**Grade level: 5** **Course Title: Library** **Topic/Concept: Recognize Quality and Craftsmanship**
**Time Allotment: 4 sessions-ongoing** **Unit Sequence: 1**

## Major Concepts to be learned:

1. Establish clear information goals

## Expected Skills to be demonstrated:

1. Identify the purpose for reading a type of text
2. Establish a purpose for reading a type of text

## PA Standards/Anchors:

R5.1.1

R5.1.3

## Eligible Content:

PSL – R5.1.3.5A

## Instructional Strategies:

- Exposure to all types of fiction books, nonfiction books, and graphic novels.
- Read aloud all types of fiction, nonfiction and graphic novel books
- Provide time for book selection

## Assessments:

- Observe book selection
- Student participation
- Student discussion

**Grade level: 5** **Course Title: Library** **Topic/Concept: Purpose for Reading Selection**
**Time Allotment: 3 sessions-ongoing** **Unit Sequence: 2**

## Major Concepts to be learned:

1. Book selection

## Expected Skills to be demonstrated:

1. Select books of interest
2. Select books on appropriate level

## PA Standards/Anchors:

R5.1.1

## Eligible Content:

PSL – R5.1.1.5A

## Instructional Strategies:

- Provide a variety of books
- Read aloud a variety of books
- Allow appropriate time for book selection

## Assessments:

- Student participation
- Observe book selection

**Grade level: 5** **Course Title: Library** **Topic/Concept: Demonstrate social responsibility**
**Time Allotment: 2 sessions-ongoing** **Unit Sequence: 3**

## Major Concepts to be learned:

1. Equitable access

## Expected Skills to be demonstrated:

1. Follow circulation procedures
2. Demonstrate responsible use of resources, equipment, and the facility

| PA Standards/Anchors: | Eligible Content: |
|---|---|
| R5.1.8 | PSL – R5.1.8.5C |

| Instructional Strategies: | Assessments: |
|---|---|
| • Review rules and procedures of the library<br>• Give examples of proper use of the library | • Observation<br>• Participation<br>• Class discussion |

**Grade level: 5** **Course Title: Library** **Topic/Concept: Determine Information Needs**
**Time Allotment: 6 sessions-ongoing** **Unit Sequence: 4**

## Major Concepts to be learned:

1. Develop information seeking strategies

## Expected Skills to be demonstrated:

1. Recognize call number components
2. Locate print material using call numbers
3. Explain the organization of the Dewey Decimal System

| PA Standards/Anchors: | Eligible Content: |
|---|---|
| R5.1.8 | PSL – R5.1.8.5B |

| Instructional Strategies: | Assessments: |
|---|---|
| • Give examples of call numbers<br>• Browse through various sections of the library becoming familiar with the Dewey Decimal System<br>• Use Destiny<br>• Work sheets | • Selecting books independently<br>• Tests<br>• Observation<br>• Participation |

**Grade level: 5** **Course Title: Library** **Topic/Concept: Locates and Acquires Information**
**Time Allotment: 3 sessions** **Unit Sequence: 5**

## Major Concepts to be learned:

1. OPAC

## Expected Skills to be demonstrated:

1. Author search
2. Title search
3. Subject search

## PA Standards/Anchors:

R5.1.8

## Eligible Content:

PSL – R5.1.8.5B

## Instructional Strategies:

- Use of Destiny
- Demonstrate Destiny on smart board
- Facilitate computer searches
- Work sheets

## Assessments:

- Observing use of OPAC
- Observing independent book selection
- Tests

**Grade level: 5** **Course Title: Library** **Topic/Concept: Develop Information Seeking**
**Time Allotment: 5 sessions** **Unit Sequence: 6**

## Major Concepts to be learned:

1. Dewey Decimal System

## Expected Skills to be demonstrated:

1. Locate books using the Dewey Decimal System
2. Name categories of the Dewey Decimal System

## PA Standards/Anchors:

R5.1.8
M5.2.1

## Eligible Content:

PSL – R5.1.8.5A

## Instructional Strategies:

- Explore various sections of the library by Dewey Decimal categories
- Use Destiny
- Work sheets
- Use smart board showing Dewey Decimal categories

## Assessments:

- Observation
- Participation
- Tests

**Grade level: 5** **Course Title: Library** **Topic/Concept: Recognize Quality and Craftsmanship**
**Time Allotment: 4 sessions** **Unit Sequence: 7**

## Major Concepts to be learned:

1. Literature Appreciation

## Expected Skills to be demonstrated:

1. Select award winning literature
2. Identify authors of interest
3. Identify awards given to books

## PA Standards/Anchors:

R5.1.3

## Eligible Content:

PSL – R5.1.3.5A

## Instructional Strategies:

- Provide examples of award winning literature and authors of interest
- Give examples of a variety of awards
- Read aloud award winning literature
- Work sheets

## Assessments:

- Observe book selection
- Tests
- Participation
- Discussions

**Grade level: 5** **Course Title: Library** **Topic/Concept: Genres**
**Time Allotment: 2 sessions** **Unit Sequence: 8**

## Major Concepts to be learned:

1. Biographies

## Expected Skills to be demonstrated:

1. Collect information on a person

## PA Standards/Anchors:

R5.1.2

## Eligible Content:

PSL – R5.1.2.5A

## Instructional Strategies:

- Examine biographies
- Read biographies
- Work sheets

## Assessments:

- Discussions
- Participation
- Tests

**Grade level: 5** **Course Title: Library** **Topic/Concept: Understand Works of Literature**
**Time Allotment: 4 sessions** **Unit Sequence: 9**

## Major Concepts to be learned:

1. Genres

## Expected Skills to be demonstrated:

1. Identify characteristics of genres : myths, legends, fairy tales, fables

## PA Standards/Anchors:

R5.1.3

## Eligible Content:

PSL – R5.1.3.5F

## Instructional Strategies:

- Read a variety of genre
- Provide a variety of genre
- Videos
- Youtube
- Work sheets

## Assessments:

- Observation of book selection
- Tests

**Grade level: 5** **Course Title: Library** **Topic/Concept: Oral summary of a book**
**Time Allotment: 3 sessions** **Unit Sequence: 10**

## Major Concepts to be learned:

1. Retell a story
2. Distinguish between essential and non-essential information
3. Summarize information

## Expected Skills to be demonstrated:

1. Summarize a story
2. Describe characters
3. Describe setting
4. State problem and solution
5. Give conclusion
6. Give critic

| PA Standards/Anchors: | Eligible Content: |
|---|---|
| R5.1.6<br>R5.1.8 | PSL – R5.1.8.3C |

| Instructional Strategies: | Assessments: |
|---|---|
| • Give examples using story cards of a book talk<br>• Listen to other book talks | • Individual book talks |