



K-4 Library

Curriculum

September 2026

Kindergarten

Big Idea: Effective readers use appropriate strategies to construct meaning.

Mandatory Resources: technology, various trade books

Academic Vocabulary: author, folklore, folktale, illustrator, literature, storytime, story manners

Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various folktales Multimedia/digital components	Approximately 6 weeks	Students will be able to identify elements of a folktale.	The student will be exposed to a variety of literature in the folktale genre. The student will be able to correctly identify elements of common folktales.	Informal Observation	CC.1.3 AASL 4.1 AASL 4.2 AASL 4.3 AASL 4.4
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various grade appropriate literature Multimedia/digital components Puppets Manipulatives	Ongoing	Students will demonstrate good listening skills and develop an appreciation for a wide variety of literature.	The student will participate in a variety of storytimes and accompanying activities.	Informal Observation	CC.1.2 CC.1.3 CC.1.5 AASL 2.1 AASL 2.2 AASL 2.3 AASL 2.4

Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Mandatory Resources: technology, various trade books

Academic Vocabulary: author, book, ebook, illustrator, library, librarian, storytime, story manners, title

Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
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Storytime etiquette poster Designated storytime area Various trade books	Ongoing	Students will be able to demonstrate appropriate manners and behavior during group storytime.	The student will observe appropriate behavior during storytime. The student will describe proper manners during storytime. The students will participate in storytime songs and fingerplays that ready them for a story.	Informal observation Question and response	CC.1.5 AASL 4.1 AASL 4.2 AASL 4.3 AASL 4.4
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various trade books Multimedia/digital resources Trade Big Books Labeling materials	Ongoing	Students will be able to recognize and understand the following terms: library, librarian, book, author, illustrator, storytime, story manners, title, ebook.	The student will correctly use appropriate terminology related to the library. The student will participate in various class discussions regarding library terminology.	Informal observation	CC.1.1. A AASL 2.1 AASL 2.2 AASL 2.3
Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.					
Mandatory Resources: technology, various trade books					
Academic Vocabulary: back cover, book, bookmark, borrow, checkin, checkout, dogear, front cover, pages, spine, renew, repair, return, scan, select					
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various trade books and library resources	Ongoing	The students will select library books based on personal interests and reading ability.	The student will participate in scheduled book circulation.	Informal observation	CC.1.2 CC.1.3 AASL 4.1 AASL 4.2 AASL 4.3 AASL 4.4
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Book care activity pages Examples of poorly handled books	Approximately 8 weeks	The students will learn the proper way to handle library materials.	The students will participate in various discussions/demonstrations of how to properly care for a library book. The students will complete activity pages that	Informal Observation Demonstration	CC.1.1.A AASL 1.1 AASL 2.1

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Various trade books Examples of bookmarks			reinforce each concept of proper book handling.		
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various trade books Multimedia/digital resources Trade Big Books Labeling materials Graphic organizers	Approximately 4 weeks	The students will identify the following book parts: front cover, back cover, spine, pages.	The student will utilize the correct terms when discussing various book parts. The student will label the basic book parts correctly.	Informal observation Labeling Graphic Organizer	CC.1.1.A AASL 1.1 AASL 2.1

First Grade

Big Idea: Effective readers use appropriate strategies to construct meaning.

Mandatory Resources: technology, various trade books

Academic Vocabulary: author, Brothers Grimm, characters, connection, discussion, fairy tale, fiction, folklore, generations, Hans Christian Andersen, happily ever after, illustrator, illustrations, Jakob and Wilhelm Grimm, literature, nonfiction, magic, Once upon a time, romance, royal, storytime, share, text, three, title

Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various grade appropriate literature Multimedia/digital components Manipulatives	Ongoing	Students will demonstrate good listening skills and develop an appreciation for a wide variety of literature.	The student will participate in a variety of storytimes and accompanying activities.	Informal Observation	CC.1.2 CC.1.3 CC.1.5 AASL 2.1 AASL 2.2 AASL 2.3 AASL 2.4
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various fairy tales Multimedia/digital components Graphic organizer	Approximately 8 weeks	Students will be able to identify elements of fairy tales.	The student will be exposed to a variety of literature in the fairy tale genre. The student will be able to correctly identify and discuss elements of common fairy tales.	Informal observation Graphic organizer Question and response	CC.1.3 AASL 4.1 AASL 4.2 AASL 4.3
Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.					
Academic Vocabulary: alphabetical, categorize, classify, fact, fake, false, fiction, imagination, nonfiction, informational, makebelieve, not fake, numerical, research, text, text features, true, story					
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Storytime etiquette poster Designated storytime area	Ongoing	Students will be able to demonstrate appropriate manners and behavior	The student will observe appropriate behavior during storytime.	Informal observation	CC.1.5 AASL 4.1

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Various trade books		during group storytime.	The student will describe proper manners during storytime.	Question and response	AASL 4.2 AASL 4.3 AASL 4.4
Big idea: Effective research requires the use of varied resources to gain or expand knowledge.					
Mandatory Resources: technology, various trade books					
Academic Vocabulary: alphabet, alphabetical, alphabetical order, alphabetize, borrow, browse, call number, circulation, cover, numbers, numerical, numerical order, pages, scan, select, spine, title page					
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various trade books Manipulatives Multimedia/digital components Graphic organizer	Ongoing	Students will understand the concepts of alphabetical and numerical order and grouping of sources by common characteristics.	The students will sort library materials by given common characteristics. The student will utilize manipulatives during small group activities to correctly order given sets. The student will independently utilize graphic organizers to correctly order given sets.	Graphic organizer Informal observation Formal observation Performance task	CC.1.1 AASL 2.1 AASL 2.3
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various trade books Multimedia/digital resources Trade Big Books Labeling materials Graphic organizer	Approximately 6 weeks	The students will identify the following book parts: front cover, back cover, spine, pages, call number, holiday labels, and title page.	The student will utilize the correct terms when discussing various book parts. The student will label the basic book parts correctly.	Informal observation Labeling Graphic Organizer Performance task	CC.1.1 AASL 1.1 AASL 2.1

Second Grade

Big Idea: Effective readers use appropriate strategies to construct meaning.

Mandatory Resources: technology, various trade books

Academic Vocabulary: author, connection, discuss, fiction, illustrator, illustrations, literature, nonfiction, share, storytime, text, title

Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various gradeappropriate literature Multimedia/digital components Manipulatives	Ongoing	Students will demonstrate good listening skills and develop an appreciation for a wide variety of literature.	The student will participate in a variety of storytimes and accompanying activities.	Informal Observation	CC.1.2 CC.1.3 CC.1.5 AASL 2.1 AASL 2.2 AASL 2.3 AASL 2.4

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Mandatory Resources: technology, various trade books

Academic Vocabulary: alphabetical, classify, fact, fake, fiction, illustration, nonfiction, informational, makebelieve, not fake, numerical, photograph, story, text, text features, true

Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Graphic organizers Various sources of fiction and nonfiction Multimedia/digital components	Approximately 6 weeks	Students will be able to differentiate between fiction and nonfiction sources. Students will be able to correctly identify and categorize various sources of fiction and nonfiction.	The student will correctly label given fiction and nonfiction sources. The student will compare related nonfiction texts. The student will compare and contrast related fiction and nonfiction titles through	Informal observation Graphic organizer Labeling	CC.1.2 CC.1.3 AASL 2.1 AASL 2.2 AASL 2.3 AASL 2.4

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BookFlix (available through Power Library)			the use of Scholastic's Book Flix. The student will develop an understanding of fiction and nonfiction sources as picture books or informational.		
Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.					
Mandatory Resources: technology, various trade books					
Academic Vocabulary: active listening, discussion, manners, responding, storytime					
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Storytime etiquette poster Designated storytime area Various trade books	Ongoing	Students will be able to demonstrate appropriate manners and behavior during group storytime.	The student will observe appropriate behavior during storytime. The student will describe proper manners during storytime.	Informal observation Question and response	CC.1.5 AASL 4.1 AASL 4.2 AASL 4.3 AASL 4.4
Big idea: Effective research requires the use of varied resources to gain or expand knowledge.					
Mandatory Resources: technology, various trade books					
Academic Vocabulary: Accelerated Reader, alphabet, alphabetical, alphabetize, borrow, browse, call number, circulation, cover, definition, dictionary, entry word, glossary, graphic organizer, guide word, index, numbers, numerical, numerical order, pages, parts of speech , scan , select , spine , table of contents , title page					
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various trade books and library resources	Ongoing	The students will select library books based on personal interests and reading ability.	The student will participate in scheduled book circulation.	Informal observation	CC.1.2 CC.1.3 AASL 4.1 AASL 4.2 AASL 4.3 AASL 4.4

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Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Manipulatives Multimedia/digital components Graphic organizers	Approximately 5 weeks	Students will understand the concept of alphabetical order to the second letter.	The student will utilize manipulatives during small group activities to correctly order given sets of up to fifteen words having the same first letters. The student will independently utilize graphic organizers to correctly order various word lists consisting of words beginning with the same initial letter.	Graphic organizer Informal observation Formal observation Performance task	CC.1 AAS2.1 AASL 2.3 AASL 2.4
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various trade books Multimedia/digital resources Trade Big Books Labeling materials Graphic organizers	Approximately 3 weeks	The students will identify the following book parts: front cover, back cover, spine, pages, call number, holiday labels, Accelerated Reader labels, title page, table of contents, glossary, and index	The student will utilize the correct terms when discussing various book parts. The student will label the following book parts correctly: front cover, back cover, spine, pages, call number, holiday label, Accelerated Reader label, title page, table of contents, glossary, and index. The student will apply knowledge of various book parts to utilize the table of contents, glossary, and index.	Informal observation Formal observation Labeling Graphic Organizer Performance task	CC.1.1 AASL1 .1 AASL 2.1
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various trade books Multimedia/digital resources Primary dictionaries Various online dictionaries (primary focus) Graphic organizers	Approximately 4 weeks	The students will utilize dictionaries to find entries for given words.	The student will identify beginning, middle, and end sections of the dictionary to help locate given words. The student will describe the alphabetical organization of a dictionary. The student will label the following parts of a dictionary entry: entry word, guide words, part of speech, and definition.	Informal observation Formal observation Labeling Question and answer Performance task Graphic Organizer	CC.1.1 CC.1.4 AASL1 .1 AASL 1.2 AASL 1.3 AASL 1.4

Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
Mandatory Resources: technology, various trade books

Academic Vocabulary: American Library Association, award, Caldecott, collage, committee, design, drawing, gold, honor, illustrations, illustrator, ink, layout, medal, mediums, pastels, silver, technique, watercolor

Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various Caldecott winning trade books Multimedia/ digital resources Posters listing Caldecott winners Reproductions of Caldecott medals	Ongoing	The students will gain a working knowledge base of the Caldecott Award (ALA) and books chosen as gold medal winners and honor books.	The student will identify the gold medal Caldecott seal and the silver honor award seal. The student will discuss various criteria for winning the Caldecott award. The student will evaluate given Caldecott winners for common characteristics. The student will compare and contrast various Caldecott winners.	Informal observation Formal observation Graphic Organizer	CC.1.2 CC.1.3 AASL 4.1 AASL 4.2 AASL 4.3 AASL 4.4

Big Idea: Effective readers use appropriate strategies to construct meaning.
Mandatory Resources: technology, various trade books

Academic Vocabulary: Aesop, arrangement, author, author letters, characteristic, connection, drama, fable, fiction, illustrations, illustrator, literature, moral, nonfiction, Reader's Theater, role, share, storytime, text, title

Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various grade appropriate literature Multimedia/ digital components Manipulatives	Ongoing	Students will demonstrate good listening skills and develop an appreciation for a wide variety of literature.	The student will participate in a variety of storytimes and accompanying activities.	Informal Observation	CC.1.2 CC.1.3 CC.1.5 AASL 2.1 AASL 2.2 AASL 2.3 AASL 2.4

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Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various fables Plays/drama for Reader's Theater Multimedia/ digital components	Approximately 6 weeks	Students will identify characteristics of fables.	The student will be exposed to a variety of literature in the fable genre. The student will identify and discuss the moral to a given fable. The student will be able to correctly identify and discuss elements of common fables. The student will participate in various Reader's Theater activities related to fables.	Informal Observation Formal Observation Question and Answer Discussion	CC.1.3 AASL 4.1 AASL 4.2 AASL 4.3 AASL 4.4
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Manipulatives Multimedia/digital components Graphic organizers	Approximately 4 weeks	Students will understand the common arrangement of fiction books in the chapter book section of the elementary library.	The student will create call numbers based on author letters. The student will organize a given list of fiction books into the correct order. The student will independently locate a specific book in the fiction section.	Graphic organizer Informal observation Formal observation Discussion Performance task	CC.1.1 CC.1.3 AASL 2.1 AASL 2.3 AASL 2.4
Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.					
Mandatory Resources: technology, various trade books					
Academic Vocabulary: Accelerated Reader, accurate, alphabet, alphabetical, alphabetize, appropriate, authorship, bold, borrow, browse, call number, caption, circulation, cover, credible, definition, dictionary, digital, entry word, evaluate, fact box, glossary, graph, guide word, hard copy, illustration, inappropriate, index, interest, italics, keywords, map, numbers, numerical, online, OPAC, pages, parts of speech, photograph, reference, research, scan, select, sidebar, spine, subtitle, table, table of contents, timeline, title page, trustworthy, usefulness, Wikipedia					
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards

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Various trade books and library resources	Ongoing	The students will select library books based on personal interests and reading ability	The student will participate in scheduled book circulation.	Informal observation	CC.1.2 CC.1.3 AASL 4.1 AASL 4.2 AASL 4.3 AASL 4.4
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Manipulatives Multimedia/digital components Graphic organizers	Approximately 2 weeks	Students will understand the concepts of alphabetical order to the third letter.	The student will utilize manipulatives during small group activities to correctly order given sets of up to twenty words having the same first letters. The student will independently utilize graphic organizers to correctly order various word lists consisting of words beginning with the same initial letters.	Graphic organizer Informal observation Formal observation	CC.1.1 AASL 2.1 AASL 2.3 AASL 2.4
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various nonfiction trade books Multimedia/ digital resources Labeling materials Graphic organizers Posters	Approximately 2 weeks	The students will identify the following nonfiction text features: title page, table of contents, title, subtitle, bold print, italic print, fact box, sidebar, illustration, photograph, caption, timeline, map, graph, table, glossary, and index.	The student will utilize the correct terms when discussing various nonfiction text features. The student will correctly locate and label given nonfiction text features	Informal observation Formal observation Labeling Graphic Organizer	CC.1.2 CC.1.5 AASL 1.1 AASL 1.2 AASL 1.3 AASL 1.4
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Destiny Entries in Destiny Public OPACs	Approximately 4 weeks	The students will utilize the OPAC for the elementary library to find various sources. (Libraries currently use Destiny by Follett)	The student will understand the concept of an OPAC and its role in curating the library's collection. The student will identify the following search strategies: keyword, title, author, subject, and series.	Informal observation Formal observation Checklist Question and answer	CC.1.2 CC.1.4 AASL 1.1 AASL 1.2 AASL 1.3 AASL 1.4 AASL 2.1

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			The student will determine accurate keywords for given research purposes in the OPAC.	Discussion	AASL 2.3 AASL 2.4 AASL 3.1 AASL 3.3 AASL 3.4 AASL 4.1 AASL 4.2 AASL 4.3 AASL 4.4
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Intermediate dictionaries Online dictionaries Online rhyming dictionaries Online encyclopedia Online databases Multimedia/ digital resources Trade Big Books Labeling materials Graphic organizers	Ongoing	The students will utilize various intermediate reference sources to meet research needs and given assignments.	The student will choose the correct reference source for a given research need. The student will understand how various reference sources are organized. The student will compare and contrast digital reference sources with their hard copy counterparts	Informal observation Formal observation Question and answer Discussion Performance task	CC.1.2 CC.1.4 CC.1.5 AASL 1.1 AASL 1.2 AASL 1.3 AASL 1.4 AASL 2.1 AASL 2.2 AASL 2.3 AASL 2.4 AASL 3.1 AASL 3.2 AASL 3.3 AASL 3.4
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various websites Various sources with known ownership Various sources with unknown authorship Various databases Multimedia/ digital resources Checklists	Approximately 2 weeks	The students will evaluate sources for accuracy and validity	The student will determine authorship/ownership of given sources. The student will identify appropriate and inappropriate sources of information. The student will understand the authorship of Wikipedia and judge its usefulness accordingly.	Informal observation Formal observation Checklist Question and answer Discussion	CC.1.2 CC.1.4 CC.1.5 AASL 1.3 AASL 3.1 AASL 3.2 AASL 3.3 AASL 3.4

Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.**Mandatory Resources:** technology, various trade books**Academic Vocabulary:** autobiography, biography, call number, collective biography

Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Trade biographies and autobiographies Powerpoint presentation Multimedia/ digital components	Approximately 1 week	The students will understand the terms biography and autobiography.	The student will define biography and autobiography. The student will locate the biography section in the library. The student will understand the organization in the biography section and formulate biography call numbers	Informal observation Formal observation Discussion	CC.1.2 AASL 1.1 AASL 1.2 AASL 2.1 AASL 3.1

Big Idea: Responsible citizens use information ethically and productively in a global society.**Mandatory Resources:** technology (specifically Chromebooks, 1 per student)**Academic Vocabulary:** keyboard, touchpad, browser tab, waffle, digital citizenship

Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Digital Citizenship Materials Chromebook Student Log in information	Approximately 1 week	Students will gain an understanding of digital citizenship. Students will demonstrate chromebook basics such as logging in and out, opening a browser, and navigating through the waffle	Digital Citizenship Lesson <ul style="list-style-type: none"> Develop a Technology Use Agreement by sorting appropriate "Yes" and "No" Behaviors This can be done as a whole group activity on chart paper to be hung in the room. (Create an Anchor Chart for future reference) Chromebook Basics <ul style="list-style-type: none"> Teach log in format (email/lunch numbercmsd) 	Discussion Question and Answer Informal Observation	AASL VI.A.2 AASL I.A.2

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			<ul style="list-style-type: none"> • Explain and practice using the touchpad (2-finger slide, click, etc) • Practice logging in • Explore the waffle • Demonstrate opening a new tab and selecting a different tab • Practice logging out • 		
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Chromebook Student Log in information Practice strips for letters and words	Approximately 1 week	Students will demonstrate knowledge of typing and using both hands.	Introduction to keyboard <ul style="list-style-type: none"> • Explain the home row and how to position your hands • Provide practice strips with letters and words Navigate the waffle to open a new Google Doc <ul style="list-style-type: none"> • Practice typing letters from practice strip (example included) 	Informal Observation	AASL I.A.2 AASL I.B.3
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Chromebook Student Log in information Practice sentence strips	Approximately 1 week	Students will demonstrate typing skills, including using special keys, by practicing sentences with correct capitalization and punctuation.	Introduction to special keys <ul style="list-style-type: none"> • Shift, spacebar, enter, backspace, punctuation keys Navigate the waffle to open a new Google Doc <ul style="list-style-type: none"> • Practice typing with special keys (capitalization and punctuation) • Practice sentences (example included) 	Informal Observation	AASL I.A.2 AASL I.B.3
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Chromebook Student Log in information Practice paragraph	Approximately 1 week	Students will demonstrate typing sentences to form a paragraph.	Navigate the waffle to open a new Google Doc <ul style="list-style-type: none"> • Practice all skills learned by typing sentences in a paragraph. (example included) 	Informal Observation	AASL I.A.2 AASL I.B.3

3rd Grade Letters and Words

f j f j f j f j f j f j	a s d f j k l ;	f j f j f j f j f j f j	a s d f j k l ;
dad dad dad	lad lad lad	fall fall fall	glad glad glad
ask ask ask	f r f j u j	d e d k i k	s e s l o l
kid kid kid	deer deer	full full full	red red red

Sentence Practice

My dog runs fast.	They will help us.
She can sing.	Little fish swim in the pond.
Cats love to chase mice.	Mom reads a new book.
You are so much fun.	My teacher is kind.

Fourth Grade

Big Idea: Effective readers use appropriate strategies to construct meaning.

Mandatory Resources: technology, various trade books

Academic Vocabulary: author, character, connection, exaggeration, fiction, folklore, genre, illustrations, illustrator, literature, nonfiction, share, storytime, text, title

Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various grade appropriate literature Multimedia/ digital components Manipulatives	Ongoing	Students will demonstrate good listening skills and develop an appreciation for a wide variety of literature	The student will participate in a variety of storytimes and accompanying activities.	Informal Observation	CC.1.2 CC.1.3 CC.1.5 AASL 2.1 AASL 2.2 AASL 2.3 AASL 2.4
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various classic and new tall tales United States map Multimedia /digital components	Approximately 5 weeks	Students will identify characteristics of tall tales. Students will be able to identify tall tale characters. Students will be able to identify an exaggeration.	The student will be exposed to a variety of literature in the tall tale genre. The student will be able to correctly identify and discuss elements of common tall tales. The student will create exaggerations similar to those in tall tales	Informal Observation Formal Observation Question and Answer Discussion	CC.1.3 AASL 4.1 AASL 4.2 AASL 4.3 AASL 4.4

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.

Mandatory Resources: technology, various trade books

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Academic Vocabulary: Accelerated Reader, accurate, alphabet, alphabetical, alphabetize, borrow, browse, call number, circulation, copyright, cover, credible, definition, Dewey Decimal System, dictionary, entry word, evaluate, extension, glossary, guide word, index, Internet, keywords, numbers, numerical, OPAC, pages, parts of speech, reference, scan, select, spine, table of contents, title page, trustworthy, URL, Wikipedia					
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various trade books and library resources	Ongoing	The students will select library books based on personal interests and reading ability.	The student will participate in scheduled book circulation.	Informal observation	CC.1.2 CC.1.3 AASL 4.1 AASL 4.2 AASL 4.3 AASL 4.4
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Destiny Entries in Destiny Public OPACss	Approximately 2 weeks	The students will utilize the OPAC for the elementary library to find various sources. (Libraries currently use Destiny by Follett)	The student will identify the following search strategies: keyword, title, author, subject, and series. The student will determine accurate keywords for given research purposes in the OPAC. The student will be able to locate information in the book record including summary, number of pages, Accelerated Reader information, publisher, and copyright date.	Informal observation Formal observation Checklist Performance Task Question and answer Discussion	CC.1.2 CC.1.4 AASL 1.1 AASL 1.2 AASL 1.3 AASL 1.4 AASL 2.1 AASL 2.3 AASL 2.4 AASL 3.1 AASL 3.3 AASL 3.4 AASL 4.1 AASL 4.2 AASL 4.3 AASL 4.4
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Atlas Almanac Thesaurus Encyclopedia Online encyclopedia	Approximately 6 weeks	The students will utilize various intermediate reference sources including but not limited to: almanac, atlas, encyclopedia, thesaurus and their online counterparts.	The student will understand how various reference sources are organized. The student will choose the correct reference source for a given research need. The student will utilize the reference resource to locate	Informal observation Formal observation Performance task Question and answer Discussion	CC.1.2 CC.1.4 CC.1.5 AASL 1.1 AASL 1.2 AASL 1.3 AASL 1.4 AASL 2.1

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Online databases Multimedia/ digital resources Labeling materials Graphic organizers			specific pieces of information. The student will compare and contrast digital reference sources with their hard copy counterparts		AASL 2.2 AASL 2.3 AASL 2.4 AASL 3.1 AASL 3.2 AASL 3.3 AASL 3.4
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various websites Various databases Multimedia/ digital resources Checklists	Approximately 2 weeks	The students will formulate basic Internet search queries. The students will identify trusted sources of information on the Internet.	The student will formulate keyword Internet search queries. The student will decipher Internet search results. The student will understand the various URL extensions: .com, .org, and .gov The student will evaluate search results and web sites for validity and currency.	Informal observation Formal observation Checklist Question and answer Discussion	CC.1.2 CC.1.5 AASL 1.1 AASL 1.2 AASL 1.3 AASL 1.4 AASL 2.1 AASL 2.2 AASL 2.3 AASL 2.4
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Dewey Decimal System charts Manipulatives Multimedia/ digital components Graphic organizers	Approximately 4 weeks	The students will utilize the Dewey Decimal System	The student will be able to identify the ten Dewey Decimal System divisions and have a familiarity with their locations in the library. The student will utilize manipulatives during large/small group activities to correctly order given sets of nonfiction call numbers. The student will independently utilize graphic organizers to correctly order nonfiction call numbers. The student will locate a book with a given nonfiction call number.	Graphic organizer Informal observation Formal observation Performance task	CC.1.2 AASL 4.1 AASL 4.2 AASL 4.3 AASL 4.4

Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.					
Mandatory Resources: technology, various trade books					
Academic Vocabulary: American Library Association, author, award, Coretta Scott King, citizen, committee, design, layout, medal, Newbery, seal, text					
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various Newbery Award winners Various Coretta Scott King Award winners Multimedia/ digital resources Posters listing Newbery and King winners Graphic organizers Reproduction of Newbery medal Reproduction of King medal	Approximately 1 week	The students will gain a working knowledge base of the Newbery Award and other various ALA awards for children's literature, including the Coretta Scott King Award.	The student will identify the gold medal seal and the silver honor award seal for the various awards. The student will discuss various criteria for winning the Newbery award. The student will become familiar with story lines of award winners through booktalks and Internet book trailers.	Informal observation Formal observation Graphic Organizer	CC.1.2 CC.1.3 AASL 4.1 AASL 4.2 AASL 4.3 AASL 4.4
Big Idea: Responsible citizens use information ethically and productively in a global society.					
Mandatory Resources: technology, various trade books					
Academic Vocabulary: citation, copy, copyright, credit, cyberbullying, digital footprint, domain, download, Internet, online, ownership, password, plagiarism, privacy, researcher, source, strangers.					
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
Various sources in the public domain Multimedia/ digital resources	Approximately 1 week	The students will respect copyright law and understand how it affects them as researchers.	The student will understand the definitions of copyright and plagiarism. The student will define what a	Informal observation Formal observation Discussion	CC.1.2 AASL 1.1 AASL 1.2 AASL 1.3 AASL 1.4

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			<p>citation is and how it gives credit to the "owner."</p> <p>The student will know how to obtain copyrightfree images via the Internet.</p>	Question and answer	AASL 2.1 AASL 2.2 AASL 2.3 AASL 2.4 AASL 3.1 AASL 3.2 AASL 3.3 AASL 3.4
Content Materials	Timeframe	Skills	Activities/Strategies	Assessment	Standards
<p>Multimedia/ digital resources</p> <p>Informational video clips</p> <p>Online cyberbullying curriculum</p> <p>Posters</p> <p>Handouts</p>	Approximately 3 weeks	The students will utilize basic tools of Internet safety.	<p>The student will complete an online Internet safety curriculum including topics such as privacy, passwords, downloading, digital footprint and stranger danger.</p> <p>The student will participate in an online cyberbullying program.</p>	<p>Informal observation</p> <p>Formal observation</p> <p>Discussion</p> <p>Question and answer</p> <p>Online assessment</p>	AASL 1.1 AASL 1.2 AASL 1.3 AASL 1.4 AASL 2.1 AASL 2.2 AASL 2.3 AASL 2.4 AASL 3.1 AASL 3.2 AASL 3.3 AASL 3.4 AASL 4.1 AASL 4.2 AASL 4.3 AASL 4.4