NORTHERN YORK COUNTY SCHOOL DISTRICT

Elementary Library

July 2015

NORTHERN YORK COUNTY SCHOOL DISTRICT
Elementary Library

I.   **Philosophy**

From the ALA:
More than 60 education and library research studies have produced clear evidence that school library programs staffed by qualified school librarians have a positive impact on student academic achievement.
School libraries are not "frills." School libraries, under the direction of a certified school librarian, have been linked to improved student achievement levels. In addition, students need to develop the information-literacy skills that school librarians model and teach.
Certified school librarians make the whole school more effective. They teach students how to learn and help teachers drive student success. School libraries provide more than just books, computers and other technology, databases of accurate information, e-books, plus fun and educational activities. School libraries provide a safe haven for all students to think, create, share, and grow. School libraries can be the hub of learning and the favorite spot for many students.
Today's K–12 students will compete for jobs in a global economy. Many of those jobs haven't been invented yet. To keep up with evolving technology and job markets, today's students will need to be good readers and lifelong learners who can gather, evaluate, and use information to create new knowledge. School librarians teach these skills.

II. **Core Concepts**

A. **Key feature of course (key understandings, assignments, reoccurring activities, projects)**
Read and evaluate text for learning, personal and aesthetic growth and enjoyment.

B. **Course of Study**
Library lesson and book exchange time is provided during 'special' period to each student in grades 1-5.

NYCSD kindergarten does not receive specials (art, music, gym, library). Library lessons and book exchange are provided as a service at the discretion of the librarian and kindergarten classroom teacher as building schedules allow. Usually, visits start in mid-October, end in early – May and take about 15 -20 minutes. The classroom teacher is required to stay and help.

C. **Texts and Resources –**
DESTINY online library catalog, iPads or computer access for catalog

D. **Expected Levels of Achievement**
Not graded

E. **Procedures for Evaluation**
Informal assessment and observation

Northern York County School District Curriculum

Course Name	Elementary Library
Grade Level	K-5
Credits	n/a
Instructional Procedures	Refer to Individual Unit Curriculum Framework Documents (e.g. Curriculum Maps) Standards From: *American Association of School Librarians (AASL) Standards for the 21st Century Learner* http://www.ala.org/aasl/standards-guidelines/learning-standards *Common Core State Standards for English Language Arts & Literacy (ELA CC)* http://www.pdesas.org/standard/pacore *Business, Computer, and Information Technology (*BCIT*) Standards* http://www.pdesas.org/Main/News/442801

Unit 1	Big Idea: Effective readers use appropriate strategies to construct meaning.						
Time Frame							
1.1	*Independent Learning – Intellectually Prepared*						
Key Concepts	**Grade Span**	**Essential Questions**	**PA Academic Standards**			**Terminology**
Identifying Text Features	K-1-2-3	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How do we read nonfiction differently than fiction?	ELA CC.1.2.E	K	Identify parts of a book and parts of text.	Title Title page Front/back cover Book cover Book jacket Corner Call number sticker Special identification sticker Barcode sticker
				1	Identify text features to locate key facts in text.	
				2	Use various text features to locate key facts in text.	
				3	Use text features to locate and interpret key facts in text.	
Evaluating Diverse Media	K-1- 2		AASL 1.1.7 ELA CC	K	Describe relationships between illustrations and text.	Illustrator Author

		How does a reader's purpose influence how they read?	1.2.G	1	Describe key ideas through illustrations and text.	Nonfiction elements: Tables Graphs Charts Timelines Keyword
				2	Explain how graphics contribute to and clarify text.	
	3-4-5			3	Interpret information from a text feature.	
				4	Explain how information from various sources contributes to understanding.	
				5	Locate information to answer questions or solve problems.	
Evaluating Arguments	K-1- 2		ELA CC.1.2.H	K	With support, identify why author uses certain details to support points in text.	Illustrations
				1	Identify details author uses to support points in text.	
				2	Describe text that supports author's points.	
	3-4-5			3	Identify text that supports author's points.	Elements of nonfiction (table of contents, index, glossary, charts, tables, captions, timelines, etc)
				4	Identify evidence that author uses to support a particular point.	
				5	Explain how author uses reason and evidence to support particular points.	
Selecting Informational Texts and Literary Non-Fiction	K-1- 2		ELA CC.1.2.L	K	Engage in group reading activities related to non-fiction with purpose and understanding	Catalog Dewey Decimal Classification System Just Right rules (five-finger rule, iPick chant, appropriate choice)
				1	With help, locate and select literary non-fiction and informational texts on just right reading level.	
				2		
	3-4-5			3	Use library catalog to locate and select non-fiction and informational texts on just right reading level.	Destiny Basic and Visual Search Catalog Call Slips
				4		
				5		
Identifying Author and Illustrator Roles	K-1- 2		ELA CC.1.3.D	K	Define roles of author and illustrator.	Author Illustrator
				1		
				2		
Explaining Different Types of Text	K-1- 2		ELA CC.1.3.E	K	Explain differences between fiction and non-fiction texts.	Genre (e.g. fiction, nonfiction, poetry, folktale, fantasy, mystery, biography, award winners –
				1		
				2		
	3-4-5			3	Recall the differences between fiction and non-fiction texts.	
				4		

						Newbery/ Caldecott/Geisel)
						Elements of Nonfiction (e.g. table of contents, index, glossary, charts, tables, captions, timelines)
Identifying Literary Elements	K-1- 2		ELA CC.1.3.H	K	Identify characters in stories read aloud or read alone.	Compare Style
				1		Genre
			ELA CC.1.3.G	2	Identify characters and settings in story and understand their impact on story by using information from illustrations and words in text.	Genre Point of view Theme Plot
	3-4-5			3	Explain plot in story by using information from illustrations and words in text.	
				4		
				5		
Selecting Literary Fiction	K-1- 2		AASL 1.1.8 ELA CC.1.3.K	K	With assistance, select grade-level-appropriate literature.	Library signs
				1	Independently and with assistance, select grade-level-appropriate literature in variety of genres.	Shelf marker appropriate use
				2		
	3-4-5			3	Independently, select reading-level-appropriate literary fiction in a variety of genres.	Just Right rules (five-finger rule, iPick chant, appropriate choice)
				4	Independently, select reading-level-appropriate literary fiction in a variety of genres. Apply strategies to create meaning from literary fiction.	
				5	Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating	

Unit 2	Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.						
Time Frame							
2.1	*Independent Learning – Intellectually Prepared*						
Key Concepts	**Grade Span**	**Essential Questions**	**PA Academic Standards**				**Terminology**
Evaluating Sources	K-1-2	How do readers know what to believe in what they read, hear, and view?	AASL 2.1.1 ELA CC.1.4.I	K 1 2	Support opinion with reasons.		Opinion Reasons
	3-4-5	How does interaction with text provoke thinking and response?	AASL 2.1.1 ELA CC.1.4.I BCIT 15.4.L (Business, Computer and Information Technology Standards)	3 4 5	Discuss criteria for evaluating a website: credibility, relevance, bias, accuracy, and currency.		Credibility Relevance Bias Accuracy Current copyright date
Research Process: Developing Topic and Questions	K-1-2	How can we help ourselves and use library tools to find books? What am I interested in exploring?	AASL 2.1.1 AASL 4.1.6 ELA CC.1.4.V	K 1 2	Ask questions about a topic.		Keyword Topic Interest Shelf Marker Catalog Dewey Decimal Classification System Library Sections Call Numbers Call Slips
	3-4-5			3 4 5	As part of browsing time: Identify a topic of interest, identify questions to be answered about topic, and find text that might answer those questions.		
Research Process: Note-taking Strategies	3-4-5		AASL 4.1.6 ELA CC.1.4.S ELA CC.1.4.W BCIT 15.3.I	3 4 5	Use grade-level-appropriate note-taking skills to copy titles and call numbers from the catalog to aid in locating books. Read or copy important information from signs, displays, or information around the library.		Keywords Author Code – (first three letters of author's last name) Library Section Code (E – Easy; F – Fiction; numbers – Dewey Decimal Codes (mostly nonfiction) Identify topics of **interest**.

Unit 3	Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.						
Time Frame							
3.1	*Independent Learning – Intellectually Prepared*						
Key Concepts	**Grade Span**	**Essential Questions**	**PA Academic Standards**				**Terminology**
Describing Key Ideas and Details	K-1-2	What do good listeners do? How do active listeners make meaning?	AASL 2.1.3 AASL 2.1.5 ELA CC.1.5.B	K 1 2	Confirm understanding of text read aloud or presented orally by answering questions about key details.		Connection to text
Identifying Main Ideas	3-4-5	How do active listeners know what to believe in what they hear? Who can in his/her own words explain (insert topic of study)?		3 4 5	Identify main ideas and supporting details of text read aloud or in other media formats. Use own words when restating.		Main idea Supporting detail

Unit 4	Big Idea: Effective speakers prepare and communicate messages to address the audience and purpose.						
Time Frame							
4.1	*Social Responsibility – Personally Responsible*						
Key Concepts	**Grade Span**	**Essential Questions**	**PA Academic Standards**				**Terminology**
Preparing Multimedia Presentations	3-4-5	How do task, purpose, and audience influence how speakers or writers craft and deliver a message? How do speakers and writers employ language and utilize resources to effectively communicate a message?	AASL 3.3.3 AASL 3.3.4 AASL 3.1.4 ELA CC.1.5.F	3 4 5	Present a product to clarify ideas, thoughts, and feelings (book care signs, bookmarks, book reviews – Read Box, etc.)		Create Book Care Bookmarks Book Care Posters Book Care Rules Library Rules

Unit 5	Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.					
Time Frame						
5.1	*Social Responsibility – Personally Responsible*					
Key Concepts	**Grade Span**	**Essential Questions**	**PA Academic Standards**			**Terminology**
Drawing Evidence from Text	3-4-5	What does a reader look for and how can s/he find it? How does one organize and synthesize information from various sources? How does one best present findings?	AASL 1.4.1 ELA CC.1.4.S	3	Identify wide range of texts that tell a story to make a point, express personal opinion, or provide enjoyable experience as examples of grade-level-appropriate literary texts.	Cite from text = Who can read a fact learned from a nonfiction book checked out today? "On page ____, it says___"
				4		
				5		
					Identify reference sources and information texts that are appropriate to grade level and topic.	
Research Process: Evaluating Sources (See Also Critical Thinkers Big Idea)	3-4-5		AASL 3.1.6 ELA CC.1.4.W	3	Use literacy strategies to determine readability of source (e.g.five-finger rule for vocabulary). Make conclusions about information in sources.	Five-Finger Rule Appropriate Choice Index Table of Contents
				4		
				5		
Recalling Information	K-1-2		AASL 1.3.4 ELA CC.1.4.W	K	Recall information from past experience or information provided to answer a question, with help as needed.	Recall Background knowledge/understanding
				1		
				2		
	3-4-5			3		
				4		
				5		
Book and Device Handling Skills	K-1-2		AASL 1.2.2 ELA CC1.1.A	K	Demonstrate Social Responsibility by following circulation procedures and rules.	Corner turn Spine care strategies Heart Hug carry Clean Hands Away from little ones and pets that chew Away from liquids,
				1		
				2		
				3		
	3-4-5			4	Demonstrate Social Responsibility by following rules during lesson participation and browsing time.	
				5		

| | | | | | Demonstrate RESPECT other's ideas and opinions and share their thoughts and ideas in a Socially Responsible manner. | food, craft supplies
Keep in Backpack
Return
Renew
Book Care Rules
Checkout policies
Damaged book samples
Lesson time rules
Participation
Browsing Rules
Respect |
| | | | | | Demonstrate proper handling skills for print (e.g., how to open and hold properly, turn pages correctly, use book marks, and return materials to proper place) and/or devices (e.g., how to turn device on and off, turn pages, protect screen). | |

Unit 6	Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.					
Time Frame						
6.1	*Independent Learning – Intellectually Prepared*					
Key Concepts	**Grade Span**	**Essential Questions**	**PA Academic Standards**			**Terminology**
Production and Publishing by Various Authors	K-1-2 3-4-5	What makes clear and effective writing? Why do writers write? What is the purpose? Who is the audience? What are the various forms of literature that might appeal at different times for different audiences?	AASL 4.1.1 AASL 4.1.2 AASL 4.1.3 AASL 4. 1.4 ELA CC.1.4.U	K 1 2 3 4 5	Explore various authors for purpose of writing and variety of style. Explore a wide variety of exceptional children's authors. Understand that various literature forms serve different purposes. Clear and effective writing helps us understand the content of books.	Author Illustrator Genres Purpose Audience Style – graphic, comic, text, picture book, chapter book, nonfiction

Unit 7	Big Idea: Responsible citizens use information ethically and productively in a global society.						
Time Frame							
7.1	*Information Literacy – Civically Engaged*						
Key Concepts	**Grade Span**	**Essential Questions**	**PA Academic Standards**				**Terminology**
Demonstrating Technology Etiquette and Safety	3-4-5	How do responsible citizens use information ethically? How do responsible citizens use information productively in a global society? How does a user know a source can be trusted?	AASL 3.2.1 BCIT 15.3.M BCIT 15.3.T	3	Use proper etiquette when using technology (e.g. cyber safety) Explain importance of safe, legal and responsible use of technology.		Ask adult you trust for **help/permission/check for trusted use.** Keep device where adults can **monitor**. Feels **inappropriate**? Walk away and tell an adult you trust. Keep **personal** information **private**. Do not share user names/passwords. Be sure site is reputable/**valid**. Do you know the company? Is there an address, phone, or contact information? What is the **updated** date? Is the site up to date? Are you using **common sense** when online?
				4			
				5			
Behaving as a Digital Citizen	3-4-5		AASL 3.2.2 BCIT 15.4.B	3	Demonstrate proper care of technology and equipment.		
				4	Identify and practice wise, ethical and safe online behavior.		
				5	Identify potential consequences of unethical, unsafe, and inappropriate behavior.		
Using Digital Media	3-4-5		BCIT 15.4.K	3	Understand there are a variety of ways to transmit information, such as: text, graphics, audio, animation, and video.		
				4			
				5	Use digital media legally and ethically, practicing Educational Fair Use.		