Media Center-Library Special
Grades K - 2

EWING PUBLIC SCHOOLS
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Introduction

The elementary school library is a place where students are given time to enjoy literature, explore and learn from informational sources, self-select books of interest to read beyond the school day, and engage in lessons connected to the core curriculum using media and digital resources. Students who attend one of Ewing's elementary schools attend library special for 45 minutes every six days.

Students in Grades K-2 participate in lessons focused on book selection, information retrieval strategies, and use of technology. In Grades 3-5, the library curriculum supports topics and skills of focus in the science and social studies curriculum.

Each school's media specialist works to empower students with a love of literature through weekly book selection; in Grades 3-5, class time is also spent with students engaged in informational reading, researching, writing or publishing through digital media.

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers.

<u>**The 12 Career Ready Practices**</u>

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

CRP4. Communicate clearly and effectively and with reason.

In English Language Arts, it is essential for students to communicate clearly and effectively. This is demonstrated through writing with a clear purpose and an appropriate audience in mind. Students also need to clearly communicate verbally, which is practiced in the English Language Arts classroom. Effective communicators are also active listeners. These skills are essential in the academic setting and it the workplace.

CRP7. Employ valid and reliable research strategies.

Research strategies are infused throughout the English Language Arts curriculum. It is imperative for students to utilize effective research strategies in order to formulate an argument, to support a thesis, and to research across content areas. Students need to use multiple sources in order to write a comprehensive research paper. Finally, students need to discern whether sources are reliable in order to present strong pieces of information and argument essays. Research skills are essential in the academic setting and it the workplace.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

In order for students to be successful in school, in life, and in their career, they need to be critical thinkers and problem solvers. In English Language Arts classes, students learn to read and write critically. Through discussions and by actively engaging in speaking and listening, students will develop the necessary skills to be critical thinkers. In order to be productive citizens of the 21st century we need to ensure students can persevere in order to reach the solution of any problem.

Technology Integration

<u>**8.1 Educational Technology**</u>

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

<u>**8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**</u>

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Social Studies Integration - The social studies and English departments worked to integrate Research Simulation Tasks into both sets of curricula to provide ample opportunities to respond across content areas. The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

<u>**Companion Standards 11-12**</u> - History, Social Studies, Science and Technical Subjects

Library Routines and Citizenship
Pacing: 5 Days

Why is this unit important?
In this unit, students will learn the resources available in their school media center and will become familiar with the routines that are in place for borrowing and returning books. They will be taught developmentally appropriate ways to self-select books of interest, how to use shelf markers to select books, and ways to help with the organization of the collection. The Big Ideas embedded in this unit of study include the following:

- Media Center routines are important to keep the book collection in good condition and available to all students.
- Library books are organized in a way that will allow students to locate books more efficiently.
- It is important that every student contribute to the library community and work to keep books in good condition, both in school and at home.
- Books can be read for fun or for information.

Enduring Understandings

- Rules and routines are important in any community, including a school's media center.
- Libraries have an abundance of resources that are thoughtfully and strategically organized.
- The school media center can be used for both recreational and academic reading.
- There are different ways to find a book of interest in the school library.
- It is important to take care of books so they can be enjoyed by students for years to come.

Essential Questions

- How can one be a good "library citizen" and contribute to the library community?
- What are the rules and routines for the media center? Why are they so important to follow?
- Why are fiction books, information books, and resource books organized separately in the library?
- How can one locate a book of interest in the library?
- What can a student do to ensure the safe return of a book to the library?
- How does one select a book from all of the books available in the media center?

Acquired Knowledge

Kindergarten	1st Grade	2nd Grade
• As a member of the library community, it is important to follow the established rules and routines. • The school library is a place to read books that interest you and books to help you learn. • When reading a book, it is important to hold the book upright and turn the pages carefully. • Books that are borrowed from the school library must be handled with care. • It is important to return books when they are due so other students benefit from all books in the library collection.	In addition to the knowledge acquired in kindergarten, the students will know: • Books are organized strategically on the shelves of a library. • A shelf marker can be used to ensure that a book is returned to the correct place on a shelf. • Books must be returned to a bookshelf with the spine out and the call number visible. • Alexandria is a computer program that allows a student to search for a book by title, author, or subject.	In addition to the knowledge acquired in grades K and 1, the students will know: • Books by the same author or about the same topic can be borrowed from the library and connections between books or topics can be made. • There are different ways to chose a book from the library, including using Alexandria and using book displays. • "Just right books" are those that can be read and understood independently.

Acquired Skills

Kindergarten	1st Grade	2nd Grade
• Learn and follow the rules and routines of the media center • Select books of interest from a choice pre-selected by the media specialist • Talk with classmates about books written by the same author or focused on the same topic • Handle books with care, turning pages carefully • Return books on time and in good condition	In addition to the skills acquired in kindergarten, students will: • Locate fiction, nonfiction, and reference books within the media center • Use a shelf marker and return a book correctly when returning it to a shelf • Use Alexandria, with guidance, to select books of interest from the library collection	In addition to the skills acquired in grades K and 1, students will: • Read different books by the same author and/or about a common topic and make connections between books • Use Alexandria and online searches to select books of interest from the library collection • Find the general location in the media center for a specific type of item • Choose appropriate books that can be read independently with high levels of accuracy, fluency, porosity, and comprehension

Assessments:

Formative:

- Informal observation of students locating books within the library collection, using shelf markers correctly, and handling books with care
- Student-selection of "just right books" at a student's independent reading level

Summative:

- Circulation records that show timely book returns

Benchmark:

- Media Center Citizens assessment

Instructional Materials

Core:

- Rules for Citizens of the Media Center
- Alexandria Researcher
- Various mentor texts and picture books

Supplemental:

- Shelf markers
- Child-friendly Media Center map
- Book collections and displays in the Media Center

Interdisciplinary Connections

- Classroom expectations, responsive classroom rules, and positive behavior support routines carryover into the Media Center
- Social Studies – Kindergarten, Unit 3 – Responsible Citizens; 1st Grade, Unit 1 – Citizens of the School Community; 2nd Grade, Units 2 and 4 – Map Skills

Technology Connections

- Alexandria Researcher
- Interactive White Board or document camera to display and model expectations for students

Accommodations or Modifications for Special Ed, ESL, or Gifted Learners

- Book displays will be inclusive of all learners
- Accommodations can be made with regards to book selection (e.g., audiobooks, bilingual books)
- Support regarding "just right books" and independent reading levels

List of Applicable American Association of School Librarians (AASL) Standards

AASL.1.1.2	AASL.2.1.3	AASL.4.1.1
AASL.1.1.6	AASL.2.3.1	AASL.4.4.1
AASL.1.3.4	AASL.2.4.1	AASL.4.4.6
AASL.1.4.4	AASL.2.4.3	

Appreciation of Literature
Pacing: 10 Days

Why is this unit important?

In this unit, students will enjoy and explore various works of literary fiction. They will explore different genres of fiction including realistic fiction, historical fiction, science fiction, fairytale, fantasy, folktale and poetry, and will discuss their elements. Students will also locate works of fiction from those pre-selected by the media specialist or from Everybody's Neighborhood (easy fiction) and the Fiction section of the Media Center. The Big Ideas embedded in this unit will include the following:

- Although parts of a fiction story may be realistic, fiction stories are actually made-up from the author's imagination.
- There are different categories or genres of fiction books, each with its own characteristics and elements.
- Fiction books are located in a specific section in the media center.
- The author's purpose for fiction writing is most often to entertain the reader.

Enduring Understandings

- An author writes a book and an illustrator draws the pictures or illustrations.
- Fiction books may be based upon real events, but they are made-up stories.
- There are different genres of fiction, each with its own characteristics and elements.
- Books are organized in a predictable way in any library or media center.
- Fiction writing is intended to entertain an audience.

Essential Questions

- What is the difference between an author and an illustrator?
- What are the different genres of fiction?
- How are materials organized in the media center? How do I know where to look for a book?

Acquired Knowledge

Kindergarten	1st Grade	2nd Grade
• Fiction stories may be based upon real events (e.g., personal narrative) but are generally made-up stories from the author's imagination. • There are different kinds of fiction books, including realistic fiction, fairytale, and poetry. • An author writes a book and an illustrator draws the pictures. • Fiction books have different parts: title, author, illustrator, cover, and	In addition to the knowledge acquired in kindergarten, the students will know: • In addition to realistic fiction, fairytale, and poetry, the genre of fiction also includes fantasy and folktale. • A book series is one in which a common character encounters different problems in different books (e.g., Clifford, Pete the Cat). • Fiction books are sometimes given awards	In addition to the knowledge acquired in grades K and 1, the students will know: • In addition to the genres of fiction studied in K and 1, historical and science fiction are also genres of fiction. • An author study is when one reads multiple books written by the same author. • Some traditional stories and fairytales are told across cultures (e.g., Cinderella stories from

spine. • Fiction books have basic story elements: character, setting, problem and solution. • Fiction books are located in the Everybody's Neighborhood (easy fiction) or Fiction section of the media center.	such as the Caldecott and Newberry Medals.	different cultures)

Acquired Skills

Kindergarten	1st Grade	2nd Grade
• Discuss the difference between an author and an illustrator • Listen to and/or visually follow along with the reading of myriad fictional stories from different literary genres • Retell fiction stories, including key elements such as character, setting, problem and resolution • Identify the title, author, illustrator, cover, and spine of a book • Select fiction books from those pre-selected by the media specialist or from Everybody's Neighborhood and Fiction sections of the media center, with guidance	In addition to the skills acquired in kindergarten, the students will: • Listen to and/or visually follow along with the reading of fictional stories from varying literary genres • Identify common elements within books in a series • Listen to and discuss likes and dislikes of award winning books • Identify the parts of a book including title page, copyright page, and dedication page	In addition to the skills acquired in grades K and 1, the students will: • Listen to and independently read fictional stories from varying literary genres • Identify common elements in multiple books written by the same author • Listen to and/or visually follow along with the reading of multi-cultural stories, including traditional stories and fairytales from differing cultures

Assessments:

Formative:

- Observation (kindergarten) of the parts of a book, including title, author, illustrator, cover, spine, title page, copyright page, and dedication page
- Select fictional books, with guidance as needed

Summative:

- Formal assessment (grades 1-2) of the parts of a book, including title, author, illustrator, cover, spine, title page, copyright page, and dedication page

Benchmark:

- Retelling of fictional stories or books

Instructional Materials

Core:

- Books in a series (e.g., Frog and Toad are Friends; Henry and Mudge; Junie B. Jones; Amelia Bedelia; Magic Treehouse; Cam Janesn)
- Books by the same author (e.g., Eric Carle; Donald Crews; Bill Martin, Jr.; Jerry Pinkney; Maurice Sendak; Dr. Seuss; Vera B. Williams; Jane Yolen; Ed Young)
  Supplemental:
- Anchor chart for parts of a book
- Mentor texts to model parts of a book and genres of fiction

Interdisciplinary Connections

- English Language Arts – fiction reading units of study
- History – historical fiction connections
- Science – science fiction connections
- Social Studies – multi-cultural stories and cultural connections

Technology Connections

- Storyline Online: http://www.storylineonline.net
  The SAG-AFTRA Foundation's children's literacy website, **Storyline Online**, streams imaginatively produced videos featuring celebrated actors.
- International Children's Digital Library: http://en.childrenslibrary.org
  The ICDL Foundation promotes tolerance and respect for diverse cultures by providing access to the best of children's literature from around the world.

Accommodations or Modifications for Special Ed, ESL, or Gifted Learners

- Audio books or video stories can be used to support the written word
- Student book choice can reinforce his/her independent reading level

List of Applicable New Jersey Student Learning Standards for ELA

Kindergarten	1st Grade	2nd Grade
RL.K.1	RL.1.1	RL.2.1
RL.K.2	RL.1.2	RL.2.2
RL.K.3	RL.1.3	RL.2.3
RL.K.5	RL.1.7	RL.2.5
RL.K.6	RL.1.9	RL.2.9
RL.K.10	RL.1.10	RL.2.10

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AASL.1.3.1	AASL.2.4.3	AASL.4.1.5
AASL.1.3.4		AASL.4.3.2
AASL.1.4.4		AASL.4.4.1
		AASL.4.4.6

Reading for Information
Pacing: 10 Days

Why is this unit important?

In this unit, students will become familiar with the differences between literary books and informational books. They will listen to and read myriad informational books including biographies, autobiographies, memoirs, content area informational books, and nonfiction poetry. Special attention will be paid to informational reading related to cultures, holidays, and traditions from around the world. The Big Ideas embedded into this unit will include the following:

- Nonfiction books are written to provide information and teach the reader about real things.
- Text features are used to organize information and provide additional information in a nonfiction book.
- Nonfiction genres include biographies, autobiographies, memoirs, content area informational books, and nonfiction poetry.
- Understanding the holidays and celebrations of a culture help a reader to gain a better understanding of the people from the culture.
- Informational books are organized in a dedicated place in the media center.

Enduring Understandings

- The author's purpose in informational books is to inform or to persuade.
- Nonfiction text features help a writer to organize information or provide additional information within an informational passage.
- There are different genres of nonfiction, each with its own organizational structure.
- Informational books are organized in the Nonfiction section of the library and are arranged using the Dewey Decimal System.

Essential Questions

- How can a reader tell the difference between a fiction book and an informational book?
- What is the difference between a biography and an autobiography? Why would someone choose to read one over another?
- What are the benefits of text features in an informational book?
- How and why do different cultures celebrate different holidays?
- Where would a reader find an informational book in the media center? How would he/she locate a book about a specific topic?

Acquired Knowledge

Kindergarten	1st Grade	2nd Grade
• Nonfiction books are different than fiction books. • The purpose of a nonfiction book is to provide factual information. • Authors use headings, subheads, and a table of contents to organize information. • Authors provide pictures, captions, labels, and bold words to give additional information in a nonfiction book. • Holidays and traditions are important in most cultures. • Informational books are located in the Nonfiction section of the media center.	In addition to the knowledge acquired in kindergarten, the students will know: • Biographies teach about real people who are known for their achievements; they are located in the Biography section of the library. • Autobiographies are similar to biographies but are written by the subject of the book himself or herself. • Text features including the index and glossary provide additional information for a reader. • Some holidays and traditions are celebrated in a similar way from one culture to another.	In addition to the knowledge acquired in grades K and 1, the students will know: • A memoir is a biographical work but includes information related to a portion of the subject's life. • Text features such as diagrams and charts provide additional information for a reader and support information provided within the text. • The spine label on a book has a call number which indicates the book's location in the library. This call number is assigned based upon the Dewey Decimal System. • Reading different books about one person or topic allows a reader to consider information from multiple sources.

Acquired Skills

Kindergarten	1st Grade	2nd Grade
• Describe the purpose of informational or nonfiction books • Determine if a book is fiction or nonfiction • Locate the Nonfiction section of the media center • Select an informational book of interest from those preselected by the media specialist or provided in a display • Identify headings, subheads, and the table of contents in an informational book • Use the table of contents so seek information in a nonfiction book • Learn about holidays and traditions from different cultures by listening to reading from informational sources	In addition to the skills acquired in kindergarten, the students will: • Describe how they know a book is literary (fiction) or informational (nonfiction) • Select a book of interest from the Nonfiction section of the media center, with guidance • Describe the purpose of a biography or autobiography and locate the Biography section in the media center • Identify and describe the purpose of specific text features including heading, subheads, table of contents, index and glossary • Utilize text features to locate and understand information in a text • Compare and contrast information related to the holidays and traditions of varying cultures	In addition to the skills acquired in grades K and 1, the students will: • Use Alexandria to select a book of interest; use the call number to locate the book in the Nonfiction or Biography section of the media center • Utilize text features to locate information and explain how the information in the feature supports information provided in the text • Read multiple informational texts about the same person or topic and compare contrast information from multiple sources • Share research with classmates (e.g., graphic organizer, notes, oral presentation)

Assessments

Formative:

- Informal assessment of student book selection from the Nonfiction and Biography sections of the media center
- Notes or note-taking organizer for research, 2nd grade

Summative:

- Retelling of information provided in a nonfiction book

Benchmark:

- Nonfiction Text Features assessment

Instructional Materials

Core:

- Alexandria – 1st grade (with guidance) and 2nd grade
- Book baskets and displays of informational texts, preselected by topic, subject, author, or instructional purpose

Supplemental:

- Anchor chart for nonfiction text features
- Mentor texts to model text features and genres of nonfiction

Interdisciplinary Connections

- English Language Arts – informational reading units of study
- Informational topics may connect to science or social studies
- Social Studies – informational reading about holidays and traditions from different cultures

Technology Connections

- Alexandria
- Video or audio recordings on topics related to informational reading can be used
- Video: Bob the Alien Discovers the Dewey Decimal System
  https://www.youtube.com/watch?v=8hIQwfDY5xY
- Video: The Dewey Decimal Rap
  https://www.youtube.com/watch?v=NHiUQb5xg7A

Accommodations or Modifications for Special Ed, ESL, or Gifted Learners

- Audio books or videos can be provided to support informational reading
- Research or reading topics can be assigned by level of complexity or reading level. Topics can also be student-selected based upon interest.
- Information can be provided in multiple languages if necessary. Google Translate can be used as well.

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RI.K.5	RI.1.5	RI.2.5
RI.K.6	RI.1.6	RI.2.6
RI.K.7	RI.1.7	RI.2.7
RI.K.9	RI.1.9	RI.2.8
RI.K.10	RI.1.10	RI.2.9
		RI.2.10

List of Applicable American Association of School Librarians (AASL) Standards

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AASL.1.1.6	AASL.2.4.3	AASL.3.3.1	AASL.4.1.2
AASL.1.1.9		AASL.3.3.2	AASL.4.1.3
AASL.1.3.1			AASL.4.1.5
AASL.1.3.4			AASL.4.3.1
AASL.1.4.4			AASL.4.3.2
			AASL.4.4.1
			AASL.4.4.6

Sample Standards Integration

21ˢᵗ Century Skills and Career Readiness Practices:

CRP11: Use technology to enhance productivity.
Students in the primary grades learn that using an online program, such as Alexandria, will help them find books more efficiently. As a result, they will be more productive when searching for books in the media center.

Technology Integration:

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.
In grades K-2 an integral part of the Media Center curriculum is using Alexandria to access books and resources in the media center. At a very young age students learn to be proficient users of the database in order to navigate the collection of books in the media center.

Interdisciplinary Connection:

English Language Arts:
RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
In unit 2, kindergarten students are expected to retell fiction stories, including key elements such as character, setting, problem and solution.
Social Studies:
6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Specifically (grade–level appropriate content statement), Citizenship begins with becoming a contributing member of the classroom community.
Throughout the K-2 Library curriculum, students become proficient in understanding their roles and responsibilities as Media Center citizens. Benchmark assessments in unit one focus on what it means to be a good Media Center citizen. Students master the idea that rules and routines are important in any community and that the role of a citizen in a library community is important.