

RUTHERFORD PUBLIC SCHOOLS

LIBRARY MEDIA STUDIES

GRADES K-3

2015

**Approved by the Rutherford Board of Education
August 17, 2015**

**Revision to Remove CCSS and Replace with NJSL
Approved by the RBOE: November 14, 2016**

INTRODUCTION/OVERVIEW/PHILOSOPHY

The Library Media Center possesses a wide scope of information including text, technology, and media. In addition, the library media specialist is sensitive to a wide range of student needs that contribute to achievement. Students who are active, engaged information gatherers build knowledge through interaction with information enhancing their personal experience. The daily availability of the staffed media center is the keystone of each school library media program. Teachers, administrators, parents, and others work collaboratively with the media specialist to facilitate each student's journey toward literacy and information acquisition. Schools at the primary level have an obligation to expose students to a variety of literary experiences on a regular and frequent basis.

The library media studies curriculum is designed to promote lifelong reading by exposing children to quality literature. Consistent weekly instruction at all grade levels will enable students to develop into readers for their own purposes. Providing them with classics as well as current materials provides opportunities to pursue reading according to their personal interest. Lifelong readers come to appreciate the value of literacy and connect knowledge to their own needs, the essence of learning.

A student-centered library includes an onsite media specialist, who as teacher, instructional partner, information specialist, and program administrator provides vision, collaboration, and leadership.

To this end:

- The library collection embodies adequate materials to specifically support the Kindergarten through third grade curricula and student interest.
- The library collection includes materials and web knowledge to meet grade level research and thematic units.
- Through research, students will learn to acquire information through texts and technology.
- The library media program is not an isolated subject. It is essential to student inquiry and learning and must be fully integrated into the curriculum to promote student learning and achievement and strengthen collaborative partnerships.
- The specialist works closely with staff to design learning opportunities with resources and information that enhance the curricula and ensures that all students, teachers and staff are

effective users of ideas and information.

- The media center will operate with a combination of both fixed and flexible schedules to allow for a student open library time, collaboration, management duties, and research.

Components of the K-3 Library Media Studies Curriculum

Materials

The Library Media Center provides access to materials and information through a student-centered, professionally selected, and organized collection of print and non-print resources representing a wide range of subjects, levels, interests, and mediums.

Curriculum Integrated Learning

The library media specialist and teacher plan and teach cooperatively as well as enrich the classroom curriculum by integrating the teaching and use of library and information skills on a regular basis.

Technology

Students use the computers as instructional tools to locate information as well as to reinforce and enrich the classroom curriculum. Use of technology will conform to the following New Jersey Student Learning Standards: (8.1.4.A.1) (8.1.4.A.2) (8.1.4.A.3) (8.1.4.A.4) (8.1.4.A.5) (8.1.4.B.1) (8.1.4.D.1) (8.1.4.E.1) (8.1.4.F.1) (8.2.4.A.1) (8.2.4.B.4)

Incentives

The library media specialist plans for a variety of reading incentive programs. The activities reinforce the enjoyment of reading and encourage reading throughout the school year, promoting life-long reading for pleasure.

COURSE OUTLINE

The following areas and instructional activities may be used during the course of study:

KINDERGARTEN

Library Skills

The students will:

- participate in media center orientation.
- know the media specialist, clerk, volunteers and their purpose.
- learn the rules and expected behavior.
- learn checkout and check in procedures.
- learn proper care of books and other materials.
- locate areas of the media center (Easy/Picture books and non-fiction).
- learn the arrangement of Easy/Picture books.
- locate and select a book based on personal interest.

Suggested Instructional Activities

- library tour
- modeling procedures
- sharing books and videos on libraries
- role play
- scavenger book hunt
- alphabetizing activities
- book browsing

Literary Appreciation

The students will:

- recognize author, illustrator and their functions.
- identify parts of a book (cover, spine, title page).
- recognize award-winning books (Caldecott).
- experience classic and contemporary literature through varied media and genres.
- listen and respond to stories read.
- read picture books for pleasure.

Suggested Instructional Activities

- author/illustrator studies (*author's/illustrator's imagination, style, medium*)
- visiting authors, illustrators, and storytellers
- show and tell
- identifying the Caldecott medal
- seasonal stories, themes
- student activities that correlate to books
- book borrowing
- participation in reading incentive programs
- open library periods for book selection and return

Inquiry and Research

The students will:

- recognize appropriate uses of information and information technology.
- use basic research techniques with the media specialist's guidance.

Suggested Instructional Activities

- websites and games that correlate across curricula

GRADE ONE**Library Skills**

The students will:

- participate in media center orientation.
- know media specialist, clerk, volunteers and their purpose.
- know rules and expected behavior.
- know checkout and check in procedures.
- know proper care of books and other materials.

- locate areas of the media center (Easy/Picture book and non-fiction).
- know the alphabetical arrangement of the easy fiction section and how the call number on the spine relates to the author's last name.
- recognize numerical order of non-fiction books.
- independently locate and select a book based on personal interest.

Suggested Instructional Activities

- library tour
- modeling procedures
- sharing books and videos on book care, role play
- scavenger book hunt
- alphabetizing activities
- numerical order activities
- book browsing

Literary Appreciation

The students will:

- recognize author, illustrator and their functions.
- distinguish between fiction and non-fiction.
- identify parts of a book (cover, spine, title page, copyright).
- recognize award-winning books (Caldecott).
- experience classic and contemporary literature through varied media and genres.
- experience cultural diversity in literature.
- experience and demonstrate comprehension of a variety of literary forms.
- recognize basic elements found in literature (main idea, sequence, cause and effect, character, setting).
- read a variety of books for information and pleasure.
- recognize author/illustrator studies (*author's/illustrator's imagination, style, medium*).
- participate in events such as visiting authors, illustrators, and storytellers.
- understand a Venn diagram.
- participate in show and tell.
- identify the Caldecott medal.
- read seasonal stories, themes.
- share multicultural books.
- participate in group discussions of stories and poems.
- participate in group discussions and follow up activities that correlate to books.
- review book borrowing.
- participate in reading incentive programs.
- review the open library periods for book selection and return.

Suggested Instructional Activities

- author/illustrator studies (*author's/illustrator's imagination, style, medium*)
- visiting authors, illustrators, and storytellers
- Venn diagram
- show and tell
- identifying Caldecott medal

- seasonal stories, themes
- sharing multicultural books
- group discussions of stories and poems
- group discussions and follow up activities that correlate to books
- book borrowing
- reading incentive programs
- open library periods for book selection and return

Inquiry and Research

The students will:

- use maps and globes as sources of information.
- use picture dictionaries as information sources.
- acquire information through reading.
- use primary encyclopedias to answer information questions.
- recognize appropriate uses of information and information technology.
- use basic research techniques with media.
- use map and globe activities.
- use dictionary games and worksheets.
- visit websites with games that correlate across curricula with specialist's and teacher's guidance.

Suggested Instructional Activities

- map and globe activities
- dictionary games and worksheets
- activities and student interest
- websites and games that correlate across curricula with the library media specialist's and teacher's guidance

GRADE TWO

Library Skills

The students will:

- participate in media center orientation.
- know the media specialist, clerk, volunteers and their purpose.
- know rules and expected behavior.
- know checkout and check in procedures.
- know proper care of books and other materials.
- locate areas of the media center (Easy/Picture book and non-fiction).
- expand on the alphabetical arrangement of the easy fiction section and how the call number on the spine relates to the author's last name.
- recognize numerical order of non-fiction books.
- independently locate and select a book based on personal interest.

Suggested Instructional Activities

- library tour
- modeling procedures
- sharing books and videos on book care

- role play
- scavenger book hunt
- alphabetizing activities
- numerical order activities
- book browsing

Literary Appreciation

The students will:

- recognize author, illustrator and their functions.
- recognize award-winning books (Caldecott).
- experience classic and contemporary literature through varied media and genres.
- experience cultural diversity in literature.
- experience and demonstrate comprehension of a variety of literary forms and genres.
- recognize basic elements found in literature (main idea, sequence, cause and effect, character, setting).
- distinguish between fiction and non-fiction.
- distinguish between realism and fantasy.
- draw conclusions and make predictions and comparisons.
- read a variety of books for information and pleasure.

Suggested Instructional Activities

- author/illustrator studies (*author's/illustrator's imagination, style, medium*)
- visiting authors, illustrators, and storytellers
- identifying Caldecott medal
- seasonal stories, themes
- sharing multicultural books
- group discussions of stories and poems
- reading chapter books
- Reader's Theatre
- groups discussions
- Venn diagrams and follow up activities that correlate to books
- book borrowing
- reading incentive programs
- open library periods for book selection and return

Inquiry and Research

The students will:

- use parts of a book (cover, spine, title page, copyright, glossary) as information sources.
- begin bibliographic citation process (to include title, author).
- use maps and globes as sources of information.
- use picture dictionaries as information sources.
- acquire information through reading.
- use primary encyclopedias to answer information questions.
- recognize appropriate uses of information and information technology.
- use basic research techniques with media specialist and teacher's guidance.
- create a simple bibliography.

Suggested Instructional Activities

- map and globe activities
- activities and worksheets
- dictionary games and worksheets
- activities for student interest
- websites and games that correlate across curricula

GRADE THREE**Library Skills**

The students will:

- participate in media center orientation.
- know media specialist, clerk, volunteers and their purpose.
- know rules and expected behavior.
- know checkout and check in procedures.
- know proper care of books and other materials and locate areas of the media center (easy and non-fiction).
- expand on the alphabetical arrangement of the easy fiction section and how the call number on the spine relates to the author's last name.
- recognize numerical order of non-fiction books.
- locate a book using Dewey Decimal system.
- locate a book using the online catalog (searches by title, author, keyword, and subject).
- independently locate and select a book based on personal interest.

Suggested Instructional Activities

- library tour
- modeling procedures
- sharing books and videos on book care
- role play
- scavenger book hunt
- alphabetizing activities
- numerical order activities
- games and activities
- book browsing

Literary Appreciation

The students will:

- recognize author, illustrator and their functions .
- recognize award-winning books (Caldecott).
- experience classic and contemporary literature through varied media and genres.
- experience cultural diversity in literature.
- experience and demonstrate comprehension of a variety of literary forms (fiction, non-fiction, poetry, drama).
- recognize basic elements found in literature (main idea, sequence, cause and effect, character, setting).
- distinguish between fiction and non-fiction.
- distinguish between realism and fantasy.

- draw conclusions and make predictions and comparisons.
- read a variety of books for information and pleasure.

Suggested Instructional Activities

- author/illustrator studies (*author's/illustrator's imagination, style, medium*)
- visiting authors, illustrators, and storytellers
- identifying Caldecott medal
- seasonal stories, themes
- sharing multicultural books
- group discussions
- Reader's Theatre
- Venn diagrams and follow up activities that correlate to books
- book borrowing
- reading incentive programs
- open library periods for book selection and return

Inquiry and Research

The students will:

- use parts of a book (cover, spine, title page, copyright, glossary) as information sources.
- cite title, author, copyright dates.
- acquire information through reading.
- use guidewords in dictionaries, encyclopedias, etc., as aids for finding information.
- use a dictionary to identify appropriate word.
- meanings and correct spellings.
- use various sources (periodicals, AV, encyclopedias, atlases, thesaurus, Internet resources, newspapers and other reference resources) to answer information questions.
- identify the steps of the research process.
- recognize appropriate uses of information and information technology.
- use basic research techniques with media specialist's and teacher's guidance.
- demonstrate ethical and legal use of technology.

Suggested Instructional Activities

- activities and worksheets
- create a bibliography
- games, activities, and research projects
- games and activities
- activities and research projects
- discussions and research projects
- websites and games that correlate across curricula
- research projects and information

Standards

The K-3 Media Studies Curriculum provides opportunities for support and connection to all subject areas of The New Jersey Student Learning Standards. These standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade-specific standards

define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSL Standards may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

The instruction integrates these state standards with the Information Literacy Standards for Student Learning, as prepared by the American Association of School Librarians. The standards are called the American Association of School Librarians Standards for the 21st Century and may be viewed here:

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf

Proficiency Levels

This curriculum is appropriate for all students within the K-3 population.

Methods of Assessment

A. Formal

1. teacher-created worksheets
2. publisher- created worksheets
3. assessment checklists/rubrics
4. work samples

B. Informal

1. small group and class discussions
2. teacher observations
3. anecdotal notations

C. Teacher/Curriculum Assessment

Assessments will be conducted according to the following statement: The Library Media Studies curriculum committee will be in contact throughout the academic year concerning curriculum assessment. This committee consists of the district library media specialists and the supervisor of Library Media Studies. Suggestions for improving and changing the curriculum are encouraged. The principal will also meet with the library media specialist and supervisor to discuss the need for modifications and changes.

Grouping

Library Media Studies classes are heterogeneously grouped classes; placement criteria are determined by Individual Educational Plans.

Articulation/Scope and Sequence/Time Frame

The Library Media Studies curriculum is a full year course.

Resources

A. Speakers

There will be one or more visits each school year by an author, illustrator, or storyteller

invited by the media or associate media specialist.

B. Technology

- a. Students shall use computers for independent research and learning activities.
- b. The library media specialist shall also use appropriate technology to enhance their lessons.
- c. Use of technology will conform to the following New Jersey Student Learning Standards: (8.1.4.A.1) (8.1.4.A.2) (8.1.4.A.3) (8.1.4.A.4) (8.1.4.A.5) (8.1.4.B.1) (8.1.4.D.1) (8.1.4.E.1) (8.1.4.F.1) (8.2.4.A.1) (8.2.4.B.4)

C. Instructional Materials

All instructional materials shall be selected according to the policies set forth by the Rutherford Board of Education.

D. Supplies and Materials

- a. books (library bound)
- b. computers
- c. library organization and management materials
- d. office and clerical supplies
- e. arts and crafts supplies
- f. puppets
- g. listening center and tapes
- h. sentence strips
- i. library games
- j. library charts, pocket charts, and chart paper
- k. teacher/specialist resource books
- l. periodicals
- m. reading incentive supplies (bookmarks, pencils, bags, prizes)
- n. bulletin board sets and supplies
- o. reading area carpet
- p. book/station easel

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 4, students will be able to:

- 9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 – Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 – Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding

- word walls
- sentence frames
- think-pair-share
- cooperative learning groups
- teacher think-alouds

Interdisciplinary Connections

The nature of the media studies curriculum allows it to be connected with all disciplines.

Professional Development

The library media specialist will continue to improve his/her expertise by participating in a variety of professional development opportunities, which may include but are not limited to:

- New Jersey Association of School Librarians Conference
- Rutherford Board of Education professional development opportunities
- professional meetings
- professional journals

Curriculum Map—K-3 Library

Class	September	October	November	December	January
Library – Gr. K	Orientation	Book Care/Library Procedures	Library Arrangement Easy Books	Author Studies Holidays around the World	Caldecott Medal Winners Illustrator
Library – Gr. 1	Orientation Using Computers	Book Care/Library Procedures Using Computers	Library Arrangement ABC Order Numerical Order Using Computers	Author Studies Cultural Diversity of Books Using Computers	Author Studies Story Elements Using Computers
Library – Gr. 2	Orientation Using Computers	Book Care/Library Procedures Using Computers	Library Arrangement Dewey Decimal System	Author Studies Cultural Diversity of Books Using Computers	Author Studies Story Elements Using Computers Genre
Library – Gr. 3	Orientation Using Computers Book Care/Library Procedures	Dewey Decimal System Using Computers	Dewey Decimal System con't Using Computers	Author Studies Cultural Diversity of Books Story Elements Genre Using Computers	Reference Materials-Print

Class	February	March	April	May	June
Library- Gr. K	Introduce Computers	Author Study	Author Study	Author Study	Author Study
Library – Gr. 1	Technology Terms Using Computers	Reference Section	Genre Author Study	Genre Author Studies	Genre Author Studies
Library – Gr. 2	Author Studies Story Elements Genre	Reference Materials (Print)	Reference Materials in Research (Print)	Author Studies Genre	Author Studies Genre
Library –Gr. 3	Reference Materials Online Catalog	Reference Materials Online	Author Studies Genre	Author Studies Genre	Author Studies Genre