

Library Syllabus Grades K-12

Introduction

The goal of the Hewlett-Woodmere Public School District Library Program is to foster the skill set necessary for each student to become an effective user of information in a wide variety of formats for both educational and personal growth. Our Library Media Centers, and the state certified Library Media Specialists in each building provide students and teachers with access to works with a range of text complexity, including stories, drama, poetry, and literary nonfiction from a broad range of cultures and periods, and help to match the reader to text and task, taking into account reader variables such as motivation, knowledge, and experience, and task variables such as purpose and the task assigned.

The following K-12 Library Syllabus is aligned with the Common Core Learning Standards, Information Literacy Standards, Standards for the 21st Century Learner, and the Nassau BOCES School Library System Scope and Sequence for library curriculum.

The library program functions differently at the elementary and secondary levels. Students in grades K-5 have a fixed schedule, seeing the Library Media Specialist for 40 minutes once in every 6 day cycle for library instruction. Students in grades 6-12 have a flexible schedule, which allows Library Media Specialists to support classroom-graded assignments while infusing information literacy skills. The skills necessary to become information literate are introduced in the primary grades and built upon throughout the secondary grades, with regular articulation among district Library Media Specialists.

Resources

Students will utilize the Library Media Center print collections at each school, which include a variety of fiction, nonfiction, and audiovisual items of varying reading and interest levels.

Students will have access to technology in the Library Media Centers, in the form of Internet-connected desktop computers, laptops, Smart Boards, and digital still and video cameras.

Access to online database subscriptions, selected by each Library Media Specialist, will also be provided to students for use at school and at home.

Kindergarten

This course work is aligned with the following Common Core Learning Standards for English Language Arts and Literacy:

Reading Standards for Literature K-5

Craft and Structure

6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Reading Standards for Informational Text K–5

Craft and Structure

5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Reading Standards: Foundational Skills K–5

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.

Writing Standards K–5

Responding to Literature

11. Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.

Speaking and Listening Standards K–5

Comprehension and Collaboration

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Student Outcomes:

Through this course, students will:

1. Learn to properly care for library books.
2. Navigate the Library Media Center's fiction section, by learning the alphabetical organization of the books.
3. Recognize the parts of a book, including author, illustrator, cover, spine, and dedication.
4. Appreciate children's literature by studying the life and works of a particular author or illustrator.
5. Recognize the characteristics of different genres and read widely within these genres.

Units of Instruction (including but not limited to):

1. Library Orientation and Book Care
2. Library Organization: The Fiction Section
3. Parts of a Book
4. Literary Genres: Poetry
5. Literary Genres: Nursery Rhymes (or other)
6. Author Study

Major Assessments and Assignments:

1. Informal assessments will be utilized for some concepts. Students will be monitored as they put new skills to use, determining if the concepts learned have helped students to locate reading material and research sources.
2. In-class assignments will be given to assess students' mastery of some skills.

Grade 1

This course work is aligned with the following Common Core Learning Standards for English Language Arts and Literacy:**Reading Standards for Literature K–5****Key Ideas and Details**

3. Describe characters, settings, and major events in a story, using key details.

Craft and Structure

5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Writing Standards K–5**Responding to Literature**

11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.

Speaking and Listening Standards K–5**Comprehension and Collaboration**

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Student Outcomes:

Through this course, students will:

1. Recognize the characteristics of fiction and nonfiction texts and learn to differentiate between the two.
2. Learn to recognize the characteristics of different genres and read widely within these genres.
3. Appreciate children's literature by studying the life and works of a particular author or illustrator.
4. Learn the elements present in fiction stories and be able to apply this knowledge by recognizing the characters, plot, and setting in stories.

Units of Instruction (including but not limited to):

1. Fiction vs. Nonfiction
2. Literary Genres: Fairy Tales (or other)
3. Literary Genres: Biographies
4. Author Study
5. Literary Genres: Poetry
6. Story Elements (including characters, plot, setting)

Major Assessments and Assignments:

1. Informal assessments will be utilized for some concepts. Students will be monitored as they put new skills to use, determining if the concepts learned have helped students to locate reading material and research sources.
2. In-class assignments will be given to assess students' mastery of some skills.

Grade 2

This course work is aligned with the following Common Core Learning Standards for English Language Arts and Literacy:**Reading Standards for Informational Text K–5****Craft and Structure**

5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Writing Standards K–5**Responding to Literature**

11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.

Language Standards K–5**Conventions of Standard English**

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings.
 - b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Student Outcomes:

Through this course, students will:

1. Locate books in the nonfiction section of the library by learning where to find topics by Dewey Decimal Classification number.
2. Appreciate children's literature by studying the Caldecott Award for best children's book illustrations.
3. Recognize and use the advanced parts of a book, including publisher, copyright date, table of contents, glossary, and index.

4. Effectively use a dictionary and thesaurus, by learning their functions and how to navigate through them.
5. Recognize the characteristics of different genres and read widely within these genres.

Units of Instruction (including but not limited to):

1. Library Orientation and Book/Technology Care
2. The Dewey Decimal Classification System
3. The Caldecott Award
4. Parts of a Book
5. Reference Sources (including the Dictionary and the Thesaurus)
6. Literary Genres: Poetry

Major Assessments and Assignments:

1. Informal assessments will be utilized for some concepts. Students will be monitored as they put new skills to use, determining if the concepts learned have helped students to locate reading material and research sources.
2. In-class and/or take-home assignments will be given to assess students' mastery of some skills.

Grade 3

This course work is aligned with the following Common Core Learning Standards for English Language Arts and Literacy:

Reading Standards for Literature K–5

Key Ideas and Details

2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Responding to Literature

11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.
 - a. Self-select text based upon personal preferences.

Reading Standards for Informational Text K–5

Craft and Structure

5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Writing Standards K–5

Responding to Literature

11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.

Student Outcomes:

Through this course, students will:

1. Learn to search the Online Public Access Catalog (OPAC) by title, author, subject, and “anywhere” to find books and other materials in the school library and public library.
2. Recognize the characteristics of different genres and read widely within these genres.
3. Use the features of nonfiction texts to effectively locate needed information within them.
4. Learn to use technology tools in presenting information.

Units of Instruction (including but not limited to):

1. Searching the Online Public Access Catalog (OPAC)
2. Literary Genres: Mystery (or other)
3. Extracting Information from Nonfiction Texts
4. Literary Genres: Tall Tales (or other)

Major Assessments and Assignments:

1. Informal assessments will be utilized for some concepts. Students will be monitored as they put new skills to use, determining if the concepts learned have helped students to locate reading material and research sources.
2. In-class and/or take-home assignments will be given to assess students’ mastery of some skills.
3. In-class exams will be administered to test the knowledge of some concepts and skills taught.

Grade 4

This course work is aligned with the following Common Core Learning Standards for English Language Arts and Literacy:

Reading Standards for Literature K–5**Responding to Literature**

11. Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations.
 - a. Self-select text based upon personal preferences.

Reading Standards for Informational Text K–5**Craft and Structure**

6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Writing Standards K–5**Research to Build and Present Knowledge**

8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Student Outcomes:

Through this course, students will:

1. Search databases, Internet websites, and online encyclopedias effectively, using keywords and Boolean logic.
2. Learn to distinguish between fact and opinion and learn which is preferable when conducting research.
3. Evaluate Internet resources for accuracy and reliability.
4. Learn to distinguish between primary and secondary sources and learn the appropriate uses for each in their research.
5. Recognize the appropriate uses for an encyclopedia and an atlas and how to best utilize them for research.

Units of Instruction (including but not limited to):

1. Generating Keywords
2. Effective Search Strategies
3. Fact vs. Opinion
4. Website Evaluation
5. Literary Genres: Fantasy (or other)
6. Literary Genres: Realistic Fiction (or other)
7. Reference Sources (including the Encyclopedia and the Atlas)
8. Primary vs. Secondary Sources

Major Assessments and Assignments:

1. Informal assessments will be utilized for some concepts. Students will be monitored as they put new skills to use, determining if the concepts learned have helped students to locate reading material and research sources.
2. In-class and/or take-home assignments will be given to assess students' mastery of some skills.
3. In-class exams will be administered to test the knowledge of some concepts and skills taught.

Grade 5

This course work is aligned with the following Common Core Learning Standards for English Language Arts and Literacy:

Reading Standards for Literature K–5

Integration of Knowledge and Ideas

9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Reading Standards for Informational Text K–5

Integration of Knowledge and Ideas

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Writing Standards K–5

Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Student Outcomes:

Through this course, students will:

1. Understand the value of district-subscribed databases, and learn how to effectively utilize them.
2. Recognize plagiarism, understand the consequences, and learn how to avoid it.
3. Rephrase content from other sources into their own research notes and learn to effectively organize these notes.
4. Create a Works Cited page, including citations for books, websites, and database articles.
5. Learn to respect the copyrights of text, images, and music found on the Internet, as well as to conduct themselves in an appropriate manner when interacting with others on the web.

Units of Instruction (including but not limited to):

1. Literary Genres: Historical Fiction (or other)
2. Databases
3. Notetaking
4. Plagiarism
5. Literary Genres: Science Fiction (or other)
6. Paraphrasing
7. Bibliographies/Citations
8. Internet Safety and Ethics

Major Assessments and Assignments:

1. Informal assessments will be utilized for some concepts. Students will be monitored as they put new skills to use, determining if the concepts learned have helped students to locate reading material and research sources.
2. In-class and/or take-home assignments will be given to assess students' mastery of some skills.
3. In-class exams will be administered to test the knowledge of some concepts and skills taught.
4. Student learning will also be assessed with the 5th grade social studies inquiry-based research project, in conjunction with the classroom teacher.

Grades 6-8

This instruction is aligned with the following Common Core Learning Standards for English Language Arts and Literacy:

Reading Standards for Literature 6-12

Responding to Literature

11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.
 - a. Self-select text based on personal preferences.

Reading Standards for Informational Text 6-12

Integration of Knowledge and Ideas

7. Integrate information presented in different media or formats, as well as in words, to develop a coherent understanding of a topic or issue.

Writing Standards 6-12

Production and Distribution of Writing

6. Use technology, including the Internet, to produce and publish writing.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, and assess the credibility and accuracy of each source; and quote or paraphrase data and conclusions of others while avoiding plagiarism, cite textual evidence, and following a standard format for citation.

Student Outcomes:

Students will:

1. Understand and be able to navigate and use Library Media Center for access to all print and digital resources according to established procedures, schedule, layout, and systems for assistance, including finding specific information needs within a particular source.
2. Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
3. Use NoodleTools or MLA format to create a Works Cited and/or Annotated Works Cited, and use in-text citations when required.
4. Understand clear examples of plagiarism and employ strategies to avoid it.
5. Access and use available technology effectively, including software programs as needed.

Units of Instruction (including but not limited to):

1. Orientation – Library Rules and Procedures
2. Literature Appreciation
3. Identifying and Locating Sources of Information
4. Information Gathering and Organization
5. Online Database and Internet Searching
6. Plagiarism and Information Ethics – Works Cited, in-text citations, quoting, and paraphrasing
7. Using Technology Tools for Assignments and Presentation

Major Assessments and Assignments:

Various assignments are worked on in the middle school Library Media Center, which can include American Revolution Time Capsule, Immigration Journal, Fitness Scavenger Hunt, History Fair, the grade-wide Environmental Fair, Consumer Olympics, Science Fair, Human Rights Research Project, various visits for check-out of different genres of literature,

and other research and technology projects. Informal assessments will be utilized for some skills, including monitoring students for effective task completion. In this way, assessment is often collaborative with the classroom teacher, as the students complete classroom projects that use information literacy skills.

Grades 9-12

This instruction is aligned with the following Common Core Learning Standards for English Language Arts and Literacy:

Writing Standards 6-12

Research to Build and Present Knowledge

1. Explore and inquire into areas of interest to formulate an argument.
6. Use technology, including the Internet, to produce and publish projects.
7. Conduct research projects to answer a question, synthesizing multiple sources on the subject.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Student Outcomes:

Students will:

1. Use basic and advanced search strategies in database research.
2. Find sources which allow for critical analysis of literary works.
3. Use technology and digital media strategically and capably to produce a final project.
4. Use a variety of reference sources to build strong content knowledge.
5. Demonstrate independence in information gathering.

Units of Instruction (including but not limited to):

1. Orientation – Library Rules and Procedures
2. Online Database Searching
3. Works Cited
4. Using Technology Tools for Assignments

Major Assessments and Assignments:

Various assignments are worked on in the high school Library Media Center, which can include Freshman Orientation, 1930s research, literary criticism, and database research. Informal assessments will be utilized for some skills, including monitoring students for effective task completion. In this way, assessment is often collaborative with the classroom teacher, as the students complete classroom projects that use information literacy skills.