

**State College Area School District
Curriculum Office**

V-B

TO: Dr. Robert O'Donnell
FROM: Deirdre Bauer, Paije Davis, and Dotty Delafield
DATE: August 4, 2016
RE: K-5 Library Curriculum Request for Approval

The K-5 library curriculum committee began its work together in the fall of 2015 as an elementary library department. During our first meeting, we spent time learning about the Understanding by Design curriculum framework and the importance of essential questions as a vehicle to teach towards understandings. We created a vision for the learning we want our students to demonstrate as library patrons.

Our vision guided the units created as we reviewed the ELA Academic Standards and Standards identified in PA's Model Library Curriculum. We created four units that build on each other from grade to grade and that are taught simultaneously rather than sequentially. Identified standards were mapped to units and articulated K-5. In addition to the PA Standards and PA Model Library Curriculum, the librarians identified and included additional standards to support the goals of our units. These SCASD standards are based on specific tools we use in our libraries like our catalog, as well as learning targets based on current research from library journals and the state library conference. During the remaining curriculum writing time, the librarians utilized the identified standards to articulate what students need to know, do, and understand as well as the essential questions to guide discussions and learning.

Professional development was embedded in our curriculum writing process focusing on supporting understandings. The library department is committed to embracing inquiry as a grounding principle, which is reflected in each of the four units, but especially in the research unit: Inquiring for Knowledge. The inquiry cycle is an embedded instructional practice and the librarians have worked with Dr. Rachel Wolkenhauer at Penn State who is one of our PDS leaders and an expert on inquiry. In addition, the library department is committed to ongoing professional learning and is very active in its state organization: The Pennsylvania School Librarians Association.

Finally, the library department is committed to collaborating with classroom teachers and has created a library curriculum that supports and extends the ELA curriculum with standards appearing in both documents. Inquiry as a guiding principle will support students' development as critical thinkers as they use this process to research in the classroom and library. The units were created with transfer in mind: teaching students essential skills and concepts they can use and apply in any library setting.

The K-5 Library Curriculum information was presented at the July 25, 2016 Board meeting. This item will be on the August 8, 2016 Board meeting agenda as an action item and approval of the K-5 Library Curriculum is being requested so that we may continue with our implementation process.

Thank you.

K-5 Library Scope and Sequence



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Grade K

Grade K Library Course Description:

Students will be introduced to their school library and role of librarian. Students will have the opportunity to learn more about themselves as readers, as well as explore the various collections and tools available. Additionally, students will enjoy early inquiry-based learning experiences.

Unit: Knowing Myself as a Reader Standards

SCASD With support, communicate a reading plan (i.e. books I want to read in the future, books for Book Buddies).

CC.1.3.K With support, select literature and informational texts based on preference and communicate why.

SCASD Choose to spend time reading.

SCASD With support, share reading experiences to contribute to their community.

CC.1.4.W Use literacy strategies to determine readability of source (e.g., 3 ways to read a book, iPick).

Unit: Understanding Our Library Standards

SCASD With support, identify the layout of the library.

SCASD Begin to accurately use library domain-specific words and phrases related to library organization (e.g. print/digital books, version, series, trilogy, prequel, sequel, article, alphabetical order, numerical order, fiction, nonfiction, biography, collection, shelf signs, circulation desk).

SCASD Begin to accurately use library domain-specific words and phrases related to library use (e.g. barcodes, book cover, call number, spine, spine label, borrower, browsing stick, bookmark, check in, check out, renew, reserve, return, genre, genre label, ebook, recommendation, interlibrary loan/hold).

SCASD Begin to accurately use library domain-specific words and phrases related to library materials (e.g. books (print/digital): appendix, author, works cited, chapter, copyright date, edition, headings, illustrator, photographer, publisher, title page, verso page, dedication page, end pages, nonfiction text features: caption, photographs, index, table of contents, glossary, labels, diagrams; magazines: issue, subscription; reference materials: almanac, atlas, dictionary, electronic resources, encyclopedia, thesaurus, Internet).

CC.1.1.A Demonstrate proper care of books and devices.

CC.1.2.E Identify parts of a book and parts of text (e.g., beginning, middle, end, details).

CC.1.3.K With support, select literature and informational texts based on preference.

15.3.T; 15.4.B With prompting and support, begin to explain cyber safety and the importance of safe, legal, and ethical use of technology

Unit: Thinking about What I Read
Standards

SCASD With prompting and support, identify award-winning books (Caldecott, Newbery, Geisel, Coretta Scott King, Sibert, PAYRC).

SCASD Begin to recognize characteristics of a variety of genres (adventure fiction, animal fiction, biography/autobiography, fantasy fiction, folklore/traditional literature, historical fiction, humorous fiction, mystery fiction, poetry, realistic fiction, science fiction, short stories, supernatural fiction).

CC.1.3.E Compare and contrast differences between fiction and nonfiction.

CC.1.4.I Support opinions with reasons (evidence).

CC.1.5.B Ask and answer questions about key details in text read aloud or presented orally.

SCASD With prompting and support, construct a meaningful book review and/or book talk (opinion, recommendation, audience, spoiler).

CC.1.2.G Describe relationships between illustrations and text.

CC.1.2.H With support, identify why author uses certain details to support points in text.

CC1.3.D Define roles of author and illustrator.

CC.1.3.G Find connections between words and illustrations in books read aloud or read alone.

CC.1.3.G Describe illustrations in story read aloud.

CC.1.3.H Identify characters in familiar stories and what happens to these characters.

CC.1.3.H Answer questions about characters and compare with characters from other familiar stories.

CC.1.3.H Identify similarities and differences among characters from different stories.

CC.1.3.K Use illustrations and familiar words to create meaning from text by questioning, reflecting, responding, and evaluating.

CC.1.3.K With prompting and support, actively engage in group reading activities in a variety of genres.

Unit: Inquiring for Knowledge
Standards

CC.1.4.I Support opinions with reasons (evidence).

SCASD Recognize information can be found in a variety of ways (printed and digital text, conversation, graphics, videos, audio).

SCASD With prompting and support, accurately use library domain-specific words and phrases related to the research process (e.g., inquiry, wonderings, information, text, source, topic, internet, database, website, graphics, print, digital).

15.4.K With help and support, identify similarities and differences among text, graphics, audio, animation, and video.

CC.1.4.S; CC.1.4.V; CC.1.4.W Participate in individual or shared research through the [inquiry process](#):

- Develop a question
 - with guidance, develop and adapt a wondering to be answered about a topic
 - recall information from past experiences
- Collect data - identify, gather, and evaluate multiple sources
- Analyze Data
 - record and organize answers to questions in note-taking format by sorting information into provided categories
 - paraphrase information found, so that it is not copied exactly from a source
 - summarize information from notes into a final project
 - cite sources
- Take action and/or Share with others
- Reflect on process

Grade 1

Grade 1 Library Course Description:

Students will continue to learn about their school library, its organization and offerings, and themselves as readers. With adult guidance students will continue to explore various genres and reflect on themselves as readers. Through an inquiry based model, the students will practice the research process.

Unit: Knowing Myself as a Reader Standards

SCASD With support, communicate a reading plan (i.e. books I want to read in the future, books for Book Buddies).

CC.1.3.K With support, select literature and informational texts based on preference and communicate why.

SCASD Choose to spend time reading.

SCASD With support, share reading experiences to contribute to their community.

CC.1.4.W Use literacy strategies to determine readability of source (e.g., five finger rule for vocabulary, 3 ways to read a book, iPick, etc.).

Unit: Understanding Our Library Standards

SCASD With support, identify the layout of the library.

SCASD Begin to accurately use library domain-specific words and phrases related to library organization (e.g. print/digital books, version, series, trilogy, prequel, sequel, article, alphabetical order, numerical order, Dewey Decimal System, fiction, nonfiction, biography, reference, collection, shelf signs, circulation desk).

SCASD Begin to accurately use library domain-specific words and phrases related to library use (e.g. barcodes, book cover, call number, spine, spine label, borrower, browsing stick, bookmark, check in, check out, renew, reserve, return, genre, genre label, ebook, recommendation, interlibrary loan/hold).

SCASD Begin to accurately use library domain-specific words and phrases related to the catalog (e.g. full record, short/brief record, search terms: keyword, author, subject, title, series, ISBN, links, number of pages, search results, summary, reviews).

SCASD Begin to accurately use library domain-specific words and phrases related to library materials (e.g. books (print/digital): appendix, author, works cited, chapter, copyright date, edition, headings, illustrator, photographer, publisher, title page, verso page, dedication page, end pages, nonfiction text features: caption, photographs, index, table of contents, glossary, labels, diagrams; magazines: issue, subscription; reference materials: almanac, atlas, dictionary, electronic resources, encyclopedia, thesaurus, Internet).

CC.1.1.A Demonstrate proper care of books and devices.

CC.1.2.E Identify parts of a book and parts of text (e.g., beginning, middle, end, details, front cover, back cover, spine, genre label, barcode, title page).

CC.1.3.K With support, select literature and informational texts based on preference.

15.3.T; 15.4.B With prompting and support, begin to explain cyber safety and the importance of safe, legal, and ethical use of technology

Unit: Thinking about What I Read

Standards

SCASD With prompting and support, identify standards of literary excellence as found in award-winning books (Caldecott, Newbery, Geisel, Coretta Scott King, Sibert, PAYRC).

SCASD Begin to recognize characteristics of a variety of genres (adventure fiction, animal fiction, biography/autobiography, fantasy fiction, folklore/traditional literature, historical fiction, humorous fiction, mystery fiction, poetry, realistic fiction, science fiction, short stories, supernatural fiction).

CC.1.3.E Explain differences between fiction and nonfiction texts.

CC.1.4.I Support opinions with reasons (evidence).

SCASD With prompting and support, construct a meaningful book review and/or book talk (opinion, recommendation, audience, spoiler).

CC.1.2.E Identify text features to locate key facts or information in text.

CC.1.2.G Describe key ideas through illustrations and text.

CC.1.2.H Identify details an author uses to support points in text.

CC.1.3.G Identify characters, setting, and events that occur in a story and describe based on illustrations and details.

CC.1.3.H Identify characters in stories read aloud or read alone.

CC.1.3.H Identify similarities and differences among characters from different stories.

CC.1.3.K With prompting and support, apply strategies to create meaning from literature in various formats.

CC.1.4.W Recall information from past experience or information provided to answer questions.

CC.1.5.B Confirm understanding of text read aloud or presented orally by asking and answering questions about key details.

Unit: Inquiring for Knowledge Standards

SCASD With prompting and support, acquire and accurately use library domain-specific words and phrases related to the research process (e.g. bibliography, citation, copyright, information, notes, plagiarism, source of information, topic, fact, catalog).

CC.1.4.I Support opinion with reasons (evidence).

15.4.K With help and support, identify similarities and differences among text, graphics, audio, animation, and video.

15.4.K With prompting and support, responsibly use digital resources safely, legally and ethically.

CC.1.5.F Use drawings and/or images to clarify ideas, thoughts, and feelings.

15.4.L With help and support, access and use content-specific websites.

CC.1.4.S; CC.1.4.V; CC.1.4.W Participate in individual or shared research through the [inquiry process](#):

- Develop a question
 - with guidance, develop and adapt a wondering to be answered about a topic
 - recall information from past experiences
- Collect data - identify, gather, and evaluate multiple sources
- Analyze Data
 - record and organize answers to questions in note-taking format by sorting information into provided categories
 - paraphrase information found, so that it is not copied exactly from a source
 - summarize information from notes into a final project
 - cite sources
- Take action and/or Share with others
- Reflect on process

Grade 2

Grade 2 Library Course Description:

Students will continue to learn about their school library, its organization and offerings, and themselves as readers. With adult guidance students will continue to explore various genres and reflect on themselves as readers. Through adult guidance students will engage in the research process using an inquiry approach.

Unit: Knowing Myself as a Reader Standards

SCASD With support, communicate a reading plan (i.e. books I want to read in the future, books for Book Buddies).

CC.1.3.K, CC.1.2.L With support, select literature and informational texts based on preference and communicate why.

SCASD Choose to spend time reading.

SCASD With support, share reading experiences to contribute to their community.

CC.1.4.W Use literacy strategies to determine readability of source (e.g., five finger rule for vocabulary, 3 ways to read a book, iPick, etc.).

Unit: Understanding Our Library Standards

SCASD With support, identify the layout of the library.

SCASD Begin to accurately use library domain-specific words and phrases related to library organization (e.g. print/digital books, version, series, trilogy, prequel, sequel, article, alphabetical order, numerical order, Dewey Decimal System, fiction, nonfiction, biography, reference, collection, shelf signs, circulation desk).

SCASD Begin to accurately use library domain-specific words and phrases related to library use (e.g. barcodes, book cover, call number, spine, spine label, borrower, browsing stick, bookmark, check in, check out, renew, reserve, return, genre, genre label, ebook, recommendation, interlibrary loan/hold).

SCASD Begin to accurately use library domain-specific words and phrases related to the catalog (e.g. full record, short/brief record, search terms: keyword, author, subject, title, series, ISBN, links, number of pages, search results, summary, reviews).

SCASD Begin to accurately use library domain-specific words and phrases related to library materials (e.g. books (print/digital): appendix, author, works cited, chapter, copyright date, edition, headings, illustrator, photographer, publisher, title page, verso page, dedication page, end pages, nonfiction text features: caption, photographs, index, table of contents, glossary, labels, diagrams; magazines: issue, subscription; reference materials: almanac, atlas, dictionary, electronic resources, encyclopedia, thesaurus, Internet).

CC.1.1.A Demonstrate proper care of books and devices.

CC.1.2.L With support, use the library catalog to locate texts.

CC.1.2.L, CC.1.3.K With support, select literature and informational texts based on preference.

15.3.T; 15.4.B With prompting and support, explain cyber safety and the importance of safe, legal, and ethical use of technology.

15.4.K With support, responsibly use digital resources safely, legally and ethically.

15.4.K With support, utilize appropriate digital resources to enhance learning.

Unit: Thinking about What I Read

Standards

SCASD Begins to identify standards of literary excellence as found in award-winning books (Caldecott, Newbery, Geisel, Coretta Scott King, Sibert, PAYRC).

SCASD Recognize characteristics of a variety of genres (adventure fiction, animal fiction, biography/autobiography, fantasy fiction, folklore/traditional literature, historical fiction, humorous fiction, mystery fiction, poetry, realistic fiction, science fiction, short stories, supernatural fiction).

CC.1.4.L Support opinions with reasons (evidence).

SCASD With prompting and support, construct a meaningful book review and/or book talk (opinion, recommendation, audience, spoiler).

CC.1.2.G Explain how graphic representations contribute to and clarify meaning of text.

CC.1.2.H Describe text that supports author's points.

CC.1.3.G Identify characters and settings in story (either in text or digital form) and understand their impact on story by using information from illustrations and words in text.

CC.1.3.G Explain plot in story (either in text or digital form) by using information from illustrations and words in text.

CC.1.3.K With prompting and support, apply strategies to create meaning from literature in various formats.

CC.1.4.W Recall information from past experiences or information provided to answer questions.

CC.1.5.B Describe key ideas from text read aloud or presented orally or in another media format.

Unit: Inquiring for Knowledge

Standards

SCASD Acquire and accurately use library domain-specific words and phrases related to the research process (e.g. bibliography, citation, copyright, information, notes, plagiarism, source of information, topic, fact, catalog).

CC.1.4.I Support opinion with reasons (evidence).

15.4.K With help and support, identify similarities and differences among text, graphics, audio, animation, and video.

15.4.K With support, responsibly use digital resources safely, legally and ethically.

15.4.L With help and support, access and use content-specific websites.

CC.1.2.E With guidance, use various text features and search tools to locate key facts in print and digital sources.

CC.1.5.F Use drawings and/or images to clarify ideas, thoughts, and feelings.

CC.1.4.S; CC.1.4.V; CC.1.4.W Participate in individual or shared research through the [inquiry process](#):

- Develop a question
 - with guidance, develop and adapt a wondering to be answered about a topic
 - recall information from past experiences
- Collect data - identify, gather, and evaluate multiple sources
- Analyze Data
 - record and organize answers to questions in note-taking format by sorting information into provided categories
 - paraphrase information found, so that it is not copied exactly from a source
 - summarize information from notes into a final project
 - cite sources
- Take action and/or Share with others
- Reflect on process

Grade 3

Grade 3 Library Course Description:

Students will continue to learn about their school library, gaining confidence in understanding and using its organization and offerings. Students will also continue to explore and understand their own reading preferences through exposure to various genres and self-reflection. Using an inquiry based model, the students will continue to practice the research process.

Unit: Knowing Myself as a Reader Standards

SCASD With support, communicate a reading plan (i.e. books I want to read in the future, books for Book Buddies).

CC.1.2.L; CC.1.3.K Independently, select literature and informational texts based on preference and communicate why.

SCASD Choose to spend time reading.

SCASD With support as needed, share reading experiences to contribute to their community. (book reviews)

CC.1.4.W Use literacy strategies to determine readability of source (e.g., five finger rule for vocabulary, 3 ways to read a book, iPick, etc.).

CC.1.4.S Identify reference sources and information texts that are appropriate (e.g., content, need, readability, grade-level).

Unit Understanding Our Library Standards

SCASD With support, identify the layout of the library.

SCASD Acquire and accurately use library domain-specific words and phrases related to library organization (e.g. print/digital books, version, series, trilogy, prequel, sequel, article, alphabetical order, numerical order, Dewey Decimal System, fiction, nonfiction, biography, reference, collection, shelf signs, circulation desk).

SCASD Acquire and accurately use library domain-specific words and phrases related to library use (e.g. barcodes, book cover, call number, spine, spine label, borrower, browsing stick, bookmark, check in, check out, renew, reserve, return, genre, genre label, ebook, recommendation, interlibrary loan/hold).

SCASD Acquire and accurately use library domain-specific words and phrases related to the catalog (e.g. full record, short/brief record, search terms: keyword, author, subject, title, series, ISBN, links, number of pages, search results, summary, reviews).

SCASD Acquire and accurately use library domain-specific words and phrases related to library materials (e.g. books (print/digital): appendix, author, works cited, chapter, copyright date, edition, headings, illustrator, photographer, publisher, title page, verso page, dedication page, end pages, nonfiction text features: caption, photographs, index, table of contents, glossary, labels, diagrams; magazines: issue, subscription; reference materials: almanac, atlas, dictionary, electronic resources,

encyclopedia, thesaurus, Internet).

CC.1.1.A Demonstrate proper care of books and devices.

CC.1.2.L With support, use the library catalog to locate texts.

CC.1.2.L; CC.1.3.K Independently, select literature and informational texts based on preference.
(*catalog, signage, call numbers, ebooks*)

CC.1.4.S Identify reference sources and informational texts that are appropriate (e.g., content, need, readability, grade-level).

15.4.K With support, utilize appropriate digital resources to enhance learning (recommendations through the catalog, Novelist K-8, TeachingBooks.net, online encyclopedias and databases).

15.4.K With support, responsibly use digital resources safely, legally and ethically.

15.3.T; 15.4.B With support, explain cyber safety and the importance of safe, legal, and ethical use of technology.

Unit Thinking about What I Read

Standards

SCASD Identify standards of literary excellence as found in award-winning books (Caldecott, Newbery, Geisel, Coretta Scott King, Sibert, PAYRC).

SCASD Identify characteristics of a variety of genres (adventure fiction, animal fiction, biography/autobiography, fantasy fiction, folklore/traditional literature, historical fiction, humorous fiction, mystery fiction, poetry, realistic fiction, science fiction, short stories, supernatural fiction).

CC.1.4.I Support opinion with reasons (evidence).

SCASD With prompting and support, construct a meaningful book review and/or book talk (opinion, recommendation, audience, spoiler)

CC.1.2.D Identify information about an author to explain point of view.

CC.1.2.H Identify text that supports an author's points.

CC.1.3.K With prompting and support, apply strategies to create meaning from literature in various formats.

CC.1.3.K Read fiction and nonfiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating.

CC.1.4.S Identify a wide range of texts that tell a story to make a point, express personal opinion, or provide an enjoyable experience.

CC.1.5.B Identify main ideas and supporting details of text read aloud or presented orally or in other media formats.

Unit Inquiring for Knowledge

Standards

SCASD Acquire and accurately use library domain-specific words and phrases related to the research process (e.g. citation, copyright, information, notes, plagiarism, source of information, topic, catalog).

CC.1.2.L Identify facts and details that support reasons (evidence).

15.4.K With support, responsibly use digital resources safely, legally and ethically.

15.4.L With guidance, evaluate a website for credibility, relevance, bias, accuracy, and currency.

CC.1.2.E Use various text features and search tools to locate and interpret key facts in print and digital sources.

CC.1.2.G; CC.1.2.L Locate and use information from print and digital sources to answer wonderings.

CC.1.4.S; CC.1.4.V; CC.1.4.W With guidance, conduct [inquiry process](#):

- Develop a question
 - with guidance, develop and adapt a wondering to be answered about a topic
 - recall information from past experiences
- Collect data - identify, gather, and evaluate multiple sources
- Analyze Data
 - record and organize answers to questions in note-taking format by sorting information into provided categories
 - paraphrase information found, so that it is not copied exactly from a source
 - summarize information from notes into a final project
 - cite sources
- Take action and/or Share with others
- Reflect on process

Grade 4

Grade 4 Library Course Description:

Students will continue to learn about their school library, gaining more independence in using its organization and offerings. Students will also continue to explore and understand their own reading preferences by reading a variety of genres and developing a reading plan that includes self-reflection. Students will gain a greater depth of understanding and independence in the research process using an inquiry approach.

Unit: Knowing Myself as a Reader

Standards

SCASD With support, communicate a reading plan (i.e. books I want to read in the future, books for Book Buddies).

CC.1.2.L; CC.1.3.K Independently, select literature and informational texts based on preference and communicate why.

SCASD Choose to spend time reading.

SCASD With support as needed, share reading experiences to contribute to their community. (book reviews, social media)

CC.1.4.W Use literacy strategies to determine readability of source (e.g., five finger rule for vocabulary, 3 ways to read a book, iPick, etc.).

CC.1.4.S Identify reference sources and information texts that are appropriate (e.g., content, need, readability, grade-level).

Unit Understanding Our Library

Standards

SCASD Identify the layout of the library.

SCASD Acquire and accurately use library domain-specific words and phrases related to library organization (e.g. print/digital books, version, series, trilogy, prequel, sequel, article, alphabetical order, numerical order, Dewey Decimal System, fiction, nonfiction, biography, reference, collection, shelf signs, circulation desk).

SCASD Acquire and accurately use library domain-specific words and phrases related to library use (e.g. barcodes, book cover, call number, spine, spine label, borrower, browsing stick, bookmark, check in, check out, renew, reserve, return, genre, genre label, ebook, recommendation, interlibrary loan/hold).

SCASD Acquire and accurately use library domain-specific words and phrases related to the catalog (e.g. full record, short/brief record, search terms: keyword, author, subject, title, series, ISBN, links, number of pages, search results, summary, reviews).

SCASD Acquire and accurately use library domain-specific words and phrases related to library materials (e.g. books (print/digital): appendix, author, works cited, chapter, copyright date, edition, headings, illustrator, photographer, publisher, title page, verso page, dedication page, end pages, nonfiction text features: caption, photographs, index, table of contents, glossary, labels, diagrams; magazines: issue, subscription; reference materials: almanac, atlas, dictionary, electronic resources, encyclopedia, thesaurus, Internet).

CC.1.1.A Demonstrate proper care of books and devices.

CC.1.2.L With support, use the library catalog to locate texts.

CC.1.2.L; CC.1.3.K Independently, select literature and informational texts based on preference and locate in the library. (*catalog, signage, call numbers, ebooks*)

CC.1.4.S With support, identify reference sources and informational texts that are appropriate and locate in the library (e.g., content, need, readability, grade-level).

15.4.K With support, utilize appropriate digital resources to enhance learning (recommendations through the catalog, Novelist K-8, TeachingBooks.net, online encyclopedias and databases).

15.4.K With support, responsibly use digital resources safely, legally and ethically.

15.3.T; 15.4.B With support, explain cyber safety and the importance of safe, legal, and ethical use of technology.

Unit Thinking about What I Read

Standards

SCASD Construct a meaningful book review and/or book talk (opinion, recommendation, audience, spoiler).

SCASD Identify standards of literary excellence as found in award-winning books (Caldecott, Newbery, Geisel, Coretta Scott King, Sibert, PAYRC).

SCASD Identify a variety of genres and their characteristics (adventure fiction, animal fiction, biography/autobiography, fantasy fiction, folklore/traditional literature, historical fiction, humorous fiction, mystery fiction, poetry, realistic fiction, science fiction, short stories, supernatural fiction).

CC.1.4.I Support opinion with reasons (evidence).

CC.1.2.D Identify information about an author to explain point of view.

CC.1.2.G Explain how information from various sources contributes to understanding text.

CC.1.2.H Identify evidence that an author uses to support a particular point.

CC.1.3.K With prompting and support, apply strategies to create meaning from literature in various formats.

CC.1.3.K Read fiction and nonfiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating.

CC.1.4.S Identify a wide range of texts that tell a story to make a point, express personal opinion, or provide an enjoyable experience.

CC.1.5.B Use own words to restate part of text read aloud or presented orally or in other media formats.

Unit Inquiring for Knowledge

Standards

SCASD Acquire and accurately use library domain-specific words and phrases related to the research process (e.g. citation, copyright, information, notes, plagiarism, source of information, topic, catalog).

CC.1.2.L Identify facts and details that support reasons (evidence).

15.4.K With support, responsibly use digital resources safely, legally and ethically.

15.4.L With guidance, evaluate a website for credibility, relevance, bias, accuracy, and currency.

CC.1.2.E Use various text features and search tools to locate key facts in print and digital sources.

CC.1.2.G; CC.1.2.L Locate and use information from print and digital sources to answer wonderings.

CC.1.4.S; CC.1.4.V; CC.1.4.W With guidance, conduct [inquiry process](#):

- Develop a question
 - with guidance, develop and adapt a wondering to be answered about a topic
 - recall information from past experiences
- Collect data - identify, gather, and evaluate multiple sources
- Analyze Data
 - record and organize answers to questions in note-taking format by sorting information into provided categories
 - paraphrase information found, so that it is not copied exactly from a source
 - summarize information from notes into a final project
 - cite sources
- Take action and/or Share with others
- Reflect on process

Grade 5

Grade 5 Library Course Description:

Students will continue to learn about their school library, gaining more independence in using its organization and offerings. Students will also continue to explore and understand their own reading preferences by reading a variety of genres and developing a reading plan that includes self-reflection. Students will gain a greater depth of understanding and independence in the research process using an inquiry approach.

Unit: Knowing Myself as a Reader Standards

SCASD With support, communicate a reading plan (i.e. books I want to read in the future, books for Book Buddies).

CC.1.2.L; CC.1.3.K Independently, select literature and informational texts based on preference and communicate why.

SCASD Choose to spend time reading.

SCASD With support as needed, share reading experiences to contribute to their community. (book reviews, social media)

CC.1.4.W Use literacy strategies to determine readability of source (e.g., five finger rule for vocabulary, 3 ways to read a book, iPick, etc.).

CC.1.4.S Identify reference sources and information texts that are appropriate (e.g., content, need, readability, grade-level).

Unit Understanding Our Library Standards

SCASD Acquire and accurately use library domain-specific words and phrases related to library organization (e.g. print/digital books, version, series, trilogy, prequel, sequel, article, alphabetical order, numerical order, Dewey Decimal System, fiction, nonfiction, biography, reference, collection, shelf signs, circulation desk).

SCASD Acquire and accurately use library domain-specific words and phrases related to library use (e.g. barcodes, book cover, call number, spine, spine label, borrower, browsing stick, bookmark, check in, check out, renew, reserve, return, genre, genre label, ebook, recommendation, interlibrary loan/hold).

SCASD Acquire and accurately use library domain-specific words and phrases related to the catalog (e.g. full record, short/brief record, search terms: keyword, author, subject, title, series, ISBN, links, number of pages, search results, summary, reviews).

SCASD Acquire and accurately use library domain-specific words and phrases related to library materials (e.g. books (print/digital): appendix, author, works cited, chapter, copyright date, edition, headings, illustrator, photographer, publisher, title page, verso page, dedication page, end pages, nonfiction text features: caption, photographs, index, table of contents, glossary, labels, diagrams; magazines: issue, subscription; reference materials: almanac, atlas, dictionary, electronic resources, encyclopedia, thesaurus, Internet).

CC.1.1.A Demonstrate proper care of books and devices.

CC.1.2.L With support, use the library catalog to locate texts.

CC.1.2.L; CC.1.3.K Independently, select literature and informational texts based on preference and locate in the library. (*catalog, signage, call numbers, ebooks*)

CC.1.4.S With support, identify reference sources and informational texts that are appropriate and locate in the library (e.g., content, need, readability, grade-level).

15.4.K With support, utilize appropriate digital resources to enhance learning (recommendations through the catalog, Novelist K-8, TeachingBooks.net, online encyclopedias and databases).

15.4.K With support, responsibly use digital resources safely, legally and ethically.

15.3.T; 15.4.B With support, explain cyber safety and the importance of safe, legal, and ethical use of technology.

Unit Thinking about What I Read

Standards

SCASD Construct a meaningful book review and/or book talk (opinion, recommendation, audience, spoiler).

SCASD Analyze standards of literary excellence as found in award-winning books (Caldecott, Newbery, Geisel, Coretta Scott King, Sibert, PAYRC).

SCASD Identify a variety of genres and their characteristics (adventure fiction, animal fiction, biography/autobiography, fantasy fiction, folklore/traditional literature, historical fiction, humorous fiction, mystery fiction, poetry, realistic fiction, science fiction, short stories, supernatural fiction).

CC.1.4.I Support opinion with reasons (evidence).

CC.1.2.D Identify information about author to explain point of view.

CC.1.2.H Explain how an author uses reason and evidence to support particular points.

CC.1.3.K Read fiction and nonfiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating.

CC.1.3.K With prompting and support, apply strategies to create meaning from literature in various formats.

CC.1.4.S Identify a wide range of texts that tell a story to make a point, express personal opinion, or provide an enjoyable experience.

CC.1.5.B Identify main points from text read aloud or presented orally or in other media formats.

CC.1.5.B Use own words to restate part of text read aloud or presented orally or in other media formats.

Unit Inquiring for Knowledge

Standards

SCASD Acquire and accurately use library domain-specific words and phrases related to the research process (e.g. citation, copyright, information, notes, plagiarism, source of information, topic, catalog).

CC.1.2.L Identify facts and details that support reasons (evidence).

15.4.K With support, responsibly use digital resources safely, legally and ethically.

15.4.L With guidance, evaluate a website for credibility, relevance, bias, accuracy, and currency.

CC.1.2.E Use various text features and search tools to locate key facts in print and digital sources.

CC.1.2.G; CC.1.2.L Locate and use information from print and digital sources to answer wonderings.

CC.1.4.S; CC.1.4.V; CC.1.4.W With guidance, conduct [inquiry process](#):

- Develop a question
 - with guidance, develop and adapt a wondering to be answered about a topic
 - recall information from past experiences
- Collect data - identify, gather, and evaluate multiple sources
- Analyze Data
 - record and organize answers to questions in note-taking format by sorting information into provided categories
 - paraphrase information found, so that it is not copied exactly from a source
 - summarize information from notes into a final project
 - cite sources
- Take action and/or Share with others
- Reflect on process