases information read or shared by others
- R. Identifies works of a favorite author
- S. Compares a book in its original to film version of the same

#### VII. Communication and Production (Standard 3.3, 8.1)

- A. Paraphrases information from print and electronic resources
- B. Paraphrases ideas or information read or shared by others
- C. Collects, organizes and shares information in a research project
- D. Writes a bibliography of sources used in research

## Grade 6 - 8

### I. Media Center Orientation (Standard 3.1)

- A. Demonstrates appropriate behavior for various media activities
- B. Demonstrates proper handling of print and electronic resources
- C. Demonstrates responsibility for media center materials that have been borrowed
- D. Utilizes the media specialist as a teacher and resource person
- E. Recognizes the library media center as a place that houses print, electronic, and audiovisual materials for recreation, instruction, and research

### II. Organization of Resources (Standard 3.1)

- A. Locates and selects materials in specific areas of the media center
  - 1. Fiction Books
  - 2. Nonfiction Books
  - 3. Biography Books
  - 4. Reference Books
  - 5. Periodicals
- B. Understands and uses the ten main Dewey Decimal System categories in selecting books
- C. Independently locates fiction, nonfiction, and biography books

### III. Media Comprehension and Skills (Standard 3.1, 8.1)

- A. Identifies types of resources
  - 1. Fiction Books
  - 2. Nonfiction Books
  - 3. Biography Books
  - 4. Reference Books
  - 5. Periodicals
  - 6. Databases
  - 7. Internet
- B. Identifies fiction genres
  - 1. Mystery
  - 2. Science fiction
  - 3. Realistic fiction
  - 4. Historical fiction
  - 5. Fantasy
  - 6. Humorous fiction
  - 7. Adventure
  - 8. Sports fiction

- C. Identifies types of folklore
  - 1. Folktale/Fairy tale
  - 2. Tall tale
  - 3. Legend
  - 4. Myth
- D. Identifies the types of biographies
  - 1. Individual biography
  - 2. Collective biography
  - 3. Autobiography
- E. Recognizes the purpose of the text
- F. Determines the subject of a nonfiction book
- G. Identifies pertinent bibliographic information
  - 1. Print Resource
    - A. Title Page
      - 1. Title
      - 2. Author
      - 3. Illustrator
      - 4. Publisher
      - 5. Place of publication
    - B. Copyright page and date
    - C. Dedication page and dedication
  - 2. Online Resource
    - A. Internet
      - 1. Author
      - 2. Title of Article
      - 3. Internet address (URL)
      - 4. Date of Access
    - B. Database
      - 1. Author
      - 2. Title of Article
      - 3. Database Name
      - 4. Place of Access
      - 5. Database address
      - 6. Date of Access
- H. Uses the Table of Contents to locate pertinent information
- I. Uses the Index to locate pertinent information
- J. Uses the glossary to gain a better understanding of special vocabulary
- K. Recognizes award-winning literature
  - 1. Caldecott Award
  - 2. Newbery Award
  - 3. Coretta Scott King Award

#### IV. Selection of Resources (Standard 3.5)

- A. Selects print and electronic materials for personal enjoyment
- B. Selects print and electronic materials to satisfy informational needs

## V. Utilization of Resources (Standard 3.1, 3.5, 8.1)

- A. Identifies the parts of a book
  - 1. Cover/Jacket
  - 2. Spine
  - 3. Text
  - 4. Illustrations
  - 5. Pages
- B. Recognizes the purpose of the text
  - 1. Independently selects a book for literary enjoyment
  - 2. Independently selects a book for its subject matter
- C. Utilizes reference materials
  - 1. Uses an English language dictionary
  - 2. Uses a thesaurus
  - 3. Uses an encyclopedia (print and electronic) to research using keywords
  - 4. Uses an encyclopedia index to locate pertinent information
  - 5. Uses an atlas
  - 6. Uses The World Almanac
  - 7. Uses a geographical encyclopedia
  - 8. Uses a biographical encyclopedia
  - 9. Uses databases to research using keywords
- D. Uses the Internet to locate pertinent information
- E. Uses a variety of sources, including primary source documents, to address research questions
- F. Searches the Internet and databases using Boolean strategies
- G. Skims and scans print and electronic resources to locate relevant Information
- H. Summarizes and organizes research information by taking notes
- I. Understands the need to paraphrase information from print and electronic resources
- J. Understands the need to evaluate websites for accuracy, bias, currency, and dependability
- K. Independently uses the online catalog to select books
- L. Independently uses the online catalog to obtain bibliographic information pertaining to a desired book
- M. Independently uses the Bergen County Cooperative Library System (BCCLS)

## VI. Literature Appreciation (Standard 3.1, 3.4, 3.5)

- A. Identifies the main idea of the story
- B. Distinguishes fact and opinion
- C. Recognizes the author's point of view
- D. Makes inferences and supports them with textual information

- E. Infers word meanings using textual clues
- F. Demonstrates ability to recall facts and details about the text
- G. Recognizes cause and effect in the text
- H. Recognizes that authors use humor, sarcasm, and imagery to extend meaning
- I. Relates personal experiences to the story
- J. Identifies elements of the story
  - 1. Setting
  - 2. Characters
  - 3. Mood
  - 4. Problem
  - 5. Plot
  - 6. Solution
- K. Compares and contrasts story elements of two stories
- L. Compares and contrasts characters from books or books on video
- M. Responds to text by using “how”, “why,” and “what-if” questions
- N. Distinguishes between nonfiction and fiction
- O. Appreciates a variety of literature
  - 1. Fiction
  - 2. Nonfiction
  - 3. Poetry
  - 4. Folklore
  - 5. Short stories
  - 6. Biographies
  - 7. Periodicals
  - 8. Newspapers
- P. Regularly reads materials appropriate for independent reading
- Q. Paraphrases information read or shared by others
- R. Identifies works of a favorite author
- S. Compares a book in its original to film version of the same

#### VII. Communication and Production (Standard 3.3, 8.1)

- A. Paraphrases information from print and electronic resources
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