

SCHOOL LIBRARY MEDIA

GRADE K - 5

HARFORD COUNTY PUBLIC
SCHOOLS

45 East Gordon Street
Bel Air, Maryland 21014

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2010

FOREWORD

Library media instruction is an essential part of the education of elementary school students in the Harford County Public Schools. All curricular areas are dependent upon library media services for the support necessary to meet many outcomes in the various disciplines. In addition, the rapid change in communication technology requires quality library media programs with a variety of resources and skills, enabling students to access, evaluate, interpret, and apply information from print and non-print materials. The Elementary School Library Media Curriculum Guide provides elementary school library media specialists with a sequential program of library media standards, concepts, indicators, activities, and assessments for students in grades one through five. Elementary school administrators, library media specialists and classroom teachers are encouraged to become knowledgeable of the standards and concepts which are identified for the elementary school library media program. Elementary library media specialists and classroom teachers are strongly encouraged to plan together for cross-curricular integration. This curriculum guide will serve as an effective and useful tool to direct library media teaching and student learning.

Dr. Robert Tomback
Superintendent of Schools

ACKNOWLEDGEMENTS

Work to create an updated school library media curriculum guide for Kindergarten through grade five was initiated in April 2008. Appreciation is expressed to the many educators in the Harford County Public Schools who contributed to the development of this guide.

Special recognition is given to the members of the Elementary School Library Media Curriculum Committee. Curriculum development is very labor-intensive. The time and talent which was expended has resulted in a teaching resource of exceptional quality.

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Additional thanks go to those Media Specialists who assisted in the proofreading and edits to the guide.

Committee members wish to extend their thanks to Patricia O'Donnell, Supervisor of Library Services. Without her continued interest and expertise, this guide could not have been completed.

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PHILOSOPHY OF THE SCHOOL LIBRARY MEDIA PROGRAM

The school library media program is at the core of effective learning and plays a vital role in collaborative planning and curriculum development. Serving all grade levels, ages and content areas, the program has a unique outlook on the needs and abilities of all the members of the school's learning community. That perspective makes the school library media program a natural hub for bringing teachers and library media specialists together to create exemplary and innovative curricula. The mission of the school library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished by providing intellectual and physical access to materials in all formats; by providing instruction to foster competence and stimulate interests in reading, viewing, and using information and ideas; and by working with other educators to design learning strategies to meet the needs of individual students.

To become effective users of information, students must have frequent opportunities to handle all kinds of information. Locating, interpreting, analyzing, synthesizing, evaluating, and communicating information should become a part of every content area. The classroom teacher and the library media specialist are actively involved in identifying the learning needs of students, developing teaching units, and guiding students' progress in lifelong learning. The library media specialist facilitates activities that offer meaningful practice in using a variety of information resources.

In an effective program, students' experiences with information move away from learning traditional library media location skills taught in isolation. Students learn information literacy skills that are embedded into the curriculum. The acquisition of these skills provides a solid foundation of information literacy that will prepare students for a lifetime of learning. By guiding students toward self-discovery and self-direction, the library media program assists in promoting the learning of skills and attitudes essential to academic, vocational, and personal development.

To ensure that the library media center functions successfully, it must have adequate professional and support staff, sufficient equipment inventory, and a relevant up-to-date collection of print, electronic and multimedia resources that support the curriculum and provide for personal growth and enjoyment. The library media instructional program integrates all library media skills and activities. Maximum accessibility to the library media program supports and endorses the Maryland State Department of Education's "Statement of Purpose for School Library Media Programs in Maryland," Standard 1.0 from the "Standards for School Library Media Programs in Maryland", and the American Library Association's "Library Bill of Rights" and "Intellectual Freedom Statement."

INSTRUCTIONS FOR GUIDE USE

Welcome to the Elementary School Library Media Curriculum Guide! This guide provides library media specialists with a framework for teaching students library media skills at the elementary school level. The proper use of this guide will enable library media specialists to successfully lead elementary students through mastery of outcomes in a sequential learning experience in library media skills. Outcomes are concepts, content, skills and/or processes students will master and apply by the end of each unit. Successful mastery of these outcomes will provide a basis for learning throughout life.

This guide includes Maryland Learning Outcomes in Library Media Education, the Maryland Voluntary State Curriculum, Harford County Public School System Grade Level Content Standards and Indicators, Concepts, and Enduring Understandings. Fully developed units and lesson plans are included for each grade level. (See the following page for the format of instructional units, definition of terms and explanation of codes.) Dimensions of Learning, multicultural, and technology connections are infused throughout the guide.

It is intended that this guide will provide each library media specialist with the flexibility to incorporate variety into all lessons, while staying within a set structure to achieve all curricular outcomes. This guide should be used as a link to cooperative planning between library media specialists and teachers. The time frame for the teaching of skills will vary according to the individual needs of the learners and the instructional needs, which are unique to individual school programs.

FORMAT OF INSTRUCTIONAL UNIT

FRONT MATTER AND DEFINITION OF TERMS

Each instructional unit is organized in a standard format and contains the following parts:

TITLE OF THE INSTRUCTIONAL UNIT:

GRADE LEVEL:

RECOMMENDED INSTRUCTIONAL TIME:

RATIONALE: a statement or explanation of reasons or principles

HARFORD COUNTY CONTENT STANDARDS AND INDICATORS: benchmarks that direct and focus attention on a level of excellence to be attained in the curriculum.

MARYLAND VOLUNTARY STATE CURRICULUM STANDARDS AND INDICATORS: aligned with Harford County Content Standards and Indicators for each unit and experience using an abbreviated notation.

CONCEPTS: organizing ideas or mental constructs that frame a set of examples sharing common attributes like timelessness, universality, abstraction and breadth

ENDURING UNDERSTANDINGS: two or more concepts stated as a relationship; the “big ideas” related to the critical concepts and topics of study

GUIDING QUESTIONS: specific, open-ended, thought-provoking questions that probe the factual and conceptual levels of understanding and create interest and a “need to know,” leading toward deeper understanding of a discipline

DECLARATIVE KNOWLEDGE: the vocabulary students need to know in order to be successful

PROCEDURAL KNOWLEDGE: a step-by-step statement of how the students will learn

Format of Instructional Units and Definition of Terms Elementary Library Media

DEFINITION OF ADDITIONAL TERMS WITHIN EXPERIENCES

ADAPTATIONS: alternative teaching methods for use with students

ASSESSMENTS: formal or informal evaluative strategies by which the library media specialist determine that indicators of the content standards are being mastered. These are embedded in the experiences.

ENRICHMENTS: activities that facilitate students who are extending and refining knowledge

EXPERIENCES: the lessons used to achieve the enduring understandings

PREREQUISITE KNOWLEDGE: prior content and skills necessary to successfully begin a new unit

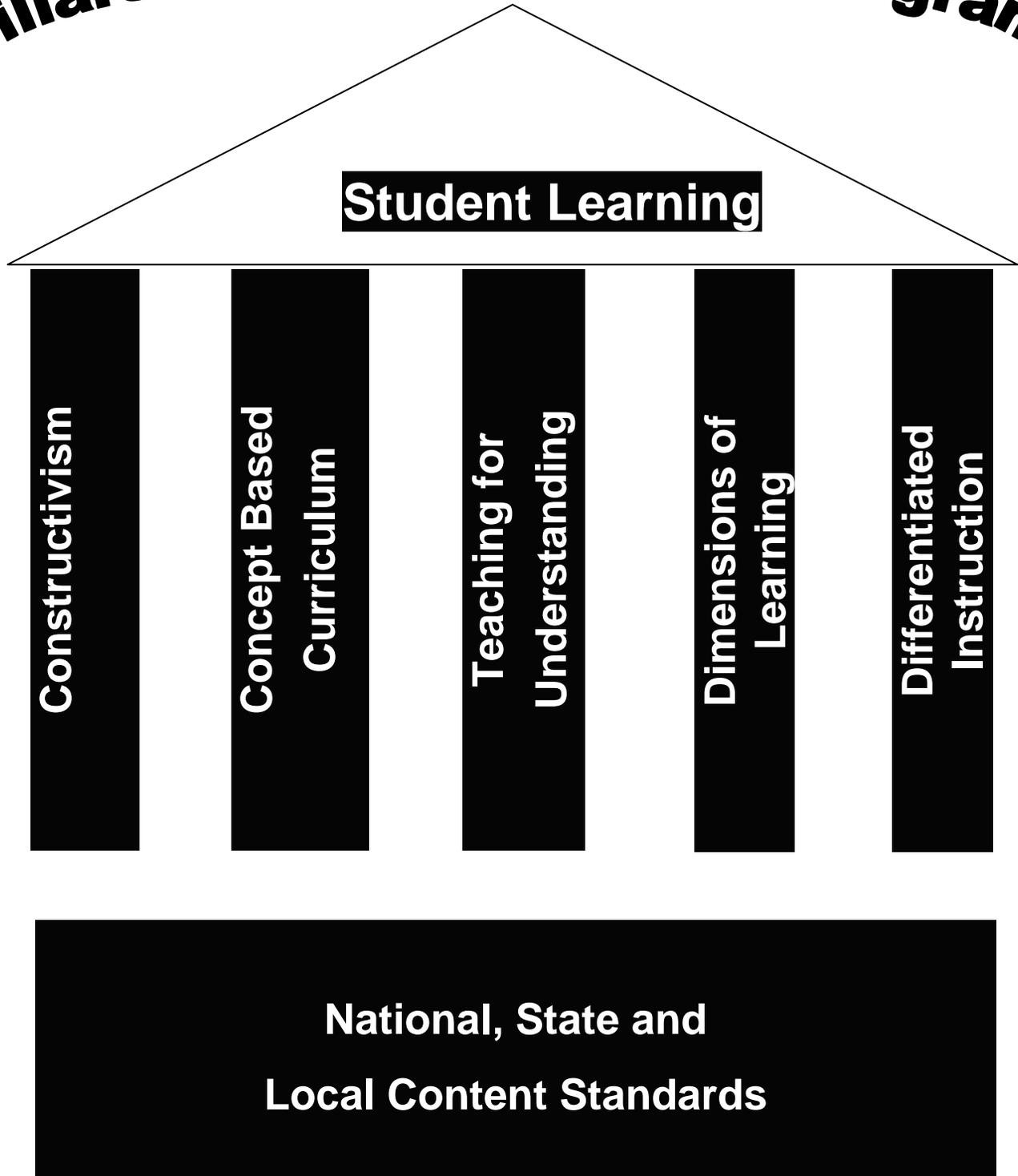
PROCEDURE: method implemented to teach the concepts, content, and skills

**HARFORD COUNTY PUBLIC SCHOOLS
PILLARS OF THE EDUCATIONAL PROGRAM**

Introduction

The Educational Program of the Harford County Public School System continues to evolve as decisions are made at the national, state, and local levels about all aspects of schooling. The “Pillars of the Educational Program” is the philosophical and theoretical base to which the school system subscribes and the screen through which decisions pertaining to curriculum, instruction, and assessment must pass – with the singular goal of maximizing student achievement. The challenge of educating students is reflected in two questions: “What to teach?” and “How to teach?” The Harford “Pillars” model responds to these two questions and provides direction for local educators charged with responsibility to develop, implement, and administer a viable, complex, and highly successful program. All library media specialists, as well as all instructional personnel, are encouraged to learn about and become proficient in the use of the “Pillars” in order to continuously improve teaching and learning.

Pillars of the Educational Program



DIMENSIONS OF LEARNING

Dimensions of Learning, a comprehensive research-based model, is the planning framework used for developing units of instruction in Harford County Public Schools. Five types of thinking essential to successful learning are incorporated into the planning process. A brief narrative description of each type of thinking and its direct relationship to the school library media curriculum, instruction, and assessment are provided below.

Dimension 1: Positive Attitudes and Perceptions About Learning

Positive student attitudes and perceptions about reading and learning characterize the successful library media program. A positive perception of library media tasks is fostered by integrating library-related skills to learning in other curricular areas. Students are given many opportunities in which they can be successful. This contributes to a more self-confident learner with a “can do” attitude.

Dimension 2: Acquiring and Integrating Knowledge

Helping students acquire and integrate both declarative and procedural knowledge is one of the most important aspects of the library media program. Students are guided in relating new knowledge to what they already know. They then organize, shape, and internalize that information for future use.

Dimension 3: Refining and Extending Knowledge

Students extend and refine knowledge by participating in activities involving comparison, classification, induction, deduction and error analysis. They further extend their knowledge with the complex thinking processes of constructing support, abstracting and analyzing perspectives.

Dimension 4: Using Knowledge Meaningfully

Students refine and apply their thinking skills in various “real world” activities which involve decision making, investigation, problem solving, experimental inquiry, and invention.

Dimension 5: Productive Habits of the Mind

Successful learning is supported when students engage in self-regulation, critical thinking, and creative thinking. Opportunities for students to master these skills and processes should be incorporated into each instructional unit.

MULTICULTURAL EDUCATION INFUSION

Library media specialists are increasingly challenged to accommodate a broadening range of student abilities, interests, needs and cultural backgrounds. Meeting the unique individual needs of each student provides the opportunity to develop in all learners an awareness and appreciation for individual and cultural diversity and commonalities. Library media specialists have the responsibility and opportunity to use written resources by authors from a variety of multicultural backgrounds to impart this knowledge, being mindful to avoid omission and misrepresentation of minority groups and women. This curriculum should instill in students a sensitivity, understanding, and appreciation of cultural groups in the community, state, nation, and world.

INTEGRATING TECHNOLOGY IN THE LIBRARY MEDIA CURRICULUM

The need for people who can design, maintain, and effectively use the tools of the technological age is evident. Technology continues to become increasingly sophisticated and pervasive in education and in the world of work. The universal use of technology in the world in the 21st Century has enabled unprecedented access to information. It is important that students are taught a process such as the Super3™ and the Big6™ (developed by Mike Eisenberg and Bob Berkowitz) for finding, using and evaluating information. By infusing technology into the curriculum, students will boost their own achievement and critical thinking skills, while preparing themselves for the world of work.

Library media specialists are encouraged to become proactive in seeking out and infusing technological resources into their work with students to support and enhance the essential learning presented in this curriculum. Students demonstrate competencies by using technology as a medium for project-based work, producing reports, multimedia presentations, and other products. The tools of technology foster cooperation, communication, independence, and the ability to gather, organize, manipulate, and evaluate data and to use multiple resources.

Skills that can be taught in a technologically-enriched educational environment, such as problem solving, critical thinking, creativity, and a sense of inquiry, are essential to the future success of students. To succeed in the information age, students must be introduced to skills they will need in their future workplaces. These skills will be the foundation upon which careers are built.

DIFFERENTIATED INSTRUCTION

Adaptations for special education students are infused throughout the elementary library media guide. These adaptations are useful for many other students when a particular concept or procedure is difficult for a child to grasp. In addition, the committee would like to provide some guidelines that may be used at times when the guide does not specifically delineate adaptations.

Check with the special educator at the beginning of each school year and request information pertinent to students when they are in the library media center. Also, use special educators throughout the year as a resource when needed, to adapt your units for particular students having difficulty.

General adaptations that may be used include the following:

- Provide specific written directions for help in keeping students on task. These directions may be further broken down into smaller steps to ensure greater success.
- Read directions orally. Have the students paraphrase the directions to you. Reread and rephrase, if needed, checking again for understanding.
- Provide additional time for students to complete the assignment.
- Modify the assignment which may include shortening it.
- Pair the student with a buddy.

INTERDISCIPLINARY INSTRUCTION

The importance of assisting students in identifying and appreciating learning connections across disciplines is vital. Students must form understandings of overarching concepts, engage in the synthesis and transfer of knowledge, and apply their learning in “real world” or authentic contexts.

Library media specialists are a natural bridge for interdisciplinary instruction. As a member of the School Improvement Team in their school, and as one who services information needs at every level, library media specialists have a deep understanding of interdisciplinary instruction.

**NATIONAL INFORMATION LITERACY STANDARDS
FOR STUDENT LEARNING**

- 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.
- Standard 4:** The student who is an independent learner is information literate and pursues information related to personal interests.
- 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.
- 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 is information literate and participates effectively in groups to pursue and generate information.

**Maryland State Curriculum
School Library Media
Grades PK-8**

1.0 Define and Refine Problem or Question: Students will be able to follow an inquiry process to define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need. (AASL 21st 1)

A. Follow an Inquiry Process

PK-1	2-3	4-5	6-8
<p>1. Follow an inquiry process and connect the process to real life.</p> <p>a. With guidance, identify inquiry as a process.</p> <p>b. With guidance, provide examples of how the process can be used in real life.</p> <p>c. With guidance, follow the inquiry process used in the school for an assigned information need.</p>	<p>1. Follow an inquiry process and connect the process to real life.</p> <p>a. With guidance, identify the inquiry process used in the school.</p> <p>b. With guidance, provide examples of how the process can be used in real life.</p> <p>c. With guidance, follow the inquiry process used in the school for an assigned information need.</p>	<p>1. Follow an inquiry process and connect the process to real life.</p> <p>a. With guidance, identify the inquiry process used in the school.</p> <p>b. With guidance, explain how the process can be used in real life.</p> <p>c. With guidance, follow the inquiry process used in the school for an assigned information need.</p>	<p>1. Follow an inquiry process and connect the process to real life.</p> <p>a. Identify the inquiry process used in the school.</p> <p>b. Explain how the process can be used to solve a personal information need.</p> <p>c. Follow the inquiry process used in the school for an assigned information need.</p>

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B. Define a Problem, Formulate Questions, and Refine a Problem and/or Question

PK-1	2-3	4-5	6-8
<p>1. Identify an assigned or personal information need.</p> <p>a. With guidance, identify an assigned information need.</p> <p>b. With guidance, identify a personal information need.</p>	<p>1. Identify an assigned or personal information need.</p> <p>a. Identify an assigned information need.</p> <p>b. Identify a personal information need.</p>	<p>1. Identify an assigned or personal information need.</p> <p>a. Identify an assigned information need.</p> <p>b. Identify a personal information need.</p>	<p>1. Identify an assigned or personal information need.</p> <p>a. Identify an assigned information need.</p> <p>b. Identify a personal information need.</p>

<p>2. Determine the scope of the information need. a. With guidance, use criteria to determine the scope of an information need.</p> <p>3. Formulate and refine questions to meet an information need. a. With guidance, use prior knowledge to formulate and refine questions to meet an information need. b. With guidance, identify which formulated questions are researchable.</p>	<p>2. Determine the scope of the information need. a. With guidance, use criteria to determine the scope of an information need.</p> <p>3. Formulate and refine questions to meet an information need. a. Use prior knowledge to individually formulate and refine questions to meet an information need. b. With guidance, identify which formulated questions are researchable.</p>	<p>2. Determine the scope of the information need. a. With guidance, collaboratively create, refine, and use criteria to determine the scope of an information need.</p> <p>3. Formulate and refine questions to meet an information need. a. Use prior knowledge to individually formulate and refine questions to meet an information need. b. Collaboratively, identify which formulated questions are researchable.</p>	<p>2. Determine the scope of the information need. a. Create, refine, and use criteria to determine the scope of an information need.</p> <p>3. Formulate and refine questions to meet an information need. a. Use prior knowledge to individually formulate and refine questions to meet an information need. b. Use background information to refine researchable questions.</p>
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2.0 Locate and Evaluate Resources and Sources: Students will be able to follow an inquiry process to identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner. (AASL 21st 1)

A. Locate and Evaluate Resources

PK-1	2-3	4-5	6-8
<p>1. Identify resources to meet the information need.</p> <p>a. With guidance, explore and identify human, print, online, and multimedia resources.</p> <p>b. With guidance, decide which resources best match an identified information need.</p> <p>c. With guidance, refine or revise researchable questions based on access to and availability of resources.</p>	<p>1. Identify resources to meet the information need.</p> <p>a. With guidance, explore and identify human, print, online, and multimedia resources.</p> <p>b. With guidance, decide which resources best match an identified information need.</p> <p>c. With guidance, refine or revise researchable questions based on access to and availability of resources.</p>	<p>1. Identify resources to meet the information need.</p> <p>a. With guidance, explore and identify human, print, online, and multimedia resources.</p> <p>b. With guidance, decide which resources best match an identified information need.</p> <p>c. With guidance, refine or revise researchable questions based on access to availability of resources.</p>	<p>1. Identify resources to meet the information need.</p> <p>a. With guidance, explore and identify human, print, online, and multimedia resources.</p> <p>b. With guidance, select resources based on subject, advantages and disadvantages of various formats, availability and ease of access, and the information need.</p> <p>c. With guidance, refine or revise researchable questions based on access to and availability of resources.</p>
<p>2. Use safe practices when online.</p> <p>a. Identify and follow the district’s Acceptable Use Policy and school-based computer use rules.</p> <p>b. With guidance, identify safe and unsafe online practices.</p>	<p>2. Use safe practices when online.</p> <p>a. Identify and follow the district’s Acceptable Use Policy and school-based computer use rules.</p> <p>b. With guidance, identify safe and unsafe online practices.</p>	<p>2. Use safe practices when online.</p> <p>a. Identify and follow the district’s Acceptable Use Policy and school-based computer use rules.</p> <p>b. With guidance, identify safe and unsafe online practices.</p>	<p>2. Use safe practices when online.</p> <p>a. Identify and follow the district’s Acceptable Use Policy and school-based computer use rules.</p> <p>b. Apply safe practices for both assignment-related and personal online searches.</p>

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B. Locate and Evaluate Sources

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PK-1	2-3	4-5	6-8
<p>1. Locate and select sources to meet the information need.</p> <p>a. With guidance, identify the sections of the media center and the attributes of the sources located within each section.</p> <p>b. With guidance, use the media center’s catalog to locate sources to meet the information need.</p> <p>c. With guidance, apply knowledge of search strategies to locate relevant sources.</p> <p>d. With guidance, select print, online, and multimedia sources.</p>	<p>1. Locate and select sources to meet the information need.</p> <p>a. With guidance, identify the sections of the media center and the attributes of the sources located within each section.</p> <p>b. With guidance, use the media center’s catalog to locate sources to meet the information need.</p> <p>c. With guidance, apply knowledge of search strategies to locate relevant sources.</p> <p>d. With guidance, select print, online, and multimedia sources.</p>	<p>1. Locate and select sources to meet the information need.</p> <p>a. With guidance, identify the sections of the media center and the attributes of the sources located within each section.</p> <p>b. With guidance, use the media center’s catalog to locate sources to meet the information need.</p> <p>c. With guidance, apply knowledge of search strategies to locate relevant sources.</p> <p>d. With guidance, select print, online, and multimedia sources.</p>	<p>1. Locate and select sources to meet the information need in an ethical manner.</p> <p>a. With guidance, apply knowledge of catalogs, call numbers, pathfinders, links, and organizational structures (search strategies unique to various search engines and databases) to locate relevant sources.</p> <p>b. Choose a citation style appropriate to the subject for a preliminary source list.</p> <p>c. Select and record potential sources of print, online and multimedia resources and their locations.</p>
<p>2. Evaluate sources to meet the information need.</p> <p>a. With guidance, evaluate sources based on currency, authority, and relevance to select a source that best meets the information need.</p> <p>b. With guidance, use text features effectively to select sources that meet the information need.</p>	<p>2. Evaluate sources to meet the information need.</p> <p>a. With guidance, evaluate sources based on currency, authority, and relevance to select sources that best meet the information need.</p> <p>b. With guidance, use text features effectively to select sources that meet the information need.</p> <p>c. With guidance, defend selected sources.</p>	<p>2. Evaluate sources to meet the information need.</p> <p>a. With guidance, evaluate sources based on currency, authority, bias, and relevance to select sources that best meet the information need.</p> <p>b. With guidance, use text features effectively to select sources that meet the information need.</p> <p>c. With guidance, defend selected sources.</p>	<p>2. Evaluate sources to meet the information need in an ethical manner.</p> <p>a. Evaluate sources based on currency, authority, reliability, bias, and relevance to select sources that best meet the information need.</p> <p>b. Use text features effectively to select sources that meet the information need.</p> <p>c. Defend selected sources.</p>

3.0 Find, Generate, Record, and Organize Data/Information: Students will be able to follow an inquiry process to find, generate, record, and organize information relevant to the information need in an ethical manner. (AASL 21st 1)

A. Find Data/Information within a Variety of Sources

PK-1	2-3	4-5	6-8
<p>1. Use specific sources to find information.</p> <p>a. With guidance, use keywords and text features to find information within a specific source.</p> <p>b. With guidance, explain which strategies (keywords, text features) are used to find information within a specific source.</p> <p>c. With guidance, use technology tools to find data/information within a specific source.</p>	<p>1. Use specific sources to find information.</p> <p>a. With guidance, use keywords and text features to help find information within a specific source.</p> <p>b. With guidance, explain which strategies (keywords, text features) are used to find information within a specific source.</p> <p>c. With guidance, use technology tools to find data/information within a specific source.</p>	<p>1. Use specific sources to find information.</p> <p>a. Use keywords and text features that help find information within a specific source.</p> <p>b. Explain which strategies (keywords, text features) are used to find information within a specific source.</p> <p>c. With guidance, use technology tools to find data/information within a specific source.</p>	<p>1. Use specific sources to find information.</p> <p>a. Use keywords and text features to find information within a specific source.</p> <p>b. Explain which strategies (keywords, text features) are used to find information within a specific source and why.</p> <p>c. With guidance, use technology tools to find data/information within a specific source.</p>
<p>2. Evaluate the relevance of information within a source to meet the information need.</p> <p>a. With guidance, differentiate between fiction and nonfiction information within a specific source.</p> <p>b. With guidance, confirm that the information found within a specific source matches the information need.</p>	<p>2. Evaluate the relevance of information within a source to meet the information need.</p> <p>a. With guidance, differentiate between fiction and nonfiction information within a specific source.</p> <p>b. With guidance, confirm that the information found within a specific source matches the information need.</p>	<p>2. Evaluate the relevance of information within a source to meet the information need.</p> <p>a. Differentiate between fact and opinion within a specific source.</p> <p>b. Confirm that the information found within a specific source matches the information need.</p>	<p>2. Evaluate the relevance of information within a specific source to meet the information need.</p> <p>a. Differentiate between fact and opinion within a specific source.</p> <p>b. Confirm that the information found within a specific source matches the information need.</p>

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B. Generate New Data/Information in an Ethical Manner.

PK-1	2-3	4-5	6-8
<p>1. Generate data/information from interviews and/or surveys.</p> <p>a. With guidance, generate appropriate questions to meet the information need.</p> <p>b. With guidance, generate information in an appropriate format (e.g., video or audio recording, notes, graphic organizer, and table).</p>	<p>1. Generate data/information from interviews and/or surveys.</p> <p>a. With guidance, generate appropriate questions to meet the information need.</p> <p>b. With guidance, generate information in an appropriate format (e.g., video or audio recording, notes, graphic organizer, and table).</p>	<p>1. Generate data/information from interviews and/or surveys.</p> <p>a. With guidance, generate appropriate questions to meet the information need.</p> <p>b. With guidance, generate information in an appropriate format (e.g., video or audio recording, notes, table, graphic organizer).</p> <p>c. With guidance, exhibit ethical behavior in generating information.</p>	<p>1. Generate data/information from observations, interviews, and/or surveys.</p> <p>a. With guidance, generate effective criteria for observations and questions for interviews and surveys.</p> <p>b. Generate information in an appropriate format (video or audio recording, notes, table, spreadsheet, graphic organizer).</p> <p>c. Exhibit intellectual integrity and ethical behavior in generating information.</p>

C. Record and Organize Data/Information

PK-1	2-3	4-5	6-8
<p>1. Record data/information in a variety of formats.</p> <p>a. With guidance, explain why it is necessary to record data/information to meet the information need.</p> <p>b. With guidance, express the different ways to organize information. (e.g., alphabetically; numerical order; part to whole; compare and contrast; categorize).</p> <p>c. With guidance, identify formats for organizing data/information. (e.g.)</p> <p>d. With guidance, use keywords to identify relevant information.</p> <p>e. With guidance, avoid plagiarism by copying relevant information word for word and keeping track of the source.</p> <p>f. With guidance, use technology to record and organize data/information.</p>	<p>1. Record data/information in a variety of formats.</p> <p>a. Explain why it is necessary to record data/information to meet the information need.</p> <p>b. Express the different ways to organize information, (e.g., alphabetically; numerical order; parts to whole; compare and contrast; categorize).</p> <p>c. Identify appropriate formats for organizing data/information.</p> <p>d. With guidance, use keywords to identify relevant information.</p> <p>e. With guidance, avoid plagiarism by copying relevant information word for word and keeping track of the source.</p> <p>f. Use technology to record and organize data/information.</p>	<p>1. Record data/information in a variety of formats.</p> <p>a. Explain why a specific format is being used to record data/information to meet the information need.</p> <p>b. Identify significant characteristics of various organizational formats (e.g., alphabetical; chronological; part to whole; general to specific; main idea and supporting details; compare/contrast; cause and effect; categorizing).</p> <p>c. Determine an appropriate format to record and organize data/information.</p> <p>d. Use keywords to identify relevant information.</p> <p>e. Avoid plagiarism by copying relevant information word for word and keeping track of the source.</p> <p>f. Use technology to record and organize data/information.</p>	<p>1. Record data/information in a variety of appropriate formats.</p> <p>a. Explain why a specific format is being used to record data/information to meet the information need.</p> <p>b. Select and use an appropriate format (e.g., alphabetical, chronological, part to whole, general to specific, main idea and supporting details, compare/contrast, cause and effect, categorizing, data table) to record and organize data/information.</p> <p>c. Defend a format for organizing data/information.</p> <p>d. Use keywords to identify relevant information.</p> <p>e. Avoid plagiarism by correctly using direct quotations and keeping track of sources used.</p> <p>f. Avoid plagiarism by correctly citing information sources using an accepted style.</p> <p>g. Use technology to record and organize data/information.</p>

PK-1	2-3	4-5	6-8
<p>2. Use an appropriate and accepted citation style to create a source list.</p> <p>a. With guidance, explain the idea of giving credit to sources of information.</p> <p>b. Identify the roles and responsibilities of authors, illustrators, and publishers.</p> <p>c. With guidance, create a modified class source list.</p>	<p>2. Use an appropriate and accepted citation style to create a source list.</p> <p>a. Explain the purpose of giving credit to sources of information.</p> <p>b. Identify the elements of a citation, given the type of source (book; print encyclopedia; online encyclopedia; web site; databases; periodicals).</p> <p>c. With guidance, create a modified source list.</p>	<p>2. Use an appropriate and accepted citation style to create a source list.</p> <p>a. Explain the purpose of giving credit to sources of information.</p> <p>b. Identify and define the components of a citation given the type of source (book; print encyclopedia; online encyclopedia; Web site; databases, periodicals).</p> <p>c. Create a source list using an accepted citation style.</p> <p>d. With guidance, use technology to create a source list in an accepted citation style.</p>	<p>2. Use an appropriate and accepted citation style to create a source list.</p> <p>a. Explain the purpose of giving credit to sources of information.</p> <p>b. Identify and define the components of a citation given the type of source (book; print encyclopedia; online encyclopedia; Web site; databases).</p> <p>c. Use the correct citation format when giving credit to sources used.</p> <p>d. Use technology to create a source list in an accepted citation style.</p>
<p>3. Revisit the information need.</p> <p>a. With guidance, reflect upon the need to revise research questions.</p>	<p>3. Revisit the information need.</p> <p>a. Reflect upon the need to revise research questions and, with guidance, refine research questions based on new information discovered in the inquiry process.</p>	<p>3. Revisit the information need.</p> <p>a. Reflect upon the need to revise research questions and, with guidance, refine research questions based on new information discovered in the inquiry process.</p>	<p>3. Revisit the information need.</p> <p>a. Reflect on and refine research questions, theses, hypotheses, or positions based on new information discovered in the inquiry process.</p>

4.0 Interpret Recorded Data/Information: Students will be able to follow an inquiry process to interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner. (AASL 21st 2)

A. Interpret Recorded Data/Information

PK-1	2-3	4-5	6-8
<p>1. Evaluate and analyze the quality of recorded data/information to meet the information need.</p> <p>a. With guidance, identify the main idea of the recorded information.</p> <p>b. With guidance, compare recorded information to prior knowledge and make personal connections.</p> <p>c. With guidance, evaluate recorded information for relevance and completeness.</p> <p>d. With guidance, check recorded data/information to ensure the information product will contain data/information from multiple sources.</p>	<p>1. Evaluate and analyze the quality of recorded data/information to meet the information need.</p> <p>a. With guidance, identify the main idea of the recorded information.</p> <p>b. With guidance, compare recorded information to prior knowledge and make personal connections.</p> <p>c. Evaluate recorded information for relevance and completeness.</p> <p>d. With guidance, check recorded data/information to ensure the information product will contain data/information from multiple sources.</p> <p>e. Find and record missing or additional data/information</p>	<p>1. Evaluate and analyze the quality of recorded data/information to meet the information need.</p> <p>a. Identify the main idea of the recorded information.</p> <p>b. Compare recorded information to prior knowledge and make personal connections.</p> <p>c. Evaluate recorded information for relevance, completeness, and, with guidance, accuracy and discrepancies.</p> <p>d. Check recorded information to ensure the information product will contain data/information from multiple sources.</p> <p>e. Find and record missing or additional data/information.</p>	<p>1. Evaluate and analyze the quality of recorded data/information to meet the information need.</p> <p>a. Identify the main idea of the recorded information.</p> <p>b. Compare recorded information to prior knowledge and make personal connections.</p> <p>c. Evaluate and analyze recorded information for relevance, completeness, accuracy, and discrepancies.</p> <p>d. Analyze recorded data/information to ensure the information product will contain data/information from multiple sources.</p> <p>e. Find and record missing or additional data/information.</p>

PK-1	2-3	4-5	6-8
<p>2. Apply critical thinking skills and problem-solving strategies to the recorded data/information to meet the information need.</p> <p>a. With guidance, determine whether the recorded data/information is fact or opinion and use it appropriately to meet an information need.</p> <p>b. With guidance, summarize the recorded data/information.</p> <p>c. With guidance, identify point of view within the recorded data/information.</p> <p>d. With guidance, identify and analyze patterns within the recorded data/information to create categories.</p> <p>e. With guidance, make connections and inferences using prior knowledge and the recorded data/information.</p> <p>3. Apply ethical practices to the evaluation and analysis of the recorded data/information.</p> <p>a. Express how ideas, words, images, music (all forms of data/information) are intellectual property.</p> <p>b. With guidance, avoid plagiarism by creating a source list for all summarized and paraphrased recorded data/information.</p>	<p>2. Apply critical thinking skills and problem-solving strategies to the recorded data/information to meet the information need.</p> <p>a. With guidance, determine whether the recorded data/information is fact or opinion and use it appropriately to meet an information need.</p> <p>b. With guidance, ethically and accurately summarize the recorded data/information.</p> <p>c. With guidance, identify point of view within the recorded data/information.</p> <p>d. With guidance, identify and analyze patterns within the recorded data/information to create categories.</p> <p>e. With guidance, make connections and inferences using prior knowledge and the recorded data/information.</p> <p>3. Apply ethical practices to the evaluation and analysis of the recorded data/information.</p> <p>a. Express how ideas, words, images, music (all forms of data/information) are intellectual property.</p> <p>b. With guidance, avoid plagiarism by creating a source list for all summarized and paraphrased recorded data/information.</p>	<p>2. Apply critical thinking skills and problem-solving strategies to the recorded data/information to meet the information need.</p> <p>a. Determine whether the recorded data/information is fact or opinion and use it appropriately to meet an information need.</p> <p>b. Ethically and accurately summarize and paraphrase the recorded data/information.</p> <p>c. With guidance, identify point of view within the recorded data/information.</p> <p>d. With guidance, identify and analyze patterns within the recorded data/information to create categories.</p> <p>e. With guidance, make connections and inferences using prior knowledge and the recorded data/information.</p> <p>3. Apply ethical practices to the evaluation and analysis of the recorded data/information.</p> <p>a. Explain why ideas, words, images, music (all forms of data/information) are intellectual property and must be cited in a source list.</p> <p>b. With guidance, avoid plagiarism by creating a source list for all summarized and paraphrased recorded data/information.</p>	<p>2. Apply critical thinking and problem-solving strategies to the recorded data/information to meet the information need.</p> <p>a. Determine whether the recorded data/information is fact or opinion and use it appropriately to meet an information need.</p> <p>b. Ethically and accurately summarize and paraphrase the recorded data/information.</p> <p>c. With guidance, identify bias within the recorded data/information.</p> <p>d. Identify and analyze patterns within the recorded data/information to create categories.</p> <p>e. Make connections and inferences using prior knowledge and the recorded data/information.</p> <p>3. Apply ethical practices to the evaluation and analysis of the recorded data/information.</p> <p>a. Explain why ideas, words, images, music (all forms of data/information) are intellectual property and must be cited in a source list.</p> <p>b. Avoid plagiarism by citing all summarized and paraphrased recorded data/information.</p>

<p>c. With guidance, use technology to support critical thinking skills and problem-solving strategies to meet the information need.</p>	<p>c. With guidance, use technology to support critical thinking skills and problem-solving strategies to meet the information need.</p>	<p>c. With guidance, identify possible alternative interpretations applicable to the recorded data/information.</p> <p>d. With guidance, use technology to support critical thinking skills and problem-solving strategies to meet the information need.</p>	<p>c. Identify possible alternative interpretations applicable to the recorded data/information.</p> <p>d. Use technology to support critical thinking skills and problem-solving strategies to meet the information need.</p>
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B. Create New Understandings and Knowledge

PK-1	2-3	4-5	6-8
<p>1. From the recorded data/information, ethically create new understandings and knowledge related to the information need.</p> <p>a. With guidance, synthesize the recorded data/information from multiple sources.</p> <p>b. With guidance, draw conclusions from the recorded data/information to create new understandings.</p> <p>c. Reflect and decide on the order in which to organize or present the recorded data/information</p> <p>d. With guidance, explain the conclusions drawn from the recorded data/information.</p>	<p>1. From the recorded data/information, ethically create new understandings and knowledge related to the information need.</p> <p>a. With guidance, synthesize the recorded data/information from multiple sources.</p> <p>b. With guidance, draw conclusions from the recorded data/information to create new understandings.</p> <p>c. Reflect and decide on the order in which to organize or present the recorded data/information</p> <p>d. Explain the conclusions drawn from the recorded data/information.</p>	<p>1. From the recorded data/information, ethically create new understandings and knowledge related to the information need.</p> <p>a. With guidance, synthesize the recorded data/information from multiple sources.</p> <p>b. Draw conclusions from the recorded data/information to create new understandings.</p> <p>c. Reflect and decide on the order in which to organize or present the recorded data/information</p> <p>d. Defend the conclusions drawn from the recorded data/information.</p>	<p>1. From the recorded data/information, ethically create new understandings and knowledge related to the information need.</p> <p>a. Synthesize recorded data/information from multiple sources.</p> <p>b. Draw conclusions from the recorded data/information to create and articulate new understandings.</p> <p>c. Reflect and decide on the order in which to organize or present the recorded data/information.</p> <p>d. Defend conclusions drawn from the recorded data/information.</p>

5.0 Share Findings/Conclusions: Students will be able to follow an inquiry process to share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the products and the processes in an ethical manner.

A. Share Findings/Conclusions

PK-1	2-3	4-5	6-8
<p>1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing.</p> <p>a. With guidance, organize and display findings/conclusions in a variety of formats.</p> <p>b. With guidance, design layouts that communicate content effectively for intended audiences.</p> <p>c. With guidance, apply appropriate practices related to content and layout of the information product.</p> <p>d. With guidance, use technology to present findings/conclusions in a variety of formats.</p> <p>e. With guidance, edit/review/revise/practice the presentation of the information product.</p> <p>f. With guidance, discuss fair use, copyright laws, and creative commons attributions.</p>	<p>1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing.</p> <p>a. With guidance, organize and display findings/conclusions in a variety of formats.</p> <p>b. With guidance, design layouts that communicate content effectively for intended audiences.</p> <p>c. With guidance, apply appropriate design criteria, which includes universal design principals, to the content and layout of the information product.</p> <p>d. With guidance, use technology to present findings/conclusions in a variety of formats.</p> <p>e. With guidance, edit/review/revise/practice the presentation of the information product.</p> <p>f. With guidance, discuss and apply fair use copyright laws, and creative commons attributions.</p>	<p>1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing.</p> <p>a. With guidance, organize and display findings/conclusions in a variety of formats.</p> <p>b. With guidance, design layouts that communicate content effectively for intended audiences.</p> <p>c. With guidance, apply appropriate design criteria, which includes universal design principals, to the content and layout of the information product.</p> <p>d. With guidance, use technology to present findings/conclusions in a variety of formats.</p> <p>e. With guidance, edit/review/revise/practice the presentation of the information product.</p> <p>f. Discuss and apply fair use, copyright laws, and creative commons attributions.</p>	<p>1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing.</p> <p>a. Organize and display findings/conclusions in a variety of formats.</p> <p>b. Design layouts that communicate content effectively for intended audiences.</p> <p>c. Apply appropriate design criteria, which includes universal design principals, to the content and layout of the information product.</p> <p>d. Use technology to present findings/conclusions in a variety of formats.</p> <p>e. Edit/review/revise/practice the presentation of the information product.</p> <p>f. Apply fair use, copyright laws, and creative commons attributions.</p>

<p>2. Share findings/conclusions.</p> <p>a. Contribute to a learning community.</p> <p>b. With guidance, practice digital etiquette when sharing findings and conclusions.</p> <p>c. With guidance, credit sources using an appropriate citation format as part of the information product.</p>	<p>2. Share findings/conclusions.</p> <p>a. Contribute to a learning community.</p> <p>b. With guidance, practice digital etiquette when sharing findings and conclusions.</p> <p>c. With guidance, credit sources using an appropriate citation format as part of the information product.</p>	<p>2. Share findings/conclusions.</p> <p>a. Contribute to a learning community.</p> <p>b. With guidance, practice digital etiquette when sharing findings and conclusions.</p> <p>c. With guidance, credit sources using an appropriate citation format as part of the information product.</p>	<p>2. Individually, collaboratively, and responsibly share findings/conclusions.</p> <p>a. Contribute to a learning community.</p> <p>b. Practice digital etiquette when sharing findings and conclusions.</p> <p>c. Credit sources using an appropriate citation format as part of the information product.</p>
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B. Evaluate the Product and the Process

PK-1	2-3	4-5	6-8
<p>1. Evaluate the inquiry process and the information product.</p> <p>a. With guidance, use criteria for evaluating the information product.</p> <p>b. With guidance, use audience feedback and/or peer review to reflect on the information product and the learning experience.</p> <p>c. With guidance, reflect on the information need and new knowledge.</p> <p>d. With guidance, respond to a directed reflection on the inquiry process and how to use it more efficiently.</p>	<p>1. Evaluate the inquiry process and the information product.</p> <p>a. With guidance, use criteria for evaluating the information product.</p> <p>b. With guidance, use audience feedback and/or peer review to reflect on the information product and the learning experience.</p> <p>c. Reflect on the information need and new knowledge.</p> <p>d. With guidance, respond to a directed reflection on the inquiry process and how to use it more efficiently..</p>	<p>1. Evaluate the inquiry process and the information product.</p> <p>a. With guidance, create and apply criteria for evaluating the information product.</p> <p>b. With guidance, use audience feedback and/or peer review to reflect on the information product and the learning experience.</p> <p>c. Reflect on the information need and new knowledge.</p> <p>d. Respond to a directed reflection on the inquiry process and how to use it more efficiently..</p>	<p>1. Evaluate the inquiry process and the information product.</p> <p>a. With guidance, create and apply criteria for evaluating the information product.</p> <p>b. Use audience feedback and/or peer review to reflect on the information product and the learning process.</p> <p>c. Reflect on the information need, new knowledge, and the need for additional information.</p> <p>d. Reflect on the inquiry process and how to use it more efficiently.</p>

6.0 Appreciate Literature and Life-long Learning: Students will be able to demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process for life-long learning. (AASL 21st 4)

A. Appreciate Literature and Multimedia

PK-1	2-3	4-5	6-8
<p>1. Identify relationships between fiction and nonfiction literature and real life.</p> <p>a. With guidance, read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experiences.</p> <p>b. Make literature-to-self, literature-to-literature, and literature-to-multimedia connections, and, with guidance, make literature-to-world connections.</p> <p>i. With guidance, summarize the main idea in literature and/or multimedia.</p> <p>ii. With guidance, identify how various literary elements influence/inform the reader's experience of literature.</p> <p>c. With guidance, read, listen to, view, and integrate information from non-fiction to appreciate fiction.</p> <p>d. With guidance, use literature to answer questions or solve problems.</p>	<p>1. Identify relationships between fiction and nonfiction literature and real life.</p> <p>a. With guidance, read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experiences.</p> <p>b. Make literature-to-self, literature-to-literature, and literature-to-multimedia connections, and, with guidance, make literature-to-world connections.</p> <p>i. With guidance, summarize the main idea in literature and/or multimedia.</p> <p>ii. With guidance, identify how various literary elements influence/inform the reader's experience of literature.</p> <p>c. Read, listen to, view, and integrate information from non-fiction to appreciate fiction.</p> <p>d. Use literature to answer questions or solve problems.</p> <p>e. Use literature to evaluate historical problems, current social events, and personal decisions.</p>	<p>1. Identify relationships between fiction and nonfiction literature and real life.</p> <p>a. With guidance, read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experiences.</p> <p>b. Make literature-to-self, literature-to-literature, literature-to-multimedia connections, and with guidance, make literature-to-world connections.</p> <p>i. Summarize the main idea in literature and/or multimedia.</p> <p>ii. Identify how various literary elements influence/inform the reader's experience of literature.</p> <p>c. Read, listen to, view, and integrate information from non-fiction to appreciate fiction.</p> <p>d. Use literature to answer questions or solve problems.</p> <p>e. Use literature to evaluate historical problems, current social events, and personal decisions.</p>	<p>2. Identify relationships between fiction and nonfiction literature and real life.</p> <p>a. Read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experiences.</p> <p>b. Make literature-to-self, literature-to-literature, literature-to-multimedia, and literature-to-world connections.</p> <p>i. Summarize the main idea in literature and/or multimedia.</p> <p>ii. Identify how various literary elements influence/inform the reader's experience of literature.</p> <p>c. Read, listen to, view, and integrate information from non-fiction to appreciate fiction.</p> <p>d. Use literature to answer questions, make decisions, or solve problems.</p> <p>e. Use literature to evaluate historical problems, current social events, and personal decisions.</p>

PK-1	2-3	4-5	6-8
<p>2. Select literature and/or multimedia from the media center and other libraries for a personal and/or assigned need.</p> <p>a. Follow circulation procedures and policies in the media center.</p> <p>b. Locate and select literature and/or multimedia in a variety of genres.</p>	<p>2. Select literature and/or multimedia from the media center and other libraries for a personal and/or assigned need.</p> <p>a. Follow circulation procedures and policies in the media center.</p> <p>b. Locate and select literature and/or multimedia in a variety of genres.</p>	<p>2. Select literature and/or multimedia from the media center and other libraries for a personal and/or assigned need.</p> <p>a. Follow circulation procedures and policies in the media center and other libraries.</p> <p>b. Locate and select literature and/or multimedia in a variety of genres.</p>	<p>3. Select literature and/or multimedia from the media center and other libraries for a personal and/or assigned need.</p> <p>a. Follow circulation procedures and policies in the media center and other libraries.</p> <p>b. Locate and select literature and/or multimedia in a variety of genres.</p>

B. Demonstrate Life-long Learning Practices

PK-1	2-3	4-5	6-8
<p>1. Connect literature and multimedia to learning.</p> <p>a. With guidance, explain the connection between reading, listening to, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors.</p> <p>b. With guidance, defend literature and/or multimedia choices.</p> <p>c. With guidance, explain why intellectual freedom is important.</p> <p>d. With guidance, contribute to a learning community.</p> <p>e. With guidance, adopt new technology or methodology to expand personal and academic pursuits/endeavors.</p>	<p>1. Connect literature and multimedia to learning.</p> <p>a. With guidance, explain the connection between reading, listening to, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors.</p> <p>b. With guidance, defend literature and/or multimedia choices.</p> <p>c. With guidance, explain why intellectual freedom is important.</p> <p>d. With guidance, contribute to a learning community.</p> <p>e. With guidance, adopt new technology or methodology to expand personal and academic pursuits/endeavors.</p>	<p>1. Connect literature and multimedia to learning.</p> <p>a. Explain the connection between reading, listening, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors.</p> <p>b. Defend literature and/or multimedia choices.</p> <p>c. With guidance, explain why intellectual freedom is important and what we must do to preserve it.</p> <p>d. With guidance, contribute to a learning community.</p> <p>e. With guidance, adopt new technology or methodology to expand personal and academic pursuits/endeavors.</p>	<p>1. Connect literature and multimedia to learning.</p> <p>a. Explain the connection between reading, listening, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors.</p> <p>b. Defend literature and/or multimedia choices.</p> <p>c. Explain why intellectual freedom is important and what we must do to preserve it.</p> <p>d. Contribute to a learning community.</p> <p>e. Adopt new technology or methodology to expand personal and academic pursuits/endeavors.</p>

MATRIX
MSDE Vol. Curriculum, State, and National Information Literacy Outcomes and Standards

Maryland Library Media Voluntary State Curriculum	Maryland Library Media Learning Outcomes	AASL/AECT: Information Power: Building Partnerships
Content Standard 1: ...demonstrate an appreciation of literature as a reflection of human experience and reading as a pleasurable activity.	Outcome 6: Demonstrate an appreciation of literature and other creative expressions as a source of information and recreation.	Standard 5: ...appreciates literature and other creative expressions of information.
Content Standard 2: ...use resources, in a wide variety of formats, to locate information to meet an identified need.	Outcome 1: Locate and use information resources effectively and efficiently. Outcome 4: Comprehend content in various types of media.	Standard 1: ...accesses information efficiently and effectively. Standard 4: ...pursues information related to personal interests.
Content Standard 3: ...collect information relevant to their current information need.	Outcome 2: Review, evaluate and select media. Outcome 5: Retrieve and manage information.	Standard 1: ...access information efficiently and effectively. Standard 2: ...evaluates information critically and competently.
Content Standard 4: ...use appropriate print, non-print and computer/online/digital formats to organize and manage data/information.	Outcome 3: Apply reading, research, and critical thinking skills to organize and synthesize information. Outcome 4: Comprehend content in various types of media. Outcome 5: Retrieve and manage information.	Standard 3: ...uses information accurately and creatively.
Content Standard 5: ...interpret information to generate new understandings and knowledge.	Outcome 3: Apply reading, research, and critical thinking skills to communicate new understandings.	Standard 3: ...uses information accurately and creatively. Standard 6: ...strives for excellence in information seeking and knowledge generation. Standard 9: ...participates effectively in groups to pursue and generate information.
Content Standard 6: ...communicate findings/conclusions by producing materials in an appropriate format to support written, oral and multi-media presentations.	Outcome 7: Create materials in various formats.	Standard 3: ...uses information accurately and creatively. Standard 9: ... participates effectively in groups to pursue and generate information.
Content Standard 7: ...demonstrate responsible attitudes toward the use of information.	Outcome 8: Apply ethical behavior to use of information.	Standard 7: ... recognizes the importance of information in a democratic society. Standard 8: ... practices ethical behavior in regard to information technology.

Harford County Content Standards and Indicators

Kindergarten

1. Literature Appreciation
Demonstrates understanding of parts of a book and story elements (character, setting, goal, problem and solution)
2. Location
Selects books based on interests and/or informational needs
3. Collection
Identifies an information need and the materials available to meet the need
4. Organization, Interpretation, and Management
Interprets information from a graphic organizer
5. Share Findings and Ethical Use
Shares information in a variety of age-appropriate ways and discusses how to use information

First Grade

1. Literature Appreciation
Uses text features and content to identify each and the difference between fiction and nonfiction materials
2. Location
Discusses how materials are arranged in Everybody fiction and Nonfiction sections
3. Collection
Identifies an informational need; and, with assistance, locates information organized within a resource
4. Organization, Interpretation, and Management
Uses a variety of formats to record and interpret information
5. Share Findings and Ethical Use
Shares information in a variety of formats using his/her own words and explains where the information was found

Second Grade

1. Literature Appreciation
Use story element vocabulary (character setting, goal problem and solution) to explore and discuss a variety of literature
2. Location
Use spine labels and media center signage to locate resources in order to address a topic of interest or need
3. Collection
Gathers information within various resources and organizes/records information using an appropriate graphic organizer
4. Organization, Interpretation, and Management
Organizes and interprets information from print and non-print sources using a variety of formats
5. Share Findings and Ethical Use
Practices ways to share information, take notes using his/her own words and identifies where the information was found

Third Grade

1. Literature Appreciation
Utilizes a variety of methods to form connections with works of literature
2. Location
Identifies, with assistance, the call number of a resource through an OPAC search and then locates the resource in the media center
3. Collection
Uses key words and text features to gather and record information with assistance
4. Organization, Interpretation, and Management
Organizes and interprets information accurately
5. Share Findings and Ethical Use
Practices using a variety of presentations and acknowledge sources of information

Fourth Grade

1. Literature Appreciation
Utilizes a variety of methods to reflect on literature
2. Location
Identifies the call number of a resource through an OPAC search and then locates that item on the shelf
3. Collection
Selects appropriate print or non-print resources and collects relevant information from within a source
4. Organization, Interpretation, and Management
Applies critical thinking and problem solving strategies to produce a presentation or product
5. Share Findings and Ethical Use
Practices using, interpreting and creating a variety of presentations and demonstrates responsible use of information

Fifth Grade

1. Literature Appreciation
Demonstrates an understanding of literature by forming connections between pieces of literature, self and/or the world
2. Location
Independently uses OPAC to select appropriate fiction and nonfiction materials to meet an interest or need
3. Collection
Evaluates and selects print and online resources to match an information need while using appropriate strategies to locate and gather relevant information
4. Organization, Interpretation, and Management
Organizes and manages data by doing the following: select appropriate form record and organize relevant data; interpret data from a variety of formats
5. Share Findings and Ethical Use
Practices using, interpreting and creating a variety of presentations and demonstrates ethical use of information

CONCEPTS FOR LIBRARY MEDIA

Accuracy:	state of correctness; freedom from mistake or error
Creativity:	having the ability or power to create; characterized by originality and expressiveness
Community:	people who live in a particular area; people who have similar qualities or interests
Critical Thinking:	to engage in a task when solutions are not apparent; pushing the limits of knowledge and ability
Ethics, Values:	principal of right or good conduct, moral choices to be made by the individual
Independent Learning:	to use knowledge to locate and use materials without the influence, guidance or control of others
Information Literacy:	ability to find and use information
Media:	materials that present information; print or non-print sources
Organization:	act or process of being organized; to arrange by systematic planning
Recreation:	an activity that produces enjoyment and/or relaxation
Resource Management:	to organize the materials housed in a specific area
Social Responsibility:	to demonstrate understanding, friendliness, adaptability, empathy and politeness
Society:	to contribute positively to the learning community; to participate effectively in groups; to pursue and generate information
Technology:	to understand the overall intent and proper procedures for using software and hardware
Wants and Needs:	materials that would create a better learning environment as opposed to essential materials for the completion of a task

**MEDIA
CONCEPTS AND ENDURING UNDERSTANDINGS
FOR GRADES K-5**

Key Concepts:

Accuracy	Organization
Community	Recreation
Creativity	Resource Management
Critical Thinking	Social Responsibility
Ethics, Values	Society
Independent Learning	Technology
Information Literacy	Wants and Needs
Media	

Enduring Understandings:

1. Reading for pleasure or information has life-long applications. (MSC Indicator 6.0)
2. Library media center materials are arranged in a logical manner and may be retrieved using knowledge of that arrangement. (MSC Indicator 2.0)
3. Information may be readily accessed through print and electronic sources to meet a specific need. (MSC Indicators 2.0 & 3.0)
4. Information may be organized using study, research, reference, and critical thinking skills to foster independent learning using research models such as the Big6™ or Super3™. (MSC Indicators 1.0, 2.0, 3.0, 4.0, & 5.0)
5. Information from various resources must be collected, analyzed, evaluated, synthesized and applied appropriately. (MSC Indicators 4.0 & 5.0)
6. Information is used to generate new understanding and knowledge. (MSC Indicators 3.0 & 4.0)
7. Designing and creating from the appropriate types of media for sharing and communicating information. (MSC Indicator 5.0)
8. Valuable and ethical choices are made when using information in a democratic society. (MSC Indicators 2.0 & 4.0)

**MEDIA CENTER CONTENT OUTLINE
(REQUIRED DECLARATIVE KNOWLEDGE – KINDERGARTEN)**

Declarative knowledge is cumulative and extensive. Library media curriculum builds upon the skills and concepts taught in earlier grades. Units are designed to produce independent users of elementary school library media centers in all curriculum areas.

How to be a Star	Kid's Choice	Autumn/Fall	Harvest	Town Square
Barcode	Citizen	Author	Author	Needs
Book	Cooperation	Cover	Cover	Producers
Book Care	Voting	Illustrator	End Pages	Services
Check Out		Illustrations	Illustrator	Wants
Circulation Desk		Spine	Illustrations	Goods
Cover		Title	Spine	
Fire Drill		Title Page	Spine Label	
Librarian		Venn Diagram	Title	
Library			Title Page	
Library Card			Harvest	
Media Center			Thanksgiving	
Safety				

Winter/ Introduce Super3™	Wellness	Construction	Space	Spring
Facts	Creative	Beginning	Different	Flow Chart
Fiction	Narrate	Characters	Fact	Magazine
Graphic Organizers	Predict	Construction	Fiction	Spring
Illustrations	Retell	End	Globe	Timeline
Information		Habitat	Map	
Nonfiction		Middle	Nonfiction	
Photographs		Setting	Same	
Plan		Shelter		
Winter		Tools		
Mitten				
Snow				

**MEDIA CENTER CONTENT OUTLINE
(REQUIRED DECLARATIVE KNOWLEDGE – GRADE 1)**

We're Glad You're Here	Where is Everybody?	How a Book is Made	Fiction or Nonfiction?	Old Favorites	Super3™ Animal Research
Book Care	Diagram	Author	Appropriate Book	Character Traits	Evaluate
Book Check Out	“Everybody” Books	Binding	Captions	Characters	Graphic Organizer
Book Enemy	“Everybody” Section	Designer	Dewey Decimal Classification System	Conflict	Notes
Bookmark	Identifier	Editor	Fact	Copyright Date	Plagiarism
Book Selection	Locator	Illustrator	Fiction	Event	Reference Sources
Borrower	Shelf Labels	Printing Press	Illustrations	Features	Research
Circulation Desk	Spine Labels	Publisher	Index	Response	Super3™
Everybody Fiction			Nonfiction	Modern Book	
Habits			Selection	Solution	
Lender			Spine Labels	Setting	
Library Media Center Rules and Routines			Table of Contents	Sequence	
Protection					
Responsibility					
Shelf marker					
Author/ Illustrator Study	Genre Mini Units				
Author	Biography				
Body of Work	Fantast				
Illustrator	Folklore				
Graphic Organizer	Genre				
Inference	Historical Fiction				
Reference Sources	Mysteries				
Research	Nonfiction				
Author or Illustrator Study	Poetry				
	Realistic Fiction				
	Science Fiction				

**MEDIA CENTER CONTENT OUTLINE
(REQUIRED DECLARATIVE KNOWLEDGE – GRADE 2)**

Welcome Back!	Where Is Everybody?	Nonfiction Text Features	Super3™ Space Research	Reading Road Trip
Book Care	Everybody Books	Nonfiction Books	Accuracy	Biography
Book Check Out	Everybody Section	Index	Currency	Fantasy
Book Selection	Identifier	Reference Sources	Evaluate	Folklore
Everybody Books	Locator	Research	Graphic Organizer	Genre
Nonfiction Books	Shelf Labels	Table of Contents	Notes	Historical Fiction
	Spine Labels	Text Features	Plagiarism	Map
		Topic	Reference Sources	Mysteries
			Research	Nonfiction
			Super3™	Poetry
			Topic	Realistic Fiction
				Science Fiction
Caldecott Medal		Author/ Illustrator Study		
American Library Association	Author			
Collage	Author or Illustrator Study			
Randolph Caldecott	Body of Work			
Randolph Caldecott Medal	Cite Sources			
Spine Label	Illustrator			
Sequence	Graphic Organizer			
Watercolor	Inference			
Tempera	Reference Sources			
Woodblock	Research			

**MEDIA CENTER CONTENT OUTLINE
(REQUIRED DECLARATIVE KNOWLEDGE – GRADE 3)**

Declarative knowledge is cumulative and extensive. Library media curriculum builds upon the skills and concepts taught in earlier grades. Units are designed to produce independent users of elementary school library media centers in all curriculum areas.

Mapping the Library Media Center	Do We Know Dewey?	Awesome OPAC	Long Ago and Far Away	Fascinating Folks
Book Care	Call Number	Call Number	Characters	Autobiography
Book Check Out	Dewey Decimal Classification System	Expanded Record	Drama	Collective Biography
Book Selection	Dewey Decimal Number	Imprint	Fable	Individual Biography
Everybody Books	Subject	OPAC	Fairy Tale	Plagiarism
Fiction Books		Record	Folktales	Research
Magazines		Recreational Need	Genre	Super3™
Nonfiction Books		Search Window	Moral	
Parts of the Library Media Center		Summary	Play	
Reference Books			Plot	
			Script	
			Sequence	
			Setting	
			Story Elements	

**MEDIA CENTER CONTENT OUTLINE
(REQUIRED DECLARATIVE KNOWLEDGE – GRADE 4)**

Declarative knowledge is cumulative and extensive. Library media curriculum builds upon the skills and concepts taught in earlier grades. Units are designed to produce independent users of elementary school library media centers in all curriculum areas.

Introduction to the Library Media Center	Research Materials	What’s the Mystery?	Big6™ Research	Atlases
Book Care	Big6™	Characters	Big6™	Atlas
Book Check Out	Electronic Database	Genre	Criteria	Table of Contents
Book Selection	Encyclopedia	Mystery	Evaluation	Index
Circulation	Guide Words	Plot	Expression	Grid
Dewey Decimal Classification System	Hits	Setting	Fluency	
Everybody Books	Information New	Summary	Plagiarism	
Fiction Books	Index		PowerPoint	
Nonfiction Books	Internet		Reliability	
OPAC	Keyword		Research	
Parts of the Library Media Center	Links or Hyperlinks		Rubric	
Reference Books	Online			
	Reference Sources			
	Research			
	Search Engine			
	Specialized Encyclopedia			
	URL			
	Website			
Exploring Tall Tales				
Atlas				
Exaggeration				
Geographic Location				
Tall Tales				
Reality				
Online Databases				

MEDIA CENTER CONTENT OUTLINE (REQUIRED DECLARATIVE KNOWLEDGE – GRADE 5)

Declarative knowledge is cumulative and extensive. Library media curriculum builds upon the skills and concepts taught in earlier grades. Units are designed to produce independent users of elementary school library media centers in all curriculum areas.

Off to a Good Start	American Indian Tales	Reference Databases	Nifty Fifty and the Big6™	What's in the Box?
Book Care	American Indian Regions	Arrangement	Big6™	Book box
Book Check Out	Characteristics	Chronological Order	Research	Historical Fiction
Book Selection	Evidence	Electronic Database		Predication
Circulation	Pourquoi Tales	General Encyclopedia		Realistic Fiction
Dewey Decimal Classification System	Transformation	Keyword		Summary
Efficient Use	Trickster Tales	Link		
Everybody Books		Note Taking		
Fiction Books		Online		
Nonfiction Books		Reference Source		
OPAC		Research		
Parts of the Library Media Center		Search Engine		
		Specialized Encyclopedia		
Coretta Scott King Award	Almanac			
Award	Almanac			
Coretta Scott King Awards	Index			
OPAC	Keyword			
Venn Diagram	Reference Source			
	Scan			
	Skim			
	Table of Contents			

SKILLS SCOPE AND SEQUENCE – KINDERGARTEN (REQUIRED PROCEDURAL KNOWLEDGE)

Library media curriculum in Kindergarten introduces the skills and concepts that students will need to be successful in the library media center. Students are introduced to book check out, book care, the parts of the library media center, parts of a book and story elements. In addition, students follow library media center procedures and select books based on their need and reading level.

Literature Appreciation

Students will demonstrate an understanding of parts of a book and story elements (character, setting, goal, problem and solution):

- Retell a story.
- Demonstrate how to properly care for books.
- Demonstrate correct fire drill procedures.
- Actively listen and creatively respond to literature shared in a large group setting.
- Recognize that the title tells the name of a book.
- Recognize that the author writes the word of a book.
- Recognize that the illustrator creates the art that tells the story in pictures.
- Locate the basic parts of a book.
- Illustrate the events from the beginning, middle, and end of a story.
- Sequence the events of a story.
- Discuss the ways people celebrate the harvest or Thanksgiving.
- Recognize that services enable people to meet their needs and wants.
- Recognize the difference between goods and service.
- Recognize that people are producers.
- List and share activities to do in the winter.
- Explore how the parts of a body work together to keep one healthy.
- Identify ways people take care of themselves.
- Recall ways to keep books healthy.
- Explore and identify ways people use trees.

Location

Students will select books based on interests and/or informational needs:

- Demonstrate correct book selection and circulation procedures.
- Identify some qualities of a good citizen.
- Brainstorm ideas on where to locate information (making a plan)
- Use a variety of nonfiction sources to locate facts on an animal
- Recognize that a fiction book is pretend.
- Recognize that a nonfiction book is real or true.
- Identify that fiction books are read for enjoyment.
- Identify that nonfiction books are read for information.
- Recognize a variety of tools used in construction.

Collection

Students will identify an information need and the materials available to meet the need:

- Identify what a harvest is.
- Use a variety of nonfiction sources to locate facts on an animal.
- Recognize the sign that spring has arrived.

Organization, Interpretation, and Management

Students will interpret information from a graphic organizer:

- Identify ways to stay safe in the Media Center.
- Recognize the difference between wants and needs.
- Identify facts.
- Respond creatively to a story read aloud.
- Recognize signs that Spring has arrived.
- Recognize how a tree changes throughout the seasons.
- Identify features of books and magazines.
- Compare books and magazines.
- Organize information describing a process using a timeline or flowchart.
- Explore and identify ways people use trees.

Share Findings and Ethical Use

Students will share information in a variety of age-appropriate ways and discusses how to use information:

- Demonstrate star library manners.
- Identify some qualities of a good citizen.
- Work cooperatively to sequence a story and complete a task.
- Creatively respond to literature shared allowed.
- Use a graphic organizer to share information found.
- Recognize the 'tools' needed to build a story.
- Recognize a globe and identify land features.

**SKILLS SCOPE AND SEQUENCE – GRADE 1
(REQUIRED PROCEDURAL KNOWLEDGE)**

Library media curriculum in first grade introduces the skills and concepts that students will need to be successful in the library media center. Students are introduced to book check out, book care, the parts of the library media center, parts of a book and story elements. In addition, students follow library media center procedures and select books based on their need and reading level.

Literature Appreciation

Students will use text features and content to identify each and the difference between fiction and nonfiction materials:

- Identify the features of a fiction book.
- Identify the features of a nonfiction book.
- Identify the difference between fiction and nonfiction.
- Identify the characters, setting, problem, events, and solution of a story.
- Listen to, explore, and respond to a variety of texts.

Location

Students will discuss how materials are arranged in Everybody and Nonfiction sections:

- Follow the library media center's rules and routines.
- Identify and locate the "everybody section" and the circulation desk.
- Select and check out books.
- Identify and diagram the parts of a book.
- Classify fiction and nonfiction items.
- Independently choose an appropriate fiction or nonfiction book.

Collection

Students will identify an informational need; and, with assistance, locate information organized within a resource:

- Describe the roles of the author, illustrator, editor, designer, and publisher.
- Locate information in a resource to answer a question.
- Observe searching strategies to locate information about an author/illustrator.
- Help interpret and record information about the author/illustrator in an electronic format.
- Describe the characteristics of a specific genre.

Organization, Interpretation, and Management

Students will use a variety of formats to record and interpret information:

- Identify and diagram the parts of a book.
- Locate a specific author in the "everybody section" of the library media center.
- Put books from the "everybody section" in correct order.
- Describe the process of printing a book.

- Sequence the steps in the book making process.
- Identify the difference between fiction and nonfiction.
- Classify fiction and nonfiction items.
- Identify the characters, setting, problem, events, and solution of a story.
- Sequence the events of a story in order to retell it.
- Respond to a story by writing, drawing, or creating an electronic product.
- Locate information in a resource to answer a question.
- Describe the steps of the Super3™.
- Use a graphic organizer to take notes about a topic.
- Help interpret and record information about the author/illustrator in an electronic format.
- Brainstorm a list of inferences about the author/illustrator based on the readings.
- Compare brainstormed inferences with newly acquired research.

Share Findings and Ethical Use

Students will share information in a variety of formats using his/her own words and explains where the information was found:

- Follow the library media center's rules and routines.
- identify good book care habits.
- Determine why certain items are enemies to books.
- Discuss how to protect books from these book enemies.
- Publish an individual or class book.
- Independently choose an appropriate fiction or nonfiction book.
- Identify the characters, setting, problem, events, and solution of a story.
- Sequence the events of a story in order to retell it.
- Respond to a story by writing, drawing, or creating an electronic product.
- Use a graphic organizer to take notes about a topic.
- Site the sources used when gathering information.
- Use notes to complete a project.
- Review their work and the steps of the Super3™ process.

SKILLS SCOPE AND SEQUENCE – GRADE 2 (REQUIRED PROCEDURAL KNOWLEDGE)

Library media curriculum in second grade builds on the skills and concepts taught in first grade library media. Students are introduced to new strategies in locating and using materials in the fiction and nonfiction areas of the library media center. Students learn about the characteristics of folktales and present what they have learned. Students use ethical behavior and organizational skills when researching and writing about their research. In addition, students select and check out materials for recreational and informational reading.

Literature Appreciation

Students will use story element vocabulary (character setting, goal problem and solution) to explore and discuss a variety of literature:

- Utilize established library media procedures to select and check out materials, including the use of a library card and shelf marker, in addition to exhibiting appropriate behavior.
- Listen to, explore, and respond to a variety of texts.
- Identify the setting of each story shared.
- Locate each setting on a U.S. map.

Location

Students will use spine labels and media center signage to locate resources in order to address a topic of interest or need:

- Utilize established library media procedures to select and check out materials, including the use of a library card and shelf marker, in addition to exhibiting appropriate behavior.
- Identify the Everybody and nonfiction sections of the library media center.
- Describe how the “everybody section” is organized.
- Locate a book by a specific author within the “everybody section”.
- Return an Everybody book to its correct location.

Collection

Students will gather information within various resources and organizes/records information using an appropriate graphic organizer:

- Describe the features of a nonfiction book.
- Utilize a table of contents.
- Utilize an index.
- Locate information in a resource to answer a question.
- Describe the characteristics of a specific genre.
- Use a graphic organizer to sequence events in a story as beginning, middle, or end.
- Observe searching strategies to locate information about an author/illustrator.

- Help interpret and record information about the author/illustrator in an electronic format.

Organization, Interpretation, and Management

Students will organize and interpret information from print and non-print sources using a variety of formats:

- Demonstrate appropriate book care when using library media center materials.
- Utilize a table of contents.
- Utilize an index.
- Locate information in a resource to answer a question.
- Describe the steps of the Super3™ process.
- Use a graphic organizer to take notes about a topic.
- Locate each setting on a U.S. map.
- Respond to a story by writing, drawing, or creating an electronic product.
- Describe how collage, paint, woodblocks, pen/pencil, and computers are used to create illustrations.
- Compare and contrast illustration styles.
- Help interpret and record information about the author/illustrator in an electronic format.
- Brainstorm a list of inferences about the author/illustrator based on the readings.
- Compare brainstormed inferences with newly acquired research.

Share Findings and Ethical Use

Students will practice ways to share information, take notes using his/her own words and identifies where the information was found:

- Use a graphic organizer to take notes about a topic.
- Cite the sources used to answer the research questions.
- Use notes to complete a project.
- Review their work and the steps of the Super3™ process.

SKILLS SCOPE AND SEQUENCE – GRADE 3 (REQUIRED PROCEDURAL KNOWLEDGE)

Library media curriculum in third grade reinforces and builds upon the skills and concepts taught in grades one and two. In addition to book selection and check out skills, students are introduced to the use of the Dewey Decimal Classification System and OPAC to locate library media center materials. Students, also, continue learning about types of literature by focusing on fairy tales and biographies.

Literature Appreciation

Students will utilize a variety of methods to form connections with works of literature:

- Select appropriate fiction and nonfiction book by choosing a book according to a personal or recreational need.
- Identify characteristics of fables.
- Distinguish the difference between dramatic and narrative form.

Location

Students will identify, with assistance, the call number of a resource through an OPAC search and then locates the resource in the media center:

- Demonstrate appropriate care and handling of materials by following established guidelines.
- Learn the history of the Dewey Decimal Classification System and how that system is arranged.
- Locate sections of the Dewey Decimal Classification System.
- Find a specific nonfiction book on the shelves.
- Identify a type of book by its call number.
- Locate a specific fiction book using its call number, author, and title.
- Identify and locate a specific nonfiction book, for a particular purpose, using its call number, author, and title.
- Locate a book for a personal or recreational need using OPAC.
- Identify the call number of an individual biography and collective biography.
- Locate a biography in the media center.

Collection

Students will use key words and text features to gather and record information with assistance:

- Identify the elements of a book's OPAC record.
- Identify fairy tales as a distinct literary genre.
- Locate information in a resource to answer questions.

Organization, Interpretation, and Management

Students will organize and interpret information accurately:

- Locate sections of the Dewey Decimal Classification System.
- Find a specific nonfiction book on the shelves.

- Record appropriate information from OPAC records.
- Identify fairy tales as a distinct literary genre.
- Identify characteristics of folktales.
- Use a story map to sequence events of a folktale.
- Locate information in a resource to answer questions.
- Describe the steps of the Super3™ process.
- Use a graphic organizer to take notes about a topic.

Share Findings and Ethical Use

Students will practice using a variety of presentations and acknowledge sources of information:

- Follow the policies of the library media center.
- Show appropriate information in a visually pleasing product.
- Identify fairy tales as a distinct literary genre.
- Adapt/perform a play using appropriate performance techniques.
- Use a graphic organizer to take notes about a topic.
- Cite the sources to answer the research questions.
- Use notes to complete a project.
- Use a checklist to review and evaluate their work.

**SKILLS SCOPE AND SEQUENCE – GRADE 4
(REQUIRED PROCEDURAL KNOWLEDGE)**

Library media curriculum in fourth grade reinforces and builds upon the skills and concepts taught in grades one through three. In addition to book selection and check out skills, students are introduced to the use of electronic reference sources, Internet searching, and print reference sources. Students continue learning about types of literature by focusing on award winning books, fables, drama, and realistic fiction.

Literature Appreciation

Students will utilize a variety of methods to reflect on literature:

- Follow circulation procedures to check out library books.
- Select print and non-print books for recreational reading.
- Identify mystery as a distinct literary genre.
- Identify tall tales as a distinct type of folklore.

Location

Students will identify the call number of a resource through an OPAC search and then locates that item on the shelf:

- Use a subject search on OPAC in order to locate a fiction and nonfiction book.
- Use call numbers in order to locate fiction and nonfiction books on the shelves.
- Use OPAC to locate mystery books in the media center collection.
- Use the atlas to complete research on various geographic areas.

Collection

Students will select appropriate print or non-print resources and collect relevant information from within a source:

- Select appropriate media by identifying an individual purpose.
- List the steps of the Big6™.
- Select appropriate sources.
- Identify an individual purpose for research.
- Use a grid to locate specific places in an atlas.
- Create a postcard about a specific Maryland location.
- Use nonfiction text features to understand the information presented in an atlas.
- Identify exaggerations in various tall tales.

Organization, Interpretation, and Management

Students will apply critical thinking and problem solving strategies to produce a presentation or product:

- Use appropriate retrieval strategies to access information from a various systems.
- Use research skills to select, record, and reorganize information.
- Analyze the characters, setting, and plot of a story to determine if it is a mystery.
- Utilize the information retrieved from a library resource to meet an assigned informational need.
- Utilize a variety of electronic databases.

- Manipulate information found in electronic databases.
- Create a postcard about a specific Maryland location.
- Compare the reality and exaggeration of a detail from a selected tall tale.

Share Findings and Ethical Use

Students will practice using, interpreting and creating a variety of presentations and demonstrates responsible use of information:

- Practice citing sources by using an OPAC record.
- Independently gather and use information ethically and in accordance with procedures outline in the established media guidelines.
- Give a brief summary of a mystery book they found in the library.

SKILLS SCOPE AND SEQUENCE – GRADE 5 (REQUIRED PROCEDURAL KNOWLEDGE)

Library media curriculum in fifth grade reinforces and builds upon the skills and concepts taught in grades one through four. Students continue the use of print references, online databases and the Internet. They are introduced to more sophisticated methods of analysis. In addition, students continue learning about types of literature by focusing on historical fiction, tall tales, and American Indian tales, with emphasis on geographical and historical aspects of those genres.

Literature Appreciation

Students will demonstrate an understanding of literature by forming connections between pieces of literature, self and/or the world:

- Explain how Native American tales can give information about the American Indian culture.
- Examine various Native American tales from different regions.
- Identify the characteristics of realistic and historical fiction.
- Make meaningful predictions about the text of both realistic and historical fiction stories.
- Use their predictions to correctly identify a realistic or historical fiction story.
- Examine events, characters, and settings of a historical fiction book to determine the historical facts vs. fictions.
- Describe the characteristics of a Coretta Scott King Award winning book.

Location

Students will independently use OPAC to select appropriate fiction and nonfiction materials to meet an interest or need:

- Select and check out a book using proper procedures.
- Locate books in all sections of the library media center.
- Effectively use OPAC to identify a book about a specific subject.
- Use OPAC to conduct a subject search.

Collection

Students will evaluate and select print and online resources to match an information need while using appropriate strategies to locate and gather relevant information:

- Utilize electronic reference sources.
- Compare and contrast media formats.
- Determine the keyword to use in research.
- Determine which headings within the resource would best provide the needed information.
- Gather and record information from reference sources.
- Explain and use the Big6™ research model to complete a research query.
- Create questions about their research topic.
- Evaluate and determine which print and electronic reference sources would best meet their informational need.

- Gather relevant information from reference sources.
- Make meaningful predictions about the text of both realistic and historical fiction books.
- Examine events, characters, and settings of a historical fiction book to determine the historical facts vs. fictions.

Organization, Interpretation, and Management

Students will organize and manage data by doing the following: select appropriate form a record and organize relevant data; interpret data from a variety of formats:

- Effectively use OPAC to identify a book about a specific subject.
- Identify characteristics of Native American tales.
- Evaluate two Native American tales from a similar region and explain how each story reflects the culture of the tribe.
- Compare and contrast two Native American tales.
- Utilize electronic reference sources
- Gather and record information from reference sources.
- Explain and use the Big6™ research model to complete a research query.
- Evaluate, organize, and record collected data in an ethical and responsible manner.
- Make meaningful predictions about the text of both realistic and historical fiction books.
- Use their predictions to correctly identify a realistic or historical fiction story.
- Examine events, characters, and settings of a historical fiction book to determine the historical facts vs. fictions.

Share Findings and Ethical Use

Students will practice using, interpreting and creating a variety of presentations and demonstrates ethical use of information

- Demonstrate the appropriate care and handling of materials.
- Follow the policies of the school library media center.
- Explain and use the Big6™ research model to complete a research query.
- Evaluate, organize, and record collected data in an ethical and responsible manner.
- Create a project about a state.
- Evaluate the finished product.
- Use their predictions to correctly identify a realistic or historical fiction story.
- Examine events, characters, and settings of a historical fiction book to determine the historical facts vs. fictions.
- Use a graphic organizer to compare and contrast two awards.

ASSESSMENT

Library media specialists support progression of student reading skills through instruction and collection development, which are important for reading success on the Maryland State Assessment (MSA). The ability to independently choose appropriate reading materials for information or recreation increases students' appreciation for and proficiency in reading. Instruction to develop this ability within this curriculum is both inductive and deductive beginning in kindergarten and continuing through grade five. While some library media skills may be similar at all grade levels, these skills increase in complexity as students mature and achieve higher level thinking skills.

Library media specialists in Harford County Public Schools recognize that acquiring research and media skills is a cumulative experience which the student begins to develop in kindergarten and continues to develop through grade twelve. Experiences are assessed during each library media period. This formative assessment occurs through review of the guiding questions and/or other activities. Summative assessments, most of which are performance or project based, occur in each unit.

Assessment Options

Library media specialists use a variety of strategies in order to assess student learning while considering the school community.

Possible assessment strategies include: exit tickets, ActiVotes, EPR (Every Pupil Responses like pinch cards, stand up/stand down, hand signals, choice cards), dry erase responses, think/pair/share, video with Flip camera, written responses, graphic organizers, and teacher observation. (Please note that this list is not all-inclusive.)

Here are some ideas on how to record your teacher observations: checklists, note struggling/accelerated students, erasable seating chart for notes, use patron cards to organize by response, video with Flip camera. (Please note that this list is not all-inclusive.)

PACING IN LIBRARY MEDIA

Elementary school students visit the school library media center on a regularly scheduled basis. Experiences have been presented in a sequential order, building conceptual understandings that act as anchors for further skills acquisition. Pacing within this guide allows for the instruction of each unit, while adaptations and enrichments provide further opportunities for flexibility. A conceptually-oriented curriculum necessitates appropriate pacing in library media instruction, which is built into this curriculum.

In summary:

- Establishing basic routines early is vital to the success of the program.
- Experiences are sequentially presented to support acquisition of concepts and intended learning outcomes.
- Opportunities to apply concepts and skills in authentic learning experiences should be provided to students.
- Formative and summative assessments are embedded in experiences.

ESTABLISHING ROUTINES

Clearly establishing routines is a very important part of a successful library media experience for all students. It provides structure and establishes your expectations for student behavior throughout the year. Taking time to teach and practice procedures at the beginning of the year will show the importance of correct library manners, allow students to be ready when they enter the media center and increase time on task.

Entering the library media center:

- Greet class at the door.
- Expect a quiet line before entering the library.
- Name tags – to be worn to the library (at least for a few weeks)--kindergarten.
- Welcome the children using a quiet and kind voice.

Library Manners:

During the first weeks model and teach the manners or behaviors you expect in the library. Posting the expected manners clearly in the media center gives students a visual reminder throughout the year.

With kindergarten and 1st grade students, discuss how students can be stars in the media center. You can use the star library manners described in the kindergarten Unit 1 Experience 1 or a variation. Students should enter the library appropriately and demonstrate how to listen including close lips, look at the speaker, keep legs, hands, and feet still, open ears, and think (What do I hear? What does it mean?). You may also want to include that everyone uses kind words and actions towards one another.

With 2nd through 5th grade students review the library expectations. Some examples of expectations include:

- Returning books on time
- Entering and working quietly
- Actively participating and listening
- Directions followed the first time given
- Showing respect for library materials and one another

Transitional Experiences:

- Model and practice how to push in chairs, line up, and move from one area of the media center to another. A song or poem may be used instead of a verbal direction with kindergarten and 1st grade classes.
- Model and practice how to leave the library. Break procedures into small steps for the students to follow. (Ex. Everyone should stand up together, see how

- quietly the boys can get their jackets and get in line, now the girls, etc.) Using a stuffed animal, mascot, or puppet can be useful.
- Model how to return to seats. Numbers, colors, shapes or pictures on the tables may help the students remember their assigned table.

Story time:

Establish routines for story time. Include the following:

- Fold legs like pretzels or criss-cross applesauce
- Sing or recite a welcome song or poem (Some general ones are listed on Teacher Resource Sheet HTBS-6 or you could use one that fits the unit theme)
- Introduce the book—immediately use correct terms—author, title, cover, illustrator, etc.
- Look over the cover and incorporate pre-reading skills
- Read or tell the story – discuss; see if the predictions were correct
- Sometimes you may want to read the story again or retell the story having students join in, act out or use flannel board pieces

Parent Letter:

It is a good idea to send a letter home to the parents on the first day students check out books. The letter introduces and explains the expectations for encouraging lifelong reading and book return. Several examples have been included at the end of this appendix.

Kindergarten Book Selection/Book Check-Out

Demonstrate, teach, and practice the book selection and book check-out procedures with the students. Each librarian needs to decide when the kindergarten students will begin selecting books. Some start within the first few weeks while others prefer to wait until after the lessons on library manners, procedures, and book care have been taught for the students to select books.

Selecting books:

You need to decide if the kindergarten students will be selecting books from the shelf or from a preselected group of books. At the beginning of the school year it can be helpful to start with a preselected group of books because the kindergarten students sometimes find it difficult to choose one in the time given when the choice is too large. It can be overwhelming.

1. Preselect books: These books should be pulled prior to the arrival of each class. As a guide, pull twice as many books as there are students in the class. You may

- want to include books about the unit being studied. Place the books on the top slant display shelves of the Everybody section if your library has them, on tables, or on a separate cart. Especially if using a cart, allow small groups of students to come over to choose. You could choose by table or by the first letter of their name, or the color shirt they are wearing, etc. Demonstrate how to preview, replace unwanted books, and choose a book. Explain to the students what to do after choosing a book (sit and read quietly on the story carpet, return to their table and read quietly, etc.)
2. Choosing from shelves: Model, teach and practice how to use a shelf marker. Model placing the shelf marker beside the book before removing the book from the shelf. Talk about previewing the book. Model how to replace the book if the student decides not to take that one. Model removing the shelf marker and placing it back in its box when the student has selected a book. Explain to the students what to do after choosing a book (sit and read quietly on the story carpet, return to their table and read quietly, etc.)

Checking Out:

Locate and explain what the circulation desk is.

Review the concept of borrowing books. Explain Date Due cards or slips if your library uses them.

Decide and then teach the procedures for checking out. Some ways are:

- Practice with the students how to say their library name (Last name, first name) you might make it a game when first practicing. Then when the student comes to the desk he/she says his/her library name and the media specialist or media technician finds the child's name and checks out the book.
- Hand each student his/her library card as he/she goes to the desk to check out.
- Begin the year by handing the cards to the students and progress to students locating their own cards.

Explain that students should hand their book to you or the media technician with the back cover up so the barcode can be scanned.

Explain and practice what the students should do after checking out their books and are waiting for the others to finish. This could be returning to their table and reading quietly or it could be working on an activity related to the lesson.

Grade 1-5 Book Selection/Book Check-Out

Examples of **book selection routines** include:

1. Get a shelf marker.
2. Go to the shelf. Put in the shelf marker. Pull out the book. Preview it by reading the jacket information, looking at the illustrations, and reading a page or two. If you want the book, pull out the shelf marker. If not, put the book back on the shelf by the shelf marker and start the process again.

Examples of **book check out routines** include:

1. Sit at your table and read one of your books. When the library media specialist calls your table number, you should come up to the check-out desk and choose your card.
2. Turn the books over so that the barcodes can be seen. Put your card on top of the stack of books so that the barcode shows.
3. Wait quietly behind the person in front of you until the library media specialist can help you.
4. When your books have been checked out, return to your seat and resume reading.

Book check out routines using rolodex cards/Class page with barcodes:

1. Sit at your table and read one of your books. When the library media specialist calls your table number, you should come up to the check-out desk and wait quietly behind the person in front of you until the library media specialist or technician can help you.
2. When your turn comes, turn your books over so that the barcodes can be seen and tell the library media specialist or technician your last name.
3. When your books have been checked out, return to your seat and resume reading.

NOTE: If there is a full-time technician at your building, students may come up as they find their books to be checked out instead of being called by tables.

Leaving the media center:

Teach and practice how to line up to leave the library. Students will know that they need to take their books with them, push in their chairs, walk quietly to the line (knowing where the line is), stand quietly, and hold their book appropriately while waiting to leave the library.



Elementary School
Library Media Center

Dear Parents:

This week your child is bringing home a book he/she signed out from the Media Center at _____ Elementary School.

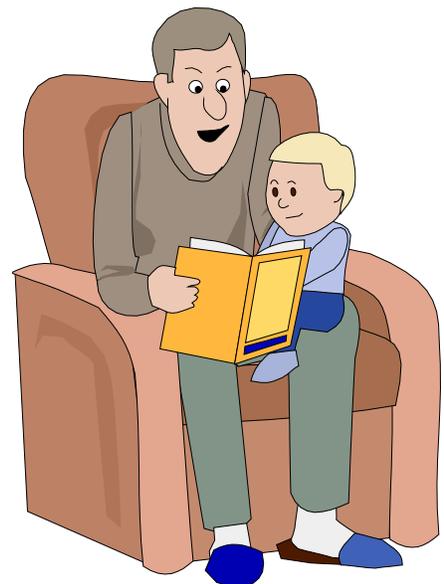
You can help your child by:

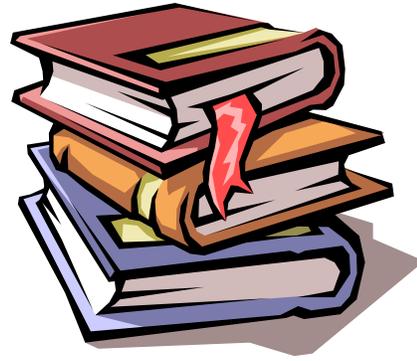
1. Reading the book aloud together and letting your child tell you about the pictures.
2. Finding a safe place to keep the book so it will not get damaged or lost.
3. Reminding your child to have clean hands when reading the book and to turn the pages carefully.
4. Providing a plastic bag or placing the book in his/her bookbag on rainy or snowy days.
5. Returning the book to the library on their library day.

Reading to your child will increase their appreciation of good literature and develop a love for reading, as well as provide memories of happy family experiences. Happy Reading! ☺

Sincerely,

Library Media Specialist
Elementary School Media Center

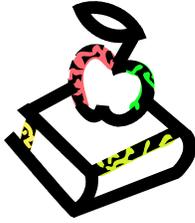




My Library Books Are Due Back on



Don't forget to put them in
your backpack tonight to bring
them to school on time!



*Elementary School
Media Center
Street Address
Bel Air, MD 21015*

Dear Parents,

Welcome to a wonderful year of learning and adventure. As part of your child's education, he/she will be attending media classes once every week. During this time your child will be learning about books, authors, reference sources, and how to be independent lifelong readers. He/She will also be bringing home materials from our media center. It is expected that each child will return their library materials on their scheduled media day.

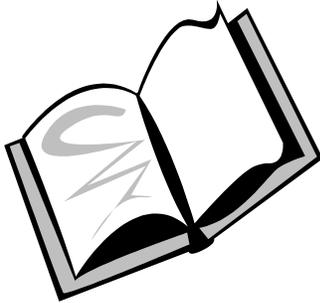
Please help me instill a love of reading in your child by reading the library books with your son or daughter, by encouraging him/her to keep the books in a safe place, and to return them on time.

Thank you for helping me to make lifelong readers of our children. Feel free to detach the bottom portion of this letter and post it somewhere to help you remember when your child needs to return their library materials.

Sincerely,

Name
Media Specialist

**Library Books need to be
returned to the Media Center
on Wednesday.**



Dear Mom and Dad,

Today I visited the library and had fun with my class and our media specialist, Ms. _____ . I will be going to the library every week on _____ .

Each week I can choose a book to bring home. I must return my book the following week if I want to choose a different one. Please help me take good care of the book and read or share it with me. Each week I will listen to a story, see a film, and participate in fun activities. I will learn all about the library. Here is what I did today:

Love,

