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K-5 Library Media Curriculum Map and Standards Crosswalk

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K-5 LIBRARY MEDIA CURRICULUM MAP
AND STANDARDS CROSSWALK

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A Project

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The Graduate Faculty

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by

Tessa Kateri Watters

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ABSTRACT

K-5 Library Media Curriculum Map and
Standards Crosswalk

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The American Library Association (ALA) has published standards of skills students need in the 21st century. Washington state librarians use these standards as a foundation for their curriculum. The Catholic School Librarian Association (CSLA) has adopted these standards to create grade level expectations. Using the standards published by the American Library Association and the Catholic School Librarians, this project is a curriculum map, outlining skills to be taught chronologically throughout the academic year for grades kindergarten through fifth grade. Also included is a crosswalk identifying the local, state, and professional standards for each skill listed on the curriculum map. The history of school library media programs and the development of library media standards was studied. Found research stated a correlation between strong library media programs and high student achievement. The goal of this project was to create a strong library media program that would facilitate student achievement. The resulting documents will be used as planning tools to create library media lessons throughout the academic year. It will also be used as a promotional and educational tool to define to administration, fellow teachers, parents, and students the skills taught in the library program.

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION

Background Information

From books, to music, to video, and the internet, today's students are surrounded by vast amounts of media. Not only do students have a variety of media available to them, but they also have it in a variety of forms from print, audio, and digital. They see information in books, magazines, and newspapers, on billboards, TV, their personal computers, and even on their cell phones. It is not uncommon to hear the phrase "information age" to describe the digital world today. WordNet, an online lexical database for English published by Princeton University, describes the "information age" as a time in the last quarter of the twentieth century when information has been easily accessible through the use of computers and the internet (Princeton University, 2006). In 2001, author and education specialist Marc Prensky first coined the phrase "Digital Natives" to describe students who have spent their entire life surrounded by digital media. In the article he further states that "today's students think and process information fundamentally differently from their predecessors" (Prensky, 2001, p. 1). So, if teachers are teaching "Digital Natives" in an "information age" who think and process information differently from generations before, what new skills do these students need for technological world of the twenty-first century?

Technology has connected the world. Since information is so readily accessible to students, they must be ready for the twenty-first century and beyond. According to the Washington Library Media Association, this means that we must ensure that students are

"effective users and producers of information and ideas (Washington Library Media Association, 2010, web)." In the past, students only needed to know about their own cities and neighborhoods. Today, they need to know about the world. Technology can connect people around the world instantly, creating a global community. Today's students will be competing for careers in a global marketplace. A guiding principal the American Association of School Librarians asserted when they created *Learning for life: A national plan for implementation of standards for the 21-st century learner and empowering learner, guidelines for school library programs* (American Association of School Librarians, 2008), is that society no longer demands industrial workers, but conceptual workers. Conceptual workers adapt to the ever-changing landscape that technology provides by producing mostly ideas and information rather than products and services (American Association of School Librarians, 2008). How and what students are taught to prepare them for the 21st-century and the global community is critical for their success. Librarian and author Carolyn Foote (2010), wrote that while today's students are considered to be "digital natives," educators find that they are proficient in some areas, but not in others. Students need to be taught how to question, think about, interpret, synthesize, and evaluate the vast amount of information around them. Since the mission of the school library program is to ensure that students are effective users and producers of ideas and information (American Association of School Librarians, 1998), schools need a strong library media program to empower students with the skills needed to access the global community technology creates.

Educational standards are essential to an effective library media program. A desire to provide strong library media programs have been the focus since the inception of school libraries. In an April 2008 article in *Teacher Librarian* called "From stereopticon to Google: technology and school library standards," Susan Midland gives a historical timeline of school library standards. In the article, Midland states that early in the twentieth century school administrators realized the need for information resources beyond classroom textbooks. Trained librarians were hired to select materials for school libraries and to teach students how to use these resources. As early as 1918, the American Library Association (ALA), and the National Education Association (NEA) created educational standards for secondary school libraries. These standards were extended in 1925 to include elementary schools. In 1945, the first set of national school library standards for kindergarten through twelfth grades were created in a document titled *School Libraries for Today and Tomorrow*. To remain relevant and current, these school library standards have evolved over time (Midland, 2008).

Advances in technology have been the most significant catalyst for changes in library media standards. The invention of audio, video, and digital forms of media changed the way students accessed information. Students could now engage with ideas beyond the printed word. As technology changed, school library media standards also changed to reflect new technologies and educational philosophies. In 1988, the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) joined forces to write a guide for librarians called *Information Power*. The focus of *Information Power* was to urge school librarians

to teach students how to find and use information. Later, as technology progressed and students became more technologically savvy, educators discovered students were also using technology to produce and communicate information. Students were using computers to publish reports, create pamphlets, design artwork, make movies, send e-mails, and even post their ideas on the world-wide-web. Because of this proliferation of digital information, the focus for library media programs shifted from instructing students how to research information to include teaching students how to communicate this information as well (Midland, 2008). This includes learning skills that are required for school, as well as for recreation at home and for life beyond graduation.

Accessing information to be life-long learners was a critical philosophy of a 1998 revision of *Information Power* subtitled: *Building Partnerships for Learning*. This 1998 revision states that school library media programs are the bridge between school-based learning and creating life-long learners (American Association of School Librarians, 1998). Expanding on their mission of creating life-long learners, in 2008 AASL published *Learning 4 Life: A National Plan for Implementing the Standards for the 21st-Century Learner*. AASL believe that *Learning for Life*, or *L4L*, communicates the heart of their mission, that school library media programs contribute to both academic, or school-based learning, and learning for a lifetime. The American Association of School Librarians also used the number four to reflect the four standards and the four strands of the *Standards for the 21st-Century Learner*. The four standards state that learners will use skills, resources, and tools to do the following:

1. Inquire, think critically, and gain knowledge.

2. Draw conclusions, make informed decisions, apply knowledge to new
   situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members
   of our democratic society.
4. Pursue personal and aesthetic growth.
                              (American Association of School Librarians, 2008, p. 5-6)

Each standard includes four strands that include skills, dispositions in action,

responsibilities, and self-assessment strategies. These standards and strands help guide

teacher-librarians to create strong programs to teach crucial information literacy skills

students need to be digitally, visually, textually, and technologically literate in today's

world and become life-long learners (American Association of School Librarians, 2008).

The implementation of the *Standards for the 21st-Century Learner* is a critical

component to creating a strong library media program. In a 2006 article in *Library

Media Connection*, Jo Ellen Priest Misakian, director of the Library Media Teacher

Credential and Master of Arts in Education with an emphasis in Library and Information

Technology program at Fresno Pacific University, states that effective library media

programs "reflect standards of educational excellence based on benchmarks of quality

(Misakian, 2006, p. 22)." It is critical for teacher-librarians to use educational standards

to create quality library media programs.

In 2008, *School Libraries Work!,* published by Scholastic, Inc., cites over sixty

independent studies that have shown a clear correlation of improved student achievement

in schools that have qualified library media specialists. Despite a correlation between

improved student achievement and qualified school librarians (Scholastic, 2008),

however, certified school librarians are being cut from schools throughout the United

States. In a press release dated April 13, 2010, AASL cites data from a "National Center for Education Statistics (NCES) School Staffing Survey Report" showing a significant decrease in the number of full-time certified librarians in twenty-four states from 2003-2004 to 2007-2008. Substantial budget deficits were the reason almost half of the states in the survey cited as a reason to reducing certified school librarian positions. If having a certified school librarian is connected to student learning, however, why are school librarians being cut? A study conducted by *School Library Journal* (SLJ) in 2002 might give some insight into this dilemma. Cited in a 2003 article titled, "Why Isn't Information Literacy Catching On?," Debra Lau Whelan, *School Library Journal's* senior editor for news and features, reports on the 2002 SLJ study in which only thirty percent of teachers and fourteen percent of students knew what skills and standards were taught in their school's library program (Whelan, 2003). Teacher-librarians must not only teach to the standards, but also promote the standards to administration, other teachers, parents and students to help emphasize the importance of the school library program and skills taught.

Purpose of the Project

The purpose of this project was to create a curriculum map outlining what skills are taught and when, in a Catholic K-5 library media program, and to align these skills with published curriculum standards. Teacher-librarian programs instruct candidates about the standards and give ideas about what to teach, but specifics are left to the discretion of the teacher. Washington State currently does not have library media standards for their teacher-librarians to follow. Instead, it has created a *Crosswalk of*

Washington State Educational Technology Standards and Information Literacy (OSPI, 2011) showing how Washington's Educational Technology Standards relate to the following three programs: 1) Michael Eisenburg's "Big 6" and "Big 3" Information and Technology Skills for Student Achievement, 2) AASL's *Standards for the 21-st Century Learner*, and 3) the International Society for Technology in Education's (ISTE) National Education Technology Standards (NETS). Following this Crosswalk can be confusing and still leaves teachers questioning on which standards to focus their teaching. There is no easy guide. There are also no textbooks for teacher-librarians to follow, only supplemental materials and sets of library, information, media, and technology standards. New teacher-librarians can become overwhelmed outlining an entire year's program while attempting to follow these different standards for the varied grade levels they teach. This can be especially overwhelming while adjusting to other aspects of the job such as operating the circulation system, becoming familiar with the inventory, learning the school's curriculum, and trying to collaborate with classroom teachers. Lessons can be taught each week, but without a specific plan, it may be unknown whether all the standards are being covered or if skills are being learned in a sequential manner. In a 2007 article by Kristen Scott and Lee Plourde, they state that with the passing of the *No Child Left-Behind Act* (NCLB) of 2001, all teachers, including teacher-librarians, must show evidence of student learning. To improve student learning, teacher-librarians must take a critical look at their library curriculum and programs (Scott & Plourde, 2007).

The purpose of this project was for the author to take a critical look at the library media program in her school. The author wanted to create a curriculum map of

information skills taught at each grade level, kindergarten through fifth grade. A

curriculum map would outline the scope and sequence of skills students need to learn

throughout the year and at each grade level. The purpose of this curriculum map was to

create a stronger library media program that would increase student learning. Included in

the curriculum map is additional information about the library students, parents, and

classroom teachers will need to know throughout the year. This additional information is

specific to the author's current placement, indicating required Accelerated Reader points,

and suggested book themes each month. This additional information will allow the

curriculum map to serve as a promotional tool for the library. As a promotional tool, it

will identify to students, parents, teachers, and administration the essential skills taught in

the library. Also created for this project was a *Standards Crosswalk*. A crosswalk is a

chart comparing or contrasting two or more items, showing their inter-relationship

(Bayer, 2011). The *Standards Crosswalk* created for this project clearly identifies the

student learning outcomes for each lesson. A School-wide Learning Expectation (SLE),

a Washington State Essential Academic Learning Requirement (EALR), an AASL

standard, and AASL strand are identified for each learning activity on the curriculum

maps. The creation of these projects allowed the author to take a critical look at her

current library media program.

Increasing student learning is the goal of teaching. While both the curriculum

map and standards crosswalk are specific to the author's current placement, teacher-

librarians in both public and private schools can easily modify each document to fit

individual placements. Little modifications would be needed to personalize both the

curriculum map and standards crosswalk. Furthermore, these documents serve two purposes. The first is to be used a reference tool for the teacher-librarian to create a stronger library media program. The second is to serve as a promotional tool to help parents, students, administration, and classroom teachers understand what is being taught in the library media program. Both of these purposes have one essential goal in mind, to increase student learning.

Project Overview

For this project, the "Standards for the 21st-Century Learner in Action" published by the American Library Association (ALA) in 2009 and the library skills curriculum published by the Archdiocese of Seattle's Catholic Schools Librarian Association in 2001 were studied and synthesized to create a curriculum map. This map outlines when specific skills will be taught throughout the school year for grades kindergarten through fifth. It also serves as a guide for the teacher-librarian, outlining the necessary library and information skills to be taught each month. It ensures a comprehensive and sequential library skills program and the standards crosswalk specifically states the standards covered throughout the school year. It serves as a promotional and educational tool to help administrators, teacher colleagues, parents, and students understand essential skills taught in the library program. A School-wide Learning expectation (SLE) specific to the author's current placement, a Washington State Essential Academic Learning Requirement (EALR), an American Association of School Librarians (AASL) standard, and an AASL strand are identified for each skill. This gives the teacher-librarian specific

direction of the skills being covered in each lesson and what the students will be learning, giving credibility to the library program.

Limitations and Scope of the Project

Although the author of this project teaches at a K-8 school, the scope of this project will focus on a K-5 library curriculum and will not focus on higher grade levels. Most teacher librarians will be placed in a K-5 school, not K-8, so the project focused on grades K-8 to be more user-friendly to a larger audience. Another limitation of this project is the primary focus is on teaching library skills rather than information and technology skills. The author's current placement does not have a sufficient amount of computers in the library to accommodate a whole classroom for computer instruction. Most K-5 library sessions are also on fixed-schedules, with library sessions on a specified day and time per week, usually providing classroom teachers with planning time. "Library Media" is another specialist class like music, art, or PE. In a 2006 book titled, *Information Literacy and the School Library Media Center*, Joie Taylor identifies this as a barrier for teacher-librarians to effectively collaborate with the classroom teacher and teach information skills in relation to the classroom curriculum (Taylor, 2006). Increased time and effort on behalf of the teacher-librarian to facilitate these opportunities will be necessary. As opportunities to collaborate with the classroom teachers are developed, the sequencing of the skills taught on the curriculum map can be shifted within the calendar to provide more authentic and integrated learning.

Definition of Terms

American Association of School Librarians (AASL) – A division of the American

Library Association whose mission is to "advocate excellence, facilitate change,

and develop leaders in the school library field" (American Association of School

Librarians, 2011).

American Library Association (ALA) – A professional association whose objective is to

promote library service and librarianship (American Library Association, 2011).

Association for Educational Communications and Technology (AECT) – A professional

organization whose activities are directed toward improving instruction through

education (Association for Educational Communications and Technology, 2011).

Catholic School Librarians Association (CSLA) – A professional organization of

Catholic school librarians in the Archdiocese of Seattle

(http://library.stjosephsea.org/csla.htm).

Crosswalk – A chart comparing or contrasting two or more items (Bayer, 2001).

Digital Native – Term coined by Marc Prensky in 2001 to describe students who were

born in the digital age and are "native speakers" of the digital language used by

computers, the internet, and video games (Prensky, 2001).

Fixed scheduling – A specified day and time for library classes, designated for the entire

school year (Taylor, 2006).

Information Age - A period beginning in the last quarter of the 20th century when

information became easily accessible through publications and through the

manipulation of information by computers and computer networks (Princeton
University, 2006).

Information literacy – the ability to find and use information (American Association of
School Librarians, 1998).

Library skills – teaching students how to use specific resources; ie, the mechanics of the
resource, how to use an encyclopedia, how to use an index, using the Dewey
Decimal System, etc. (Taylor, 2006).

Life-long Learning – Holistic learning including intellectual, social, physical and
emotional development manifested through both formal and informal education
and continues from birth through the end of life (Patsalides, 2011).

Literacy – The ability to read, write, and speak English proficiently, to compute and solve
problems, and to use technology in order to become a life-long learner and to be
effective in the family, in the workplace, and in the community (The National
Institute for Literacy, cited in Ott, 2001).

Office of the Superintendent of Public Instruction (OSPI) - The primary agency charged
with overseeing K-12 public education in Washington State (Office of the
Superintendent of Public Instruction, 2011).

School-wide Learning Expectation (SLE) – Learning outcomes developed by the entire
school community that state what a student should know, understand, value, and
be able to do by graduation (Western Catholic Education Association, 2010).

Technology Literacy – Knowing how to use technology as a tool for organization,

communication, research, and problem solving (Eisenberg, Johnson, &

Berkowitz, 2010).

Washington Library Media Association (WLMA) – A professional association which

promotes student success through school library and information and technology

programs (http://www.wlma.org).

CHAPTER 2: REVIEW OF LITERATURE

History of School Libraries

The following is a review of select published literature on the history of libraries and library standards. The review will explain how libraries have evolved through time as educational philosophy and technology has changed. This is critical in understanding the purpose of school libraries today and in the future. The review will also examine a history standards used in library programs and reasons why high educational standards are critical to a successful school library media program.

An article written by Kathy Latrobe (2011), professor of School and Library Information Studies at the University of Oklahoma, outlined a history of school libraries. In this article, Latrobe states that libraries have existed since the fourth century B.C.E with the first known library in Alexandria, Egypt. It was not until the invention of the printing press in 1455, however, that books became more readily available to the common man. Books for children were not available until publishers like John Newbery (1713-1767) promoted pleasurable and informative materials to young people (Latrobe, 2011). A more comprehensive study of school libraries and standards were published in 2005 by the National Center for Education Statistics (NCES) by authors Joan S. Michie and Barbara A. Holton. In their article, Michie and Holton (2005) state that prior to the twentieth century, the idea of an elementary school library was almost non-existent. Most school libraries only existed at the university level. Books were delivered to elementary and high schools using book wagons from public or state libraries. They continue to cite that the first mention of the idea of a public school library was made in an

1899 educational report stating a proposal made in Newark, New Jersey. In this report, the Newark school district established a "library station" of 50 volumes in each of their city schools. This was the first mention of a centralized school library. By 1934, most schools, however, still only had collections of books, magazines, and newspaper clippings that were loaned to them from state libraries or universities. The authors point out that this rapidly changed, however, in the next ten years. Elementary and high schools started to purchase their own materials for classrooms and some schools had their own libraries. By the mid 1940's, public elementary and high schools reported that forty percent had classroom collections, and eighteen percent had an actual centralized school library. This desire for centralized school libraries led to the need for federal funding (Michie & Holton, 2005).

The 2005 article by Michie and Holton further reports that the National Defense Education Act (NDEA) of 1958 helped provide some of the first government funding for school libraries. During the previous year, the Soviet Union had launched Sputnik, the first space satellite. Not to be outdone by the Soviets in the Space Race, Congress was spurred to pass legislation to improve education in the United States, especially in the areas of science, math, and foreign languages. The goal was to meet the defense needs of the country, producing a better trained workforce by improving education. Although libraries were not specifically mentioned in the legislation, schools used NDEA funds to purchase books and other instructional materials to improve libraries (Michie & Holton, 2005).

According to Michie and Holton (2005), the first direct funding for school libraries came with the passing of the *Elementary and Secondary Education Act* of 1965. Wanting to improve the quality of life for all Americans, this act was part of President Lyndon B. Johnson's Great Society program. Over one hundred million dollars was provided for states to acquire school library resources, textbooks, and other instructional materials for use by teachers and students in public and private elementary and secondary schools.

According to Gail Dickinson, Ph.D, like any new program, standards and guidelines were established since the earliest days of libraries to "guide and shape school library programs" (Dickinson, 2008, p. 10). In a 2008 article for *Teacher Librarian* magazine, author and teacher-librarian, Susan Midland, writes that early in the twentieth century, trained librarians were hired who knew the procedures to select materials, catalog them, and most importantly, teach students how to use them. Midland writes that in 1918, the National Education Association (NEA), and the American Library Association (ALA) joined together to form the first set of library standards titled, *Standard Library Organization and Equipment for Secondary Schools* (Midland, 2008). Another article by AASL President Frances Roscello in 2004 further states that these 1918 standards provide the structure and framework for school libraries today, establishing responsibilities and expectations for libraries and librarians. According to Roscello (2004), these standards reflected the premise that all high schools and junior high schools should have libraries. The 1918 standards also stated that all students should have "direct access to information resources for recreation and for academics" and

specified that all library materials should be available for student and teacher use and

distributed throughout classrooms (Midland, 2008, p. 30). Roscello's article (2004)

states this was significant because now libraries were also seen as sources of recreation,

not just academic pursuits. It additionally put books into the hands of students, not

housed in a select, isolated location exclusively for teacher use. Students could get books

for both academics and personal enjoyment. Since 1918, improvements in school library

programs have been constantly endorsed by or developed through the American Library

Association (ALA) and the American Association of School Librarians.

History of Library Standards

To create high quality programs for schools, it is important for teacher-librarians to

understand the history of how the profession has evolved to its current position. The

following is a brief summary of library standards published from 1920-1998.

1920

Budd Gambee in a 1970 article reports that the NEA published a thirty-eight page booklet

known as the *Certain Standards* in 1920. Named after Charles C. Certain, the head of the

English Department at Cass Technical High School, the *Certain Standards* were endorsed

by the ALA (Gambee, 1970). Roscello (2004) also wrote that these standards set a high

importance on the ability of schools to achieve goals by setting high educational

standards. The standards included the belief that the library was the heart of the school

and established guidelines on collection size, freedom of access, equipment, scientific

planning, and that each library would have a qualified, professional librarian. By saying

the library was the heart of the school established the library's position within the school

building, implying that libraries give life to the school. This standard also established the librarian's position on the teaching staff by saying that every library would have a qualified, professional librarian.

1945

According to Midland, in 1945, the 1920 *Certain Standards* were expanded in a publication titled: *School Libraries for Today and Tomorrow*. This document expanded the type of media school libraries should include. Videos, slides, audio recording, and other audiovisual materials were now to be included in the school's library collection. This 1945 Standard shows the influence of technological advances on society and the importance of technology as educational tools (Midland, 2008).

1960

According to the 2008 article by Midland, in the 1960 *Standards for School Library Programs*, the librarian became an instructional resource consultant to all within the school environment, including students, teachers, and administration. The hours of the library were to be extended beyond the school day for students to be able to access them as academic resources. Librarians were now encouraged to work with teachers in developing academic programs and in the instructional decision-making of the school. By naming the librarian as an important curriculum consultant, this document created a link between the library and classroom curriculum, (Midland, 2008).

1969

According to Midland (2008), in 1969, the emphasis in libraries was now on audiovisual materials. The word "media center" replaced "library" in *The Standards for School*

Media Programs. Librarians were a thing of the past and were now called Media

Specialists, specializing in all forms of media. Media centers for the first time were

called upon to provide self-expressive opportunities for students and were to be used to

create and produce individual assignments and projects. Again, as technology made its

way into American homes, it also made its way into school libraries. The 1969 standard

recommended libraries create spaces for television and radio studios, a dark room, and a

computerized learning laboratory. These recommended spaces showed the emphasis on

students using the media center to create projects, not just get information. The 1969

standard also mended a schism between audio-visual supporters and book purists,

defining the media center as a place for both (Midland, 2008).

1975

According to Midland (2008), the 1975 document *Media Programs: District and School*

moved the decision-making for the planning, equipping, and staffing of the media center

from the state level to the district level. Districts, not the state, could now decide how to

spend their money. The focus of library media specialists now included teaching students

how to find, generate, evaluate, and apply information to help them function effectively

as individuals and to participate fully in society (Midland, 2008).

1988

Midland (2008) further writes that in 1988, the ALA published *Information Power:*

Guidelines for School Library Media Programs, providing the most comprehensive

standards and guidelines for libraries yet. Digital information now took the emphasis

away from teaching students how to find information to how to use and communicate

information effectively. The word "library" was part of the professional vocabulary again, and the school librarian was now a "library media specialist" who worked in the "library media center". *Information Power* defined the library media specialist as a teacher, instructional partner, and information specialist (Midland, 2008).

1998

In a 2003 article, Delia Neumann, associate professor in the School Library Media Program at the University of Maryland, writes about the 1998 revision to the original *Information Power*. This new set of standards was called *Information Power: Building Partnerships for Learning*. According to Neumann, by 1998, the explosion of digital information created an emphasis on students accessing information to being life-long learners. Since many students now had computers and internet access in their homes, students had to know how to use information beyond the walls of the school. For librarians, the role of program administrator was also added. This meant that library media specialists were administrators of their own programs, creating a role beyond teacher. Within this edition of *Information Power*, were also "Information Literacy Standards for Student Learning". This was the first set of student learning standards ever to be endorsed by both the American Library Association (ALA) and the Association for Educational Communications and Technology (AECT). It included nine standards and twenty-nine associated indicators of student learning outcomes. These standards are described as the foundation of the school library media program and importance was placed on their integration into every subject area and grade level (Neuman, 2003).

Examining these standards and how they have developed over time shows how librarians have progressed from keepers of the books, to teachers of important life skills. The advancement of technology and its impact on education, in particular to the school library program, is evident in the standards. Libraries have evolved from rooms which house books to media centers. The standards also show a progression from only describing the physical space of libraries to identifying how libraries impact education. Even the title of school librarian has changed over time from librarian, to library media specialist, to teacher-librarian. Teacher-librarians need to know the history of libraries and current standards to develop meaningful, successful programs.

Why School Libraries Need High Standards

One educational change that has had a monumental impact on libraries, and on all aspects of education is Public Law 107-110, otherwise known as the *No Child Left Behind Act* of 2002 (NCLB). This law is a revision of the *Elementary and Secondary Education Act* (ESEA) of 1965 signed into office by Lyndon B. Johnson. Revisions to ESEA have occurred every five to seven years, however, the most recent was passed by the 104th Congress in 2001 and signed into law by President George W. Bush in 2002 (National Education Association, 2002). The goal of *No Child Left Behind* is the same as the original ESEA of 1965, to ensure equal, high quality education for all students, closing achievement gaps, so that no child is left behind. The forward to NCLB by George W. Bush describes the need society has for this educational reform:

> *The quality of our public schools directly affects us all as parents,*
> *as students, and as citizens. Yet too many children in America are*
> *segregated by low expectations, illiteracy, and self-doubt. In a*

constantly changing world that is demanding increasingly complex skills from its workforce, children are literally being left behind.
George W. Bush, 2001

No Child Left Behind was built on four pillars; 1.) to increase school's accountability for student achievement, 2.) focus on what works, 3.) reduce bureaucracy and increase flexibility, and 4.) to empower parents (Bush, 2001). Schools are now required to test students in reading and math in grades third through eighth and again in tenth. By 2014, all students are expected to score at a "proficient" level, and schools are expected to make adequate yearly progress (AYP) until then (NEA, 2002). Schools not meeting AYP risk loss of government funding, making this high-stakes testing for schools. Teachers are expected to be "highly qualified" in their teaching areas and are more accountable for student learning (Bush, 2001). Librarians are no exception. Reading was one of the identified academic areas for improvement noted in NCLB. President Bush in his forward to NCLB states that nearly seventy percent of inner city fourth graders were unable to read at a basic level on national reading tests (Bush, 2001). Since one of the major functions of a school librarian is to be a reading advocate (WLMA, 2010), librarians have a critical role in achieving the goals of NCLB.

Subpart 4, Section 1251, *Improving Literacy Through School Libraries*, highlights libraries critical role in NCLB. Section 1251's purpose is to improve academic achievement and literacy skills by "providing students with increased access to up-to-date school library materials, a well-equipped, technologically advanced school library media center, and well-trained professionally certified school library media specialists.." This is essential because, "resource-rich school libraries and credentialed school librarians play

key roles in promoting both information literacy and reading for information and inspiration" (NCLB, Subpart 4, Section 1251). Over sixty studies have shown that student achievement is improved in resource-rich libraries with qualified media specialists (Scholastic, 2008). Because of NCLB, it is essential that school libraries show their connection to student learning and take a critical look at their curriculum and programs (Scott & Pourde, 2007). Effective library media programs must "reflect standards of educational excellence based on benchmarks of quality (Misakian, 2006, p. 32)."

Creating Life-long Learners Ready for a Global Marketplace

An emphasis on "life-long learners" is another reason why school libraries need high standards. Reading most school's mission and vision statements, the term "life-long learner" often appears. Creating well-informed citizens that can act responsibly within society and contribute to the workforce is an important result of education. Richard Robinson, Chairman, President, and Chief Executive Officer of Scholastic Inc. had said;

> *"Reading has never been more important for we know that for young people the ability to read is the door opener to the 21st Century to hold a job, to understand their world, and to discover themselves."*

> *(Scholastic Inc., 2010, p. 4).*

Libraries have taken this concept to heart. In the 1998 *Information Power: Building Partnerships for Learning*, the American Association of School Librarians (AASL) describes information literacy, the ability to find and use information, as the keystone of life-long learning. The AASL asserts that as technology increases, strong library media

programs will be essential to help users acquire the skills they need to harness and use the information they need to live a productive and fulfilling life (AASL, 1998). *Information Power* continues to assert that the school library media specialist should use information literacy standards to create and maintain a program for a broad learning community, including students, teachers, administrators, parents, and the neighborhood, that will support life-long learning. In 2008, AASL even named their most current standards document *L4L*, or *Learning 4 Life*. They believed the *L4L* branding communicated what they wanted people to remember most; that school library media programs contribute to both formal school-based learning and learning throughout a lifetime. The number four also reflects the four standards and four strands under each standard that the AASL has adopted under the *Standards for the 21st Century Learner* (AASL, 2008). The standards are that learners will use skills, resources, and tools to:

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.

(AASL, 2007, p. 3)

All of these standards adopted by the AASL reflect society's desire for life-long learners. They are also the skills students need for future employment (AASL, 2007). Today's students are competing in a global marketplace. In order to compete in this global marketplace, students must be both informational and technologically literate. The 21st century will have less physical laborers, and demand more conceptual workers who are able to adapt to ever-changing technologies (AASL, 2007). In 2004, the Partnership for

21st Century Skills, comprised of leaders in education, business, and government, identified essential skills students will need to enter the workplace. These include: information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills (Taylor, 2006). The AASL believe teaching to their standards encompasses all these skills and will help create life-long learners prepared for the global society we live in.

Increased Student Achievement

Increasing student achievement is another reason school libraries need high standards. More than sixty studies have shown a connection between higher student achievement and the presence of school libraries staffed by qualified school library media specialists (Scholastic, 2008). A summary of these studies can be found in *School Libraries Work!*, published by Scholastic, Inc. (2008). For example, in Texas in 2001, ten percent more students in schools with certified librarians met the minimum expectations in reading on the Texas Assessment of Academic Skills than in those without. In Wisconsin, a 2006 study showed a three-point-two to three-point-four percent increase in elementary reading and language arts scores, nine-point-two percent at the middle school level, and as much as a seven-point-nine to nineteen percent increased variance at the high school level of achievement scores in schools with certified librarians. In Alaska, twice as many secondary schools scored as average to above-average on the California Achievement Test in schools with full-time library programs than those without (Scholastic, 2008). These are just a few examples of research showing the impact that having trained library media specialists in schools have on education. As

NCLB dictates, however, standards in all content areas must be in place. It is not enough for libraries to have trained librarians, but "an effective library media center program will reflect standards of educational excellence based on benchmarks of quality (Misakian, 2006, p. 22)."

Standards Legitimize the Program

Although NCLB mandates schools to have library media centers with credentialed library media specialists as administrators (NCLB Subpart 4, Section 1251), teacher-librarians are often one of the first positions to be eliminated in a budget crisis. In June 2010, reporter Donna Blankinship cites that the American Association of School Administrators estimated that nineteen percent of the nation's school districts would be cutting librarian positions for the 2010-2011 school year. Ten percent were cut in 2009-2010 (Blankinship, 2010). Aside from reduced budgets in education, one reason librarians surmise as a reason for the layoffs is that "few administrators or parents understand how involved they are in classroom learning and school technology." (Blankinship, 2010, web) Librarians are often seen as "non-essential" school support personnel, and are seen as replaceable with non-certificated staff that can "just check out books". The percentage of schools with a librarian had risen since 1953, peaking in 1990 with eighty-eight percent of schools having a librarian. These percentages, however, have dropped every year since (Michie, 2005). What administrators and parents don't understand is how essential certified librarians are to the school program. In a study done by *School Library Journal* in 2003, eighty-eight percent of school librarian respondents had information literacy standards in place but, only thirty percent of teachers and only

fourteen percent of students in those schools knew what those skills were (Whelan, 2003). Colet Bartow, Library Media Curriculum Specialist for the Montana Office of Public Instruction states that standards indicate what all students should know, understand, and be able to do (Bartow, 2009). If librarians had standards in place and promoted them to all their shareholders, it would legitimize the program and librarian's positions. To remain a vital part of the educational system, librarians must join other educators in understanding and using standards (Misakian, 2006).

Defining School Library Standards

One difficulty librarians face in establishing standards within their programs is the confusion over which standards to use. Since the passing of *No Child Left Behind*, most states have established standards in the core subject areas; reading, math, science, and social studies. Many have adopted standards in additional areas such as educational technology, music, art, health, and physical education. Washington has three Information Literacy Standards. These state that teacher-librarians teach students to be critical consumers and producers of information and ideas, to use emerging learning technologies for school and life-long learning, and to be safe, ethical and responsible digital citizens (http://www.k12.wa.us/EdTech/Standards/pubdocs/CrosswalkEdTechStandardsInfoLit. doc) A review of the Curriculum and Instruction section of Washington State's Office of the Superintendent for Public Instruction's (OSPI) website (http://www.k12.wa.us/ CurriculumInstruct/default.aspx) initially reveals no information literacy or library media standards. It is only on the homepage of the Educational Technology section that a link for teacher-librarians can be found. This link opens the teacher-librarian page of OSPI's

website. From this same resource, the document titled *Crosswalk of Washington State Educational Technology Standards and Information Literacy* can be found. This document takes the Washington Education Technology Standards and crosswalks them with Michael Eisenberg's Big 6, a model of Information & Technology Skills for Student Achievement; the International Society for Technology Education's (ISTE) National Educational Technology Standards (NETS), the ASLS's Standards for the 21st Century Learner, and Washington State's Information Literacy Standards. Each of these has its own framework for learning, dividing standards into strands, and strands into benchmarks. When looking at all of these, it can be overwhelming for teacher-librarians to distinguish what to teach and which standards to use. Numbering over one hundred in total benchmarks, it can be mind-boggling to teacher-librarians to try to teach to all of them in a school year, especially when most library sessions run thirty to fifty minutes once a week. During this time students must also check-out library books, reducing a teacher-librarian's actual teaching time to fifteen to thirty minutes per week, depending on the grade level. The Washington Library Media Association (WLMA) makes a concession for this saying of their standards, "the scope and mix of these functions will depend on the program priorities and goals of each local school district and school building." (http://www.wlma.org/Resources/Documents/LIT_Program_Framework. pdf). In January of 2001, the Catholic School Librarian Association (CSLA) of Washington internally published their own *Guidelines for School Library Resource Centers*, including a K-6 library skills curriculum, identifying essential learning's to be taught in the Archdiocese of Seattle's school libraries. The curriculum was established to

reflect the 1998 revision of *Information Power*. They cover literary forms, circulation

and care, book format/parts of a book, location & designation, card/electronic catalog,

reference, other electronic media, and critical thinking skills, identifying specific skills to

be taught at each grade level (CSLA, 2001). The organization continues to work on

aligning the new *AASL Standards for the 21st Century Learner*. In an article in *School*

Library Monthly (February, 2010), Kathy Fredrick, Director of Libraries and

Instructional Technology for Shaker Heights City Schools in Ohio, asserts that school

librarians need to review their course of study and use the *AASL Standards for the 21st*

Century Learner to look at learning possibilities for their students.

     In the continuing desire to improve student achievement, this project uses the

CSLA's library skills curriculum to map a complete course of study for a kindergarten

through fifth grade library program. A specific school-wide learning expectation (SLE),

Washington State EALR, and AASL Standard and Strand are identified for each skill

taught. Literature has shown that a strong library program with specific standards taught

has a positive correlation with improved student learning. This project will help the

author establish a stronger library program for her school.

CHAPTER 3

METHODS

Research Procedures

The purpose of this project was to develop a *K-5 Library Media Curriculum Map and Standards Crosswalk.* To complete this project, a review of related literature on library programs and standards was initiated. Books, pamphlets, scholarly journals, and the internet were utilized in performing this review. Research focused on the history and development of library standards to establish background information. A plethora of information about school libraries and school library instructional programs was found. The search was narrowed to target journal articles focusing on learning standards, not physical standards such as reporting how many books a library should have. Also, specific lessons and anecdotes about individual programs were eliminated. Only specific articles about library media standards or what aspects of library media programs improved student learning were used. Books and documents from professional organizations were also utilized in the creation of this project to establish the specific learning standards to be used.

Plan for Implementation

The *K-5 Library Media Curriculum Map and Standards Crosswalk* will be implemented by the author during the upcoming school year. The project outlines the specific skills taught throughout the year, so it will be used to plan weekly lessons in the library program. This will create a sequential and cohesive instructional program for students. Additional information such as check-out procedure, Accelerated Reader point

requirements, and monthly literature focus was included in the curriculum map to increase its usefulness to parents, students, and classroom teachers. The standards crosswalk will ensure each lesson's focus remains on student learning. The standards guide the librarian to the essential student learning of each lesson taught in library. The curriculum map will also be used as a learning and promotional tool for the library. Each grade-level curriculum map will be given to the classroom teacher, parents and students at the beginning of the school year so all shareholders will be aware of the skills worked on during library sessions. This will identify to parents and students essential learning happening in the library, increasing school to home communication. It will also serve as a collaboration tool to identify areas the classroom teacher and teacher-librarian could work together and integrate information skills throughout the school year. This will allow for more authentic learning of information skills for students. This *K-5 Library Media Curriculum Map and Standards Crosswalk* will be an essential tool for lesson planning and program development.

This project can also be easily adapted for use by other librarians. As this project was created using the CSLA library curriculum, other Catholic School Librarians can use this project to create their own library programs. The School-wide Learning Expectations and Accelerated Reader requirements specific to the author's current placement could easily be changed to reflect their own school requirements. Public school librarians could also adopt the curriculum maps in this project as few lessons are specifically religious in content. Most of the religious content is in the K-3 monthly book themes. These can be eliminated or alternate themes could be focused on in a public

school setting. Both private and public schools would have to change the School-wide Learning Expectation on the standards crosswalk to reflect their own school's learning expectations. With little alteration, this *K-5 Library Media Curriculum Map and Standards Crosswalk* could be used by other librarians.

KINDERGARTEN

STMPS Library Curriculum

Teacher Librarian: Miss Watters   2011-2012

St. Thomas More

SEPTEMBER: Back to School/ *Gingerbread Man Loose in the School/ Fall*
 	
Library Rules/*Shelf Elf*
 	
Review Rules/ Library Tour/layout
 	
Review Rules/ Care of Books
 	
Review Rules/Shelf Markers/Picture Books
	OCTOBER: Hispanic Heritage, St. Francis & Halloween
	
	Parts of a Book
	  Cover/Title (2 weeks)
	  Cover/Author/Illustrator (2 weeks)
	
	Students check-out 2 everybody (E)
	or holiday books
		NOVEMBER: Native American Heritage / Thanksgiving
		
		Fiction—Pretend/make-believe
		Non-fiction—Real
		Shelf Labels
		  E= Everybody F = Fiction
		  Numbers = Non-fiction
		
		2 everybody (E) or holiday books

DECEMBER: Advent & Christmas
 	
Intro to non-fiction/favorite subjects in Dewey
  Show Magazine section of library (limit 1)
 	
Holiday Books
 	
2 E, non-fiction, or holiday books
(or 1 magazine, 1 book)
continue through rest of year
	JANUARY: New Year/Winter/Martin Luther King Jr.
	
	Review/Reinforce rules/procedures
	
	Caldecott Winners (2 weeks)
	
	Book Fair Activity/Contest
	
	Book Fair Video
		FEBRUARY: Black History/Presidents/ Valentine's Day
		
		Book Fair
		WA Children's Choice Picture Book Award
		  Focus: Title/Author/Illustrator
		    Fiction/Non-fiction
		    Story Comprehension
		Last Week: Dr. Seuss—Birthday March 2nd

MARCH: Women's History/St. Patrick's Day/ Dr. Seuss
 	
WA Children's Choice Picture Book Award
  Focus Title/Author/Illustrator
    Fiction/Non-fiction
    Story Comprehension
  Vote last week (due by April 1st)
	APRIL: Easter/Spring/Environment
	
	Mother Goose/ Nursery rhymes
		MAY: Mary//Parents/ Asian Pacific Heritage
		Card Catalog—Subject search
		  Forming a research question
		    What do you want to learn?
		ALL BOOKS DUE FRIDAY BEFORE MEMORIAL DAY
		
		JUNE
		Sno-Isle Librarian's Summer Reading Visit
		Reader's Theater/End of Year activities

SEPTEMBER

Library Rules/"Shelf Elf" □

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.1 Read, view, and listen for pleasure and personal growth.*
WA EALR	*Communication 1.1.1. Understands how to adapt attentive behavior to accommodate the listening situation.*
STMPS SLE	*3.4 A Self-Confident and Loving Individual who exhibits healthy spiritual, social, and physical behaviors.*

Review Rules/ Library Tour/layout

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.4 Seek information for personal learning in a variety of formats and genres.*
WA EALR	*Reading 4.2.1 Understand how readers chose books.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Review Rules/ Care of Books

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.1 Read, view, and listen for pleasure and personal growth.*
WA EALR	*Communication 2.2.2. Understands how to contribute responsibly in a one-to-one conversation or group setting.*
STMPS SLE	*3.4 A Self-Confident and Loving Individual who exhibits healthy spiritual, social, and physical behaviors.*

Review Rules/Shelf Markers/Picture Books

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.1 Read, view, and listen for pleasure and personal growth.*
WA EALR	*Reading 4.2.1 Understand how readers chose books.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

OCTOBER

Parts of a Book: Cover/Title (2 weeks)

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.1 Read, view, and listen for pleasure and personal growth.*
WA EALR	*Reading 1.1.1 Understand and apply concepts of print.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Parts of a Book: Cover/Author/Illustrator (2 weeks)

AASL Standard	*4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.1 Read, view, and listen for pleasure and personal growth.*

WA EALR   *Reading 1.1.1 Understand and apply concepts of print.*
STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

NOVEMBER
Fiction—Pretend/make-believe

AASL Standard   *4 Pursue personal and aesthetic growth.*
AASL Strand   *4.3.2 Recognize that resources are created for a variety of purposes.*
WA EALR   *Reading 1.3.2 Understand and apply content/academic vocabulary.*
STMPS SLE   *4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

Non-fiction—Real

AASL Standard   *4 Pursue personal and aesthetic growth.*
AASL Strand   *4.3.2 Recognize that resources are created for a variety of purposes.*
WA EALR   *Reading 1.3.2 Understand and apply content/academic vocabulary.*
STMPS SLE   *4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

Shelf Labels: E= Everybody   F = Fiction   Numbers = Non-fiction

AASL Standard   *4 Pursue personal and aesthetic growth.*
AASL Strand   *4.4.1 Identify own areas of interest.*
WA EALR   *Reading 3.2.1 Understand that signs and labels convey meaning.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

DECEMBER
Intro to non-fiction/favorite subjects in Dewey

AASL Standard   *4 Pursue personal and aesthetic growth.*
AASL Strand   *4.4.1 Identify own areas of interest.*
WA EALR   *Reading 4.2.1 Understand how readers choose books.*
STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Holiday Books

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.1 Read, view, and listen for pleasure and personal growth.*

WA EALR   *Reading 3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

JANUARY

Review/Reinforce rules/procedures

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.1 Read, view, and listen for pleasure and personal growth.*

WA EALR   *Communication 1.1.1. Understands how to adapt attentive behavior to accommodate the listening situation.*

STMPS SLE   *3.4 A Self-Confident and Loving Individual who exhibits healthy spiritual, social, and physical behaviors.*

Caldecott Winners

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.1 Read, view, and listen for pleasure and personal growth.*

WA EALR   *Communication 1.1.1. Understands how to adapt attentive behavior to accommodate the listening situation.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Book Fair Activity/Contest

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.3.1 Participate in the social exchange of ideas, both electronically and in person.*

WA EALR   *Visual Arts 3.2.1 Remembers that visual artworks communicate for a specific purpose and applies this understanding when creating and considering artworks.*

STMPS SLE   *3.2 A Self-Confident and Loving Individual who develops and shares one's own gifts and strengths.*

Book Fair Video

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.1 Read, view, and listen for pleasure and personal growth.*

WA EALR   *Communication 1.1.2. Applies listening and observation skills to recall and interpret information.*

STMPS SLE   *6.3 A Communicator who listens attentively and critically.*

FEBRUARY

Book Fair

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand	*4.3.3 Seek opportunities for pursuing personal and aesthetic growth.*
WA EALR	*Reading 4.2.1 Understand how readers choose books.*
STMPS SLE	*2.1 A Community Participant who engages in active membership within the community.*

WA Children's Choice Picture Book Award
Focus: Title/Author/Illustrator
Fiction/Non-fiction
Story Comprehension

AASL Standard	*1 Inquire, think critically, and gain knowledge*
AASL Strand	*1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning.*
WA EALR	*Reading 1.1.3 Apply understanding of oral language skills to develop reading skills.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Last Week: Dr. Seuss—Birthday March 2nd

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.1 Read, view, and listen for pleasure and personal growth.*
WA EALR	*Reading 4.2.1 Understand how readers choose books.*
STMPS SLE	*6.3 A Communicator who listens attentively and critically.*

MARCH
WA Children's Choice Picture Book Award (WCCPBA)
Focus Title/Author/Illustrator
Fiction/Non-fiction
Story Comprehension

AASL Standard	*1 Inquire, think critically, and gain knowledge*
AASL Strand	*1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning.*
WA EALR	*Reading 2.1 Demonstrate evidence of reading comprehension.*
STMPS SLE	*6.3 A Communicator who listens attentively and critically.*

Vote last week (due by April 1st)

AASL Standard	*1 Inquire, think critically, and gain knowledge*
AASL Strand	*1.3.4 Contribute to the exchange of ideas within the learning community.*
WA EALR	*Reading 2.1 Demonstrate evidence of reading comprehension.*
STMPS SLE	*2.1 A Community Participant who engages in active membership within the community.*

APRIL

Mother Goose/ Nursery rhymes

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.1 Read, view, and listen for pleasure and personal growth.*
WA EALR	*Reading 3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

MAY

Card Catalog—Subject search

AASL Standard	*1 Inquire, think critically, and gain knowledge*
AASL Strand	*1.1.4 Find, evaluate, and select appropriate sources to answer questions.*
WA EALR	*Reading 2.2.2 Understand features of printed text and electronic sources.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Forming a research question: What do you want to learn?

AASL Standard	*1 Inquire, think critically, and gain knowledge*
AASL Strand	*1.1.3 Develop and refine a range of questions to frame the search for new understanding.*
WA EALR	*Social Studies 5.2.1 Understands how to ask questions about the classroom and school community.*
STMPS SLE	*4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

JUNE

Sno-Isle Librarian's Summer Reading Visit

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.1 Read, view, and listen for pleasure and personal growth.*
WA EALR	*Communication 1.1.1. Understands how to adapt attentive behavior to accommodate the listening situation.*
STMPS SLE	*6.3 A Communicator who listens attentively and critically.*

Reader's Theater/End of Year activities

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.1 Read, view, and listen for pleasure and personal growth.*
WA EALR	*Communication 1.1.1. Understands how to adapt attentive behavior to accommodate the listening situation.*
STMPS SLE	*6.3 A Communicator who listens attentively and critically.*

Accelerated Reader

* NOT REQUIRED.
Used as an enrichment tool for individual students as determined by the education team.

FIRST GRADE

STMPS Library Curriculum

Teacher Librarian: Miss Watters   2011-2012

St. Thomas More

SEPTEMBER: Back to School/ Fall
 	
Library Rules / Procedures
 	
Review Rules/ Care of Books (good stewards)
 	
Review Rules/Library layout/ Shelf Markers
 	
<center>Student check-out throughout year:
2 E, non-fiction, holiday books, or
some beginner chapter books
(or 1 magazine, 1 book)</center>
	OCTOBER: Hispanic Heritage, St. Francis & Halloween
	
	Cover/Title: Predict what story is about.
	
	Inside cover: Story summary, about the author (sometimes awards/reviews)
	
	Spine: Title, author, shelf label (intro)
	
	How to pick a good book: 5 finger rule.
		NOVEMBER: Native American Heritage / Thanksgiving
		
		Fiction/pretend-vs.-Non-fiction/real (2 weeks)
		Shelf Labels/Call Numbers
		  E= Everybody F = Fiction
		  Numbers = Non-fiction
		Shelf labels: Alphabetizing by first 3 letters of author's last name.

DECEMBER: Advent & Christmas
 	
Shelf labels: Alphabetizing by first 3 letters of author's last name.
 	
Match shelf label to shelf (Call Number = book's address)
 	
Holiday Books
	JANUARY: New Year/Winter/Martin Luther King Jr.
	
	Review/Reinforce rules/procedures
	
	Caldecott & Newberry Award
	
	Book Fair Activity/Contest
	
	Book Fair Video
		FEBRUARY: Black History/Presidents/ Valentine's Day
		
		Book Fair
		WA Children's Choice Picture Book Award
		  Focus: Title/Author/Illustrator
		    Fiction/Non-fiction
		    Story Comprehension
		Last Week: Dr. Seuss—Birthday March 2nd

MARCH: Women's History/St. Patrick's Day/ Dr. Seuss
 	
WA Children's Choice Picture Book Award
  Focus: Title/Author/Illustrator
    Fiction/Non-fiction
    Story Comprehension
  Vote last week (due by April 1st)
	APRIL: Easter/Spring/Environment
	
	Encyclopedias
	  Volumes by subject
	
	Online encyclopedia/database
		MAY: Mary//Parents/ Asian Pacific Heritage
		
		Card Catalog—Keyword-vs.-Subject search
		  Forming a research question
		    What do you want to learn?
		ALL BOOKS DUE FRIDAY BEFORE MEMORIAL DAY
		
		JUNE
		  Sno-Isle Librarian's Summer Reading Visit
		  Reader's Theater/End of Year activities

SEPTEMBER:

Library Rules / Procedures

AASL Standard	*3 Share knowledge and participate ethically and productively as members of our democratic society.*
AASL Strand	*3.1.6 Use information and technology ethically and responsibly.*
WA EALR	*Reading 3.2.1 Understand how to read for information.*
STMPS SLE	*3.4 A Self-confident and Loving Individual who exhibits healthy spiritual, social, and physical behaviors.*

Review Rules/ Care of Books (good stewards)

AASL Standard	*3 Share knowledge and participate ethically and productively as members of our democratic society.*
AASL Strand	*3.1.6 Use information and technology ethically and responsibly.*
WA EALR	*Reading 3.2.1 Understand how to read for information.*
STMPS SLE	*3.4 A Self-confident and Loving Individual who exhibits healthy spiritual, social, and physical behaviors.*

Review Rules/Library layout/ Shelf Markers

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.4 Seek information for personal learning in a variety of formats and genres.*
WA EALR	*Reading 4.2.1 Understand how readers choose books.*
STMPS SLE	*3.4 A Self-confident and Loving Individual who exhibits healthy spiritual, social, and physical behaviors.*

OCTOBER:

Cover/Title: Predict what story is about.

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.1.6 read, view, and listen for information presented in any format in order to make inferences and gather information.*
WA EALR	*Reading 2.4.2 Understand purposes of text.*
STMPS SLE	*4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

Inside cover: Story summary, about the author (sometimes awards/reviews)

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.1.6 read, view, and listen for information presented in any format in order to make inferences and gather information.*
WA EALR	*Reading 2.1.3 Understand and identify important or <u>main ideas</u> and important details in text.*
STMPS SLE	*4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

Spine: Title, author, shelf label (intro)

AASL Standard	*1 Inquire, think critically, and gain knowledge.*

AASL Strand | *1.1.6 read, view, and listen for information presented in any format in order to make inferences and gather information.*
WA EALR | *Reading 2.4.2 Understand purposes of text.*
STMPS SLE | *4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

How to pick a good book: 5 finger rule.

AASL Standard | *4 Pursue personal and aesthetic growth.*
AASL Strand | *4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.*
WA EALR | *Reading 4.2.1 Understand how readers choose books.*
STMPS SLE | *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

NOVEMBER:

Fiction/pretend-vs-Non-fiction/real (2 weeks)

AASL Standard | *1 Inquire, think critically, and gain knowledge.*
AASL Strand | *1.1.2 Use prior and background knowledge as context for new learning.*

WA EALR | *Reading 3.4.2 Understand traditional and contemporary literature written in a wide variety of genres.*
STMPS SLE | *4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

Shelf Labels/Call Numbers   E= Everybody   F = Fiction   Numbers = Non-fiction

AASL Standard | *1 Inquire, think critically, and gain knowledge.*
AASL Strand | *1.1.8 Demonstrate mastery of technology tools for accesing information and pursuing inquiry.*
WA EALR | *Reading 3.4.2 Understand traditional and contemporary literature written in a wide variety of genres.*
STMPS SLE | *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Shelf labels: Alphabetizing by first 3 letters of author's last name.

AASL Standard | *1 Inquire, think critically, and gain knowledge.*
AASL Strand | *1.1.8 Demonstrate mastery of technology tools for accesing information and pursuing inquiry.*
WA EALR | *Reading 3.2.1 Understand how to read for information.*
STMPS SLE | *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

DECEMBER:

Shelf labels: Alphabetizing by first 3 letters of author's last name.

AASL Standard | *1 Inquire, think critically, and gain knowledge.*

AASL Strand	*1.1.8 Demonstrate mastery of technology tools for accesing information and pursuing inquiry.*
WA EALR	*Reading 3.2.1 Understand how to read for information.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Match shelf label to shelf (Call Number = book's address)

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.1.8 Demonstrate mastery of technology tools for accesing information and pursuing inquiry.*
WA EALR	*Reading 3.2.1 Understand how to read for information.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

JANUARY:

Review/Reinforce rules/procedures

AASL Standard	*3 Share knowledge and participate ethically and productively as members of our democratic society.*
AASL Strand	*3.1.6 Use information and technology ethically and responsibly.*
WA EALR	*Reading 3.2.1 Understand how to read for information.*
STMPS SLE	*3.4 A Self-confident and Loving Individual who exhibits healthy spiritual, social, and physical behaviors.*

Caldecott & Newberry Award

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.1 Read, view, and listen for pleasure and personal growth.*
WA EALR	*Reading 3.4.2 Understand traditional and contemporary literature written in a variety of genres.*
STMPS SLE	*3.3 A Self-confident and Loving Individual who shows initiative to be creative and explore new things.*

Book Fair Activity/Contest

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.8 Use creative and artistic formats to express personal learning.*
WA EALR	*Reading 4.2.1 Understand how readers choose books.*
STMPS SLE	*3.2 A Self-confident and Loving Individual who develops and shares one's own gifts and strenths.*

Book Fair Video

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.1 Read, view, and listen for pleasure and personal growth.*
WA EALR	*Reading 4.2.1 Understand how readers choose books.*
STMPS SLE	*6.3 A Communicator who listens attentively and critically.*

FEBRUARY:

Book Fair

AASL Standard	*4 Pursue personal and aesthetic growth.*

AASL Strand	*4.1.1 Read, view, and listen for pleasure and personal growth.*
WA EALR	*Reading 4.2.1 Understand how readers choose books.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

WA Children's Choice Picture Book Award (WCCPBA)

Focus: Title/Author/Illustrator

Fiction/Non-fiction

Story Comprehension

AASL Standard	*1.0 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning.*
WA EALR	*Reading 2.1.3 Understand and identify important or main ideas and important details in text.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

<u>MARCH:</u>

WA Children's Choice Picture Book Award (WCCPBA)

Focus: Title/Author/Illustrator

Fiction/Non-fiction

Story Comprehension

AASL Standard	*1.0 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning.*
WA EALR	*Reading 3.4.2 Understand traditional and contemporary literature written in a variety of genres.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

<u>APRIL:</u>

Encyclopedias

Volumes by subject

AASL Standard	*1.0 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.1.4 Find, evaluate, and select appropriate sources to answer questions.*
WA EALR	*Reading 2.2.2 Understand and apply features of printed text and electronic resources to locate and understand information.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Online encyclopedia/database

AASL Standard	*1.0 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.1.4 Find, evaluate, and select appropriate sources to answer questions.*

WA EALR	Reading 2.2.2 Understand and apply features of printed text and electronic resources to locate and understand information.
STMPS SLE	5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.

MAY:

Card Catalog—Keyword-vs-Subject search

AASL Standard	1.0 Inquire, think critically, and gain knowledge.
AASL Strand	1.1.4 Find, evaluate, and select appropriate sources to answer questions.
WA EALR	Reading 2.2.2 Understand and apply features of printed text and electronic resources to locate and understand information.
STMPS SLE	5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.

Forming a research question/What do you want to learn?

AASL Standard	1.0 Inquire, think critically, and gain knowledge.
AASL Strand	1.1.3 Develop and refine a range of questions to frame the search for new understanding.
WA EALR	Reading 1.1.3 Apply understanding of oral language skills to develop reading skills.
STMPS SLE	4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.

JUNE

Sno-Isle Librarian's Summer Reading Visit

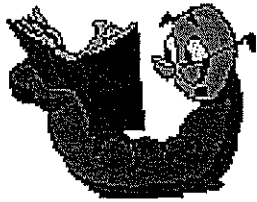| AASL Standard	1 Pursue personal and aesthetic growth.
AASL Strand	4.4.1 Identify own areas of interest.
WA EALR	Communication 1.1.1 Understands how to adapt attentive behavior to accommodate the listening situation.
STMPS SLE	6.3 A Communicator who listens attentively and critically.

Reader's Theater/End of Year activities

AASL Standard	1 Pursue personal and aesthetic growth.
AASL Strand	4.1.1 Read, view, and listen for pleasure and personal growth.
WA EALR	Reading 3.4.2 Understand traditional and contemporary literature written in a variety of genres.
STMPS SLE	6.2 A Communicator who speaks with poise confidently.

Accelerated Reader

* NOT REQUIRED.

Used as an enrichment tool for individual students as determined by the education team.

SECOND GRADE

STMPS Library Curriculum

Teacher Librarian: Miss Watters   2011-2012

St. Thomas More

SEPTEMBER: Back to School/ Fall Library Rules / Procedures Review Rules/ Care of Books (good stewards) Review Rules/Shelf Markers/ How to pick a good book (5 finger rule) Student check-out throughout year: up to 5 E, non-fiction, holiday books, or some beginner chapter books (or 1 magazine, 4 books)	**OCTOBER:** Hispanic Heritage, St. Francis & Halloween Parts of Book: Review Title/Author/ Spine label Title Page: Introduce Publisher/ Copyright date Shelf Labels/Call Numbers: locate on shelf	**NOVEMBER:** Native American Heritage/ Thanksgiving Introduce Biography (B) (Used w/ Saint reports) Introduce Historical Fiction (Thanksgiving)

DECEMBER: Advent & Christmas
 	
Dewey Decimal System
   Organization by 100's.
 	
Holiday Books
	JANUARY: New Year/Winter/Martin Luther King Jr.
	
	Review/Reinforce rules/procedures
	
	Dewey Decimal Review/cont.
	
	Book Fair Activity/Contest
	
	Book Fair Video
		FEBRUARY: Black History/Presidents/ Valentine's Day
		
		Book Fair
		WA Children's Choice Picture Book Award
		   Focus: Story sequence/organization
		      List, cluster, outline mind map
		      Story summary
		Last Week: Dr. Seuss—Birthday March 2nd

MARCH: Women's History/St. Patrick's Day/ Dr. Seuss
 	
WA Children's Choice Picture Book Award
   Focus: Story sequence/organization
      List, cluster, outline mind map
      Story summary
   Vote last week (due by April 1st)
	APRIL: Easter/Spring/Environment
	
	Introduce Reference Section
	
	   Encyclopedias
	
	   Dictionaries
	
	   Maps/Atlas/Globes
	
	Other sources of information?
		MAY: Mary//Parents/ Asian Pacific Heritage
		
		Card Catalog—Title/Author/series search
		   Which to use? Finding what you need.
		
		ALL BOOKS DUE FRIDAY BEFORE MEMORIAL DAY
		
		JUNE
		Sno-Isle Librarian's Summer Reading Visit
		Reader's Theater/End of Year activities

SEPTEMBER
Library Rules / Procedures

AASL Standard	*3 Share knowledge and participate ethically and productively as members of our democratic society.*
AASL Strand	*3.1.6 Use information and technology ethically and responsibly.*
WA EALR	*Reading 3.2.1 Understand information gained from reading to perform a specific task.*
STMPS SLE	*3.4 A Self-confident and Loving Individual who exhibits healthy spiritual, social, and physical behaviors.*

Review Rules/ Care of Books (good stewards)

AASL Standard	*3 Share knowledge and participate ethically and productively as members of our democratic society.*
AASL Strand	*3.1.6 Use information and technology ethically and responsibly.*
WA EALR	*Reading 3.2.1 Understand information gained from reading to perform a specific task.*
STMPS SLE	*3.4 A Self-confident and Loving Individual who exhibits healthy spiritual, social, and physical behaviors.*

Review Rules/Shelf Markers/ How to pick a good book (5 finger rule)

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.*
WA EALR	*4.1.1 Understand how to monitor own reading progress.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

OCTOBER
Parts of Book: Review Title/Author/ Spine Label

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.1.8 Demonstrate mastery of technology tools for accesing information and pursuing inquiry.*
WA EALR	*Reading 3.4.2 Understand traditional and contemporary literature written in a variety of genres.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Title Page: Introduce Publisher/ Copyright date

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.1.4 Find, evaluate, and select appropriate sources to answer information.*
WA EALR	*Reading 2.3.2 Understand how to locate specific information*

| STMPS SLE | *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.* |

Shelf Labels/Call Numbers: locate on shelf

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.1.4 Find, evaluate, and select appropriate sources to answer information.*
WA EALR	*2.3.2 Understand how to locate specific information*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

NOVEMBER: Thanksgiving

Introduce Biography (B) (Used w/ Saint reports)

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.4 Seek information for personal learning in a variety of formats and genres.*
WA EALR	*Reading 3.4.2 Understand traditional and contemporary kiterature written in a variety of genres.*
STMPS SLE	*5.3 A Life-long Learner who seeks informationindependently to enhance interests and knowledge.*

Introduce Historical Fiction (Thanksgiving)

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.4 Seek information for personal learning in a variety of formats and genres.*
WA EALR	*Reading 3.4.2 Understand traditional and contemporary kiterature written in a variety of genres.*
STMPS SLE	*5.3 A Life-long Learner who seeks informationindependently to enhance interests and knowledge.*

DECEMBER

Dewey Decimal System Organization by 100's.

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.4 Seek information for personal learning in a variety of formats and genres.*
WA EALR	*Reading 2.3.2 Understand how to locate specific information*
STMPS SLE	*5.3 A Life-long Learner who seeks informationindependently to enhance interests and knowledge.*

Holiday Books

| AASL Standard | *4 Pursue personal and aesthetic growth.* |
| AASL Strand | *4.1.4 Seek information for personal learning in a variety of formats and genres.* |

WA EALR   *Reading 3.4.2 Understand traditional and contemporary kiterature written in a variety of genres.*

STMPS SLE   *5.3 A Life-long Learner who seeks informationindependently to enhance interests and knowledge.*

JANUARY

Review/Reinforce rules/procedures

AASL Standard   *3 Share knowledge and participate ethically and productively as members of our democratic society.*

AASL Strand   *3.1.6 Use information and technology ethically and responsibly.*

WA EALR   *Reading 3.2.1 Understand how to read for information.*

STMPS SLE   *3.4 A Self-confident and Loving Individual who exhibits healthy spiritual, social, and physical behaviors.*

Dewey Decimal Review/cont.

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.4 Seek information for personal learning in a variety of formats and genres.*

WA EALR   *Reading 2.3.2 Understand how to locate specific information*

STMPS SLE   *5.3 A Life-long Learner who seeks informationindependently to enhance interests and knowledge.*

Book Fair Activity/Contest

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.8 Use creative and artistic formats to express personal learning.*

WA EALR   *Reading 4.2.1 Understand that readers have favorite books.*

STMPS SLE   *3.2 A Self-confident and Loving Individual who develops and shares one's own gifts and strenths.*

Book Fair Video

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.1 Read, view, and listen for pleasure and personal growth.*

WA EALR   *Reading 4.2.1 Understand that readers have favorite books.*

STMPS SLE   *6.3 A Communicator who listens attentively and critically.*

FEBRUARY

Book Fair

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.1 Read, view, and listen for pleasure and personal growth.*

WA EALR   *Reading 4.2.1 Understand how readers choose books.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

WA Children's Choice Picture Book Award
Focus: Story sequence/organization
List, cluster, outline mind map
Story summary

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning.*
WA EALR	*Reading 2.4.1 Understand how to draw simple conclusions and give a response to text.*
STMPS SLE	*6.3 A Communicator who listens attentively and critically.*

Last Week: Dr. Seuss—Birthday March 2nd

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.1 Read, view, and listen for pleasure and personal growth.*
WA EALR	*Reading 2.4.1 Understand how to draw simple conclusions and give a response to text.*
STMPS SLE	*6.3 A Communicator who listens attentively and critically.*

MARCH

WA Children's Choice Picture Book Award (WCCPBA)
Focus: Story sequence/organization
List, cluster, outline mind map
Story summary

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning.*
WA EALR	*Reading 2.4.1 Understand how to draw simple conclusions and give a response to text.*
STMPS SLE	*6.3 A Communicator who listens attentively and critically.*

Vote last week (due by April 1st)

AASL Standard	*3 Share knowledge and participate ethically and productively as members of our democratic society.*
AASL Strand	*3.3.5 Contribute to the exchange of ideas within and beyond the learning community.*
WA EALR	*Reading 4.2.1 Understand that readers have favorite books.*
STMPS SLE	*2.1 A Community Participant who engages in active membership within the community.*

APRIL

Introduce Reference Section

Encyclopedias

> AASL Standard *1.0 Inquire, think critically, and gain knowledge.*
> AASL Strand *1.1.4 Find, evaluate, and select appropriate sources to answer questions.*
> WA EALR *Reading 2.3.2 Understand how to locate specific information.*
>
> STMPS SLE *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Dictionaries

> AASL Standard *1.0 Inquire, think critically, and gain knowledge.*
> AASL Strand *1.1.4 Find, evaluate, and select appropriate sources to answer questions.*
> WA EALR *Reading 2.3.2 Understand how to locate specific information.*
>
> STMPS SLE *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Maps/Atlas/Globes

> AASL Standard *1.0 Inquire, think critically, and gain knowledge.*
> AASL Strand *1.1.4 Find, evaluate, and select appropriate sources to answer questions.*
> WA EALR *Reading 2.3.2 Understand how to locate specific information.*
>
> STMPS SLE *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Other sources of information? (Internet, Librarians, other people, etc.)

> AASL Standard *1.0 Inquire, think critically, and gain knowledge.*
> AASL Strand *1.1.4 Find, evaluate, and select appropriate sources to answer questions.*
> WA EALR *Communication 1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.*
> STMPS SLE *4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

MAY

Card Catalog—Title/Author/series search

> AASL Standard *1.0 Inquire, think critically, and gain knowledge.*
> AASL Strand *1.1.4 Find, evaluate, and select appropriate sources to answer questions.*
> WA EALR *Reading 2.2.2 Understand and apply features of printed text and electronic resources to locate and understand information.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Which to use? Finding what you need.

AASL Standard   *1.0 Inquire, think critically, and gain knowledge.*

AASL Strand   *1.1.4 Find, evaluate, and select appropriate sources to answer questions.*

WA EALR   *Reading 2.2.2 Understand and apply features of printed text and electronic resources to locate and understand information.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

JUNE

Sno-Isle Librarian's Summer Reading Visit

AASL Standard   *1 Pursue personal and aesthetic growth.*

AASL Strand   *4.4.1 Identify own areas of interest.*

WA EALR   *Communication 1.1 Understands how to adapt attentive behavior to accommodate the listening situation.*

STMPS SLE   *6.3 A Communicator who listens attentively and critically.*

Reader's Theater/End of Year activities

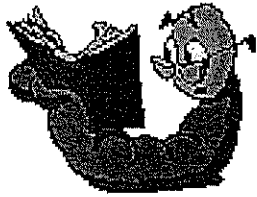AASL Standard   *1 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.1 Read, view, and listen for pleasure and personal growth.*

WA EALR   *Reading 3.4.2 Understand traditional and contemporary literature written in a variety of genres.*

STMPS SLE   *6.2 A Communicator who speaks with poise confidently.*

THIRD GRADE

STMPS Library Curriculum

Teacher Librarian: Miss Watters   2011-2012

St. Thomas More

SEPTEMBER: Back to School/Fall Library Rules / Procedures Review Rules/ How to pick a good book (5 finger rule) & intro AR3 shelves. Review Rules/ Care of Books (good stewards) Student check-out throughout year: up to 5 E, non-fiction, holiday books, or beginner chapter books (or 1 magazine, 4 books)	**OCTOBER:** Hispanic Heritage, St. Francis & Halloween Introduce Accelerated Reader (AR) Card Catalog—Log in, holds, searching Review Title Page: Publisher/ Copyright date Shelf Labels/Call Numbers: locate on shelf Dewey Decimal System: 100's	**NOVEMBER:** Native American Heritage / Thanksgiving Introduce Folktales • Fairy Tales • Fables • Tall Tales

DECEMBER: Advent & Christmas
 	
Folktales cont.
• Myths
• Noodle/ Silly Stories
 	
Holiday Books
	JANUARY: New Year/Winter/Martin Luther King Jr.
	
	Review/Reinforce rules/procedures
	Dewey & Fiction-vs.-Non-fiction review
	    ALL books in system, just pull sections out
	    (fiction, biography, reference, etc.)
	Book Fair Activity/Contest
	Book Fair Video
		FEBRUARY: Black History/Presidents/ Valentine's Day
		
		Book Fair
		WA Children's Choice Picture Book Award
		    Focus: Story sequence/organization
		        List, cluster, outline mind map
		        Story summary
		Last Week: Dr. Seuss—Birthday March 2nd

MARCH: Women's History/St. Patrick's Day/ Dr. Seuss
 	
WA Children's Choice Picture Book Award
    Focus: Story sequence/organization
        List, cluster, outline mind map
        Story summary
    Vote last week (due by April 1st)
	APRIL: Easter/Spring/Environment
	
	Information Books
	• Table of Contents
	• Index
	Finding Information On A Page
	• Skimming/Scanning
	• Headings/sub-headings
	• Pictures/Charts/Graphs
		MAY: Mary//Parents/ Asian Pacific Heritage
		
		Big 6 Research Model
		
		ALL BOOKS DUE FRIDAY BEFORE MEMORIAL DAY
		
		JUNE
		Sno-Isle Librarian's Summer Reading Visit
		Reader's Theater/End of Year activities

SEPTEMBER

Library Rules / Procedures

AASL Standard	*3 Share knowledge and participate ethically and productively as members of our democratic society.*
AASL Strand	*3.1.6 Use information and technology ethically and responsibly.*
WA EALR	*Reading 3.2.1 Understand information gained from reading to perform a specific task.*
STMPS SLE	*3.4 A Self-confident and Loving Individual who exhibits healthy spiritual, social, and physical behaviors.*

Review Rules/ How to pick a good book (5 finger rule) & intro AR3 shelves.

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.*
WA EALR	*4.2.1 Evaluate authors and books to select favorites.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Review Rules/ Care of Books (good stewards)

AASL Standard	*3 Share knowledge and participate ethically and productively as members of our democratic society.*
AASL Strand	*3.1.6 Use information and technology ethically and responsibly.*
WA EALR	*Reading 3.2.1 Understand information gained from reading to perform a specific task.*
STMPS SLE	*3.4 A Self-confident and Loving Individual who exhibits healthy spiritual, social, and physical behaviors.*

OCTOBER

Introduce Accelerated Reader (AR)

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.4.3 Recognize how to focus efforts in personal learning.*
WA EALR	*Reading 4.1.2 Understand how to set grade-level appropriate reading goals.*
STMPS SLE	*5.2 A Life-long Learner who works to continually advance academic performance.*

Card Catalog—Log in, holds, searching

AASL Standard	*1.0 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.1.4 Find, evaluate, and select appropriate sources to answer questions.*
WA EALR	*Reading 2.2.2 Apply knowledge of printed and electronic text features to locate and comprehend text.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Review Title Page: Publisher/ Copyright date

AASL Standard   *1 Inquire, think critically, and gain knowledge.*

AASL Strand   *1.1.4 Find, evaluate, and select appropriate sources to answer information.*

WA EALR   *Reading 2.2.2 Apply knowledge of printed and electronic text features to locate and comprehend text.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Shelf Labels/Call Numbers: locate on shelf

AASL Standard   *1 Inquire, think critically, and gain knowledge.*

AASL Strand   *1.1.4 Find, evaluate, and select appropriate sources to answer information.*

WA EALR   *Reading 2.2.2 Apply knowledge of printed and electronic text features to locate and comprehend text.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Dewey Decimal System: 100's

AASL Standard   *1 Inquire, think critically, and gain knowledge.*

AASL Strand   *1.1.4 Find, evaluate, and select appropriate sources to answer information.*

WA EALR   *Reading 2.2.2 Apply knowledge of printed and electronic text features to locate and comprehend text.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

NOVEMBER
Introduce Folktales
Fairy Tales
Fables
Tall Tales

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.*

WA EALR   *Reading 3.4.1 Understand different perspectives of family, friendhship, culture, and traditions found in literature.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

DECEMBER
Folktales cont.

Myths
Noodle/ Silly Stories
Holiday Books

      AASL Standard   *4 Pursue personal and aesthetic growth.*
      AASL Strand   *4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.*
      WA EALR   *Reading 3.4.1 Understand different perspectives of family, friendhship, culture, and traditions found in literature.*
      STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

JANUARY

Review/Reinforce rules/procedures

      AASL Standard   *3 Share knowledge and participate ethically and productively as members of our democratic society.*
      AASL Strand   *3.1.6 Use information and technology ethically and responsibly.*
      WA EALR   *Reading 3.2.1 Understand information gained from reading to perform a specific task.*
      STMPS SLE   *3.4 A Self-confident and Loving Individual who exhibits healthy spiritual, social, and physical behaviors.*

Dewey & Fiction-vs-Non-fiction review
ALL books in Dewey system, just pull sections out (fiction, biography, reference, etc)

      AASL Standard   *1 Inquire, think critically, and gain knowledge.*
      AASL Strand   *1.1.4 Find, evaluate, and select appropriate sources to answer information.*
      WA EALR   *Reading 2.2.2 Apply knowledge of printed and electronic text features to locate and comprehend text.*
      STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Book Fair Activity/Contest

      AASL Standard   *4 Pursue personal and aesthetic growth.*
      AASL Strand   *4.1.8 Use creative and artistic formats to express personal learning.*
      WA EALR   *Reading 4.2.1 Evaluate authors and books to select favorites.*
      STMPS SLE   *3.2 A Self-confident and Loving Individual who develops and shares one's own gifts and strenths.*

Book Fair Video

      AASL Standard   *4 Pursue personal and aesthetic growth.*
      AASL Strand   *4.1.1 Read, view, and listen for pleasure and personal growth.*

WA EALR   *Communication 1.1 Uses listening and observation skills and strategies to focus attention and interpret information.*

STMPS SLE   *6.3 A Communicator who listens attentively and critically.*

FEBRUARY
Book Fair

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.1 Read, view, and listen for pleasure and personal growth.*

WA EALR   *Social Studies 2.1 Understand that people have to make choices between wants and needs and evaluate the outcomes of those choices.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

WA Children's Choice Picture Book Award
Focus: Story sequence/organization
List, cluster, outline mind map
Story summary

AASL Standard   *1 Inquire, think critically, and gain knowledge.*

AASL Strand   *1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning.*

WA EALR   *Reading 3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.*

STMPS SLE   *6.3 A Communicator who listens attentively and critically.*

Last Week: Dr. Seuss—Birthday March 2nd

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.1 Read, view, and listen for pleasure and personal growth.*

WA EALR   *Reading 4.2.1 Evaluate authors and books to select favorites.*

STMPS SLE   *6.3 A Communicator who listens attentively and critically.*

MARCH
WA Children's Choice Picture Book Award
Focus: Story sequence/organization
List, cluster, outline mind map
Story summary

AASL Standard   *1 Inquire, think critically, and gain knowledge.*

AASL Strand   *1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning.*

WA EALR   *Reading 3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.*

STMPS SLE   *6.3 A Communicator who listens attentively and critically.*

Vote last week (due by April 1st)

        AASL Standard   *4 Pursue personal and aesthetic growth.*

        AASL Strand   *4.1.1 Read, view, and listen for pleasure and personal growth.*

        WA EALR   *Reading 4.2.1 Evaluate authors and books to select favorites.*

        STMPS SLE   *6.3 A Communicator who listens attentively and critically.*

APRIL
Information Books
Table of Contents
Index

        AASL Standard   *1 Inquire, think critically, and gain knowledge.*

        AASL Strand   *1.1.4 Find, evaluate, and select appropriate sources to answer questions.*

        WA EALR   *Reading 2.3.2 Apply understanding of systems for organizing information.*

        STMPS SLE   *4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

Finding Information On A Page
Skimming/Scanning
Headings/sub-headings

        AASL Standard   *1 Inquire, think critically, and gain knowledge.*

        AASL Strand   *1.1.4 Find, evaluate, and select appropriate sources to answer questions.*

        WA EALR   *Reading 2.3.2 Apply understanding of systems for organizing information.*

        STMPS SLE   *4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

Pictures/Charts/Graphs

        AASL Standard   *1 Inquire, think critically, and gain knowledge.*

        AASL Strand   *1.1.4 Find, evaluate, and select appropriate sources to answer questions.*

        WA EALR   *Reading 2.3.2 Apply understanding of systems for organizing information.*

        STMPS SLE   *4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

MAY
Big 6 Research Model

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.1.4 Find, evaluate, and select appropriate sources to answer questions.*
WA EALR	*Reading 2.3.2 Apply undertanding of systems for organizing information.*
STMPS SLE	*4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

JUNE
Sno-Isle Librarian's Summer Reading Visit

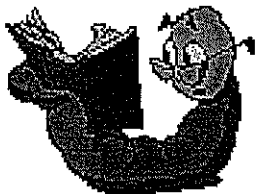|	
AASL Standard	*1 Pursue personal and aesthetic growth.*
AASL Strand	*4.4.1 Identify own areas of interest.*
WA EALR	*Communication 1.1 Uses listening and observation skills and strategies to focus attention and interpret information.*
STMPS SLE	*6.3 A Communicator who listens attentively and critically.*

Reader's Theater/End of Year activities

AASL Standard	*1 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.1 Read, view, and listen for pleasure and personal growth.*
WA EALR	*Reading 2.1.6 Apply comprehension monitoring strategies before, during, and after reading: monitor for meaning, create mental images, and generate and answer questions.*
STMPS SLE	*6.2 A Communicator who speaks with poise confidently.*

FOURTH GRADE

STMPS Library Curriculum

Teacher Librarian: Miss Watters   2011-2012

St. Thomas More

SEPTEMBER: Adventure	OCTOBER: Mystery	NOVEMBER: Historical Fiction
Library Rules / Procedures/Shelf Markers/ Care of Books (good stewards) Review lay-out of library: F/Ref./Bio/NF Card Catalog: Review searching/log in/holds **Student check-out throughout year: up to 5 E, non-fiction, holiday books, or beginner chapter books**	Review Dewey Decimal System (to the 100's) Dewey Decimal System (Introduce to the 10's)	Genre Study: Characteristics/Examples of... • Mystery • Historical Fiction • Fantasy • Realistic (contemporary/modern) Fiction
DECEMBER: Folktales/Holiday	JANUARY: Biography/Autobiography	FEBRUARY: Fantasy/Science Fiction
Genre Study cont. • Folktales • Poetry • Biography (focus on longer length-100+ pages) Holiday Books	Review/Reinforce rules/procedures Introduce Sasquatch and Young Readers Choice Nominees Book Fair Activity/Contest Book Fair Video	Book Fair Parts of a Book: Review Table of Contents, & Index. Introduce Glossary. Thesaurus Last Week: Dr. Seuss—Birthday March 2nd
MARCH: Religious/Spiritual	APRIL: Poetry	MAY: Contemporary/Modern Fiction
Plagiarism/Works Cited/ Sources/Bibliography Summarizing/Rephrasing/Taking Notes Fact and Opinion Validity of Sources	Vote for Sasquatch & Young Readers Choice Award (e-mail by April 15) Almanac • Charts • Tables • Graphs Atlas/Maps	Atlas/Maps Big 6 Research Model **ALL BOOKS DUE FRIDAY BEFORE MEMORIAL DAY** **JUNE** Sno-Isle Librarian's Summer Reading Visit Reader's Theater/End of Year activities

SEPTEMBER
Library Rules / Procedures/Shelf Markers/ Care of Books (good stewards)

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.3.1 Participate in the social exchange of ideas, both electronically and in person.*
WA EALR	*Reading 3.1.1 Understand how to select and use appropriate resources.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Review lay-out of library: F/Ref./Bio/NF

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.3.1 Participate in the social exchange of ideas, both electronically and in person.*
WA EALR	*Reading 3.1.1 Understand how to select and use appropriate resources.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Card Catalog: Review searching/log in/holds

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.3.1 Participate in the social exchange of ideas, both electronically and in person.*
WA EALR	*Reading 3.1.1 Understand how to select and use appropriate resources.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

OCTOBER
Review Dewey Decimal System (to the 100's)

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.3.2 Recognize that resources are created for a variety of purposes.*
WA EALR	*Reading 2.3.2 Apply understanding of systems for organizing information and analyze appropriate sources.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Dewey Decimal System (Introduce to the 10's)

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.3.2 Recognize that resources are created for a variety of purposes.*
WA EALR	*Reading 2.3.2 Apply understanding of systems for organizing information and analyze appropriate sources.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

NOVEMBER
Genre Study: Characteristics/Examples of...
Mystery
Historical Fiction
Fantasy
Realistic (contemporary/modern) Fiction

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.4 Seek information for personal learning in a variety of formats and genres.*

WA EALR   *Reading 3.4.2 Understand contemporary and traditional literature written in a variety of genres.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

DECEMBER
Genre Study cont.
Folktales
Poetry
Biography (focus on longer length-100+ pages)

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.4 Seek information for personal learning in a variety of formats and genres.*

WA EALR
STMPS SLE

Holiday Books

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.4 Seek information for personal learning in a variety of formats and genres.*

WA EALR   *Reading 3.4.2 Understand contemporary and traditional literature written in a variety of genres.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

JANUARY
Review/Reinforce rules/procedures

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.3.1 Participate in the social exchange of ideas, both electronically and in person.*

WA EALR *Reading 3.1.1 Understand how to select and use appropriate resources.*

STMPS SLE *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Introduce Sasquatch and Young Readers Choice Nominees

  AASL Standard *4 Pursue personal and aesthetic growth.*

  AASL Strand *4.1.1 Read, view, and listen for pleasure and personal growth.*

  WA EALR *Reading 4.2.1 Evaluate authors, books, and genres to select favorites.*

  STMPS SLE *6.3 A Communicator who listens attentively and critically.*

Book Fair Activity/Contest

  AASL Standard *4 Pursue personal and aesthetic growth.*

  AASL Strand *4.1.8 Use creative and artistic formats to express personal learning.*

  WA EALR *Reading 4.2.1 Evaluate authors, books, and genres to select favorites.*

  STMPS SLE *3.2 A Self-confident and Loving Individual who develops and shares one's own gifts and strenths.*

Book Fair Video

  AASL Standard *4 Pursue personal and aesthetic growth.*

  AASL Strand *4.1.1 Read, view, and listen for pleasure and personal growth.*

  WA EALR *Communication 1.1 Uses listening and observation skills and strategies to focus attention and interpret information.*

  STMPS SLE *6.3 A Communicator who listens attentively and critically.*

FEBRUARY

Book Fair

  AASL Standard *4 Pursue personal and aesthetic growth.*

  AASL Strand *4.1.1 Read, view, and listen for pleasure and personal growth.*

  WA EALR *Social Studies 2.1 Understand that people have to make choices between wants and needs and evaluate the outcomes of those choices.*

  STMPS SLE *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Parts of a Book: Review Table of Contents, & Index. Introduce Glossary.

  AASL Standard *1 Inquire, think critically, and gain knowledge.*

  AASL Strand *1.1.4 Find, evaluate, and select appropriate sources to answer questions.*

WA EALR   *Reading 2.3.2 Apply understanding of systems for organizing information and analyze appropriate sources.*

STMPS SLE   *5.3 A Life-long Learner who seeks information idependently to enhance interests and knowledge.*

Thesaurus

AASL Standard   *1 Inquire, think critically, and gain knowledge.*

AASL Strand   *1.1.4 Find, evaluate, and select appropriate sources to answer questions.*

WA EALR   *Reading 2.3.2 Apply understanding of systems for organizing information and analyze appropriate sources.*

STMPS SLE   *5.3 A Life-long Learner who seeks information idependently to enhance interests and knowledge.*

Last Week: Dr. Seuss—Birthday March 2nd

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.1 Read, view, and listen for pleasure and personal growth.*

WA EALR   *Reading 4.2.1 Evaluate authors, books, and genres to select favorites.*

STMPS SLE   *6.3 A Communicator who listens attentively and critically.*

MARCH

Plagiarism/Works Cited/ Sources/Bibliography

AASL Standard   *1 Inquire, think critically, and gain knowledge.*

AASL Strand   *1.3.3 Follow ethical and legal guidelines in gathering and using information.*

WA EALR   *Educational Technology 2.1.2 Practice ethical and respectful behavior.*

STMPS SLE   *5.1 A Life-long Learner who demonstrates a strong foundation in the basic skills of all education content areas.*

Summarizing/Rephrasing/Taking Notes

AASL Standard   *2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.*

AASL Strand   *2.1.2 Organize knowledge so that it is useful.*

WA EALR   *Communication 1.1.2 Applies a variety of listening and observation skills/strategies to recall and interpret information.*

STMPS SLE   *6.1 A Communicator who writes well supported thoughts and ideas in a clear, organized, creative manner.*

Fact and Opinion

AASL Standard   *1 Inquire, think critically, and gain knowledge.*

AASL Strand	*1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.*
WA EALR	*2.4.3 Understand the difference between fact and opinion.*
STMPS SLE	*4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

Validity of Sources

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.*
WA EALR	*Reading 3.1.1 Understand how to select and use appropriate resources.*
STMPS SLE	*4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

APRIL

Vote for Sasquatch & Young Readers Choice Award (e-mail by April 15)
    (e-mail by April 15)

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.1 Read, view, and listen for pleasure and personal growth.*
WA EALR	*Reading 4.2.1 Evaluate authors, books, and genres to select favorites.*
STMPS SLE	*6.3 A Communicator who listens attentively and critically.*

Almanac
· Charts
· Tables
· Graphs

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.1.4 Find, evaluate, and select appropriate sources to answer questions.*
WA EALR	*Reading 3.2.2 Understand a variety of functional documents.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Atlas/Maps

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.1.4 Find, evaluate, and select appropriate sources to answer questions.*

WA EALR   *Reading 3.1.1 Understand how to select and use appropriate resources.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

MAY

Atlas/Maps

AASL Standard   *1 Inquire, think critically, and gain knowledge.*

AASL Strand   *1.1.4 Find, evaluate, and select appropriate sources to answer questions.*

WA EALR   *Reading 3.1.1 Understand how to select and use appropriate resources.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Big 6 Research Model

AASL Standard   *1 Inquire, think critically, and gain knowledge.*

AASL Strand   *1.1.4 Find, evaluate, and select appropriate sources to answer questions.*

WA EALR   *Reading 2.3.2 Apply undertanding of systems for organizing information.*

STMPS SLE   *4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

JUNE

Sno-Isle Librarian's Summer Reading Visit

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.4.1 Identify own areas of interest.*

WA EALR   *Communication 1.1 Uses listening and observation skills and strategies to focus attention and interpret information.*

STMPS SLE   *6.3 A Communicator who listens attentively and critically.*

Reader's Theater/End of Year activities

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.1 Read, view, and listen for pleasure and personal growth.*

WA EALR   *Reading 3.4.3 Analyze a variety of literature representing different cultures and traditions.*

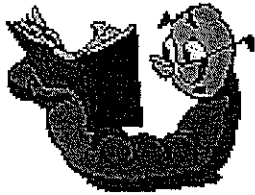STMPS SLE   *6.2 A Communicator who speaks with poise confidently.*

FIFTH GRADE

STMPS Library Curriculum

Teacher Librarian: Miss Watters   2011-2012

St. Thomas More

SEPTEMBER: Adventure
 	
Library Rules / Procedures/Shelf Markers/ Care
of Books (good stewards)
Book Talks: New books & Award winning
Books
Genre Review
 	
Student check-out throughout year: up to 5 E, non-fiction,
holiday books, or beginner chapter books
(or 1 magazine, 4 books)
	OCTOBER: Mystery
	
	Card Catalog
	  Destiny log in/holds/searching
	
	Review Dewey Decimal System (to the 10's)
	
	Dewey Decimal Posters (100's group proj.)
		NOVEMBER: Historical Fiction
		
		Encyclopedias
		  Volumes by topic
		  Editions/Years (validity of information)
		  Headings/Subheadings
		  "see" and "see also" references

DECEMBER: Folktales/Holiday Diagrams Directions Holiday Books	**JANUARY:** Biography/Autobiography Review/Reinforce rules/procedures Introduce Sasquatch and Young Readers Choice Nominees Book Fair Activity/Contest Book Fair Video	**FEBRUARY:** Fantasy/Science Fiction Book Fair Making Inferences Summarizing/Rephrasing Last Week: Dr. Seuss—Birthday March 2nd

MARCH: Religious/Spiritual
 	
Plagiarism
 	
Note-taking
 	
Works Cited/ Sources/Bibliography
	APRIL: Poetry
	
	Online Searching
	  Keywords
	  Expanding/narrowing topics
	  Boolean searches (and/or/not, phrases in "")
	  Types of websites (.com, .edu, .net, etc.)
	  Purpose of Sites (sell, entertain, educate)
	  Validity of sites (author & pub. Date)
		MAY: Contemporary/Modern Fiction
		Almanacs
		Sources of Information
		  What to use/When?
		ALL BOOKS DUE FRIDAY BEFORE MEMORIAL DAY
		
		JUNE
		Sno-Isle Librarian's Summer Reading Visit
		Reader's Theater/End of Year activities

SEPTEMBER

Library Rules / Procedures/Shelf Markers/ Care of Books (good stewards)

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.1 Read, view, and listen for pleasure and personal growth.*
WA EALR	*Communication2.2.2. Applies skills to contribute responsibly in a group setting.*
STMPS SLE	*3.4 A Community Participant who exhibits healthy spiritual, social, and physical behaviors.*

Book Talks: New books & Award winning books

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.2 Read widely and flently to make connections with self, the world, and previous reading.*
WA EALR	*Reading 3.4.2 Understand and analyze a variety of literary/narrative genres.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Genre Review

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.2 Read widely and flently to make connections with self, the world, and previous reading.*
WA EALR	*Reading 3.4.2 Understand and analyze a variety of literary/narrative genres.*
STMPS SLE	*5.1 A Life-long Learner who demonstrates a strong foundation in the basic skills of all education content areas.*

OCTOBER

Card Catalog: Destiny log in/holds/searching

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.*
WA EALR	*Reading 2.2.2 Apply understanding of printed and electronic text features to locate information and comprehend text.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Review Dewey Decimal System (to the 10's)

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.4.3 Recognize how to focus efforts in personal learning.*
WA EALR	*Reading 2.2.2 Apply understanding of printed and electronic text features to locate information and comprehend text.*
STMPS SLE	*5.1 A Life-long Learner who demonstrates a strong foundation in the basic skills of all education content areas.*

Dewey Decimal Posters (100's group proj.)

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.3.1 Participate in the social exchange of ideas, both electronically and in person.*
WA EALR	*Writing 1.5.1. Publishes in more than one format for specific audiences and purposes.*
STMPS SLE	*5.1 A Life-long Learner who demonstrates a strong foundation in the basic skills of all education content areas.*

NOVEMBER

Encyclopedias
Volumes by topic
Editions/Years (validity of information)
Headings/Subheadings
"see" and "see also" references

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.*
WA EALR	*Reading 2.2.2 Apply understanding of printed and electronic text features to locate information and comprehend text.*
STMPS SLE	*4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

DECEMBER

Diagrams

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1..1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning.*
WA EALR	*Reading 2.2.2 Apply understanding of printed and electronic text features to locate information and comprehend text.*
STMPS SLE	*4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

Directions

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1..1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning.*
WA EALR	*Reading 3.2.2 Apply understanding of a variety of functional documents.*

STMPS SLE   *4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

Holiday Books

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.1 Read, view, and listen for pleasure and personal growth.*

WA EALR   *Reading 3.4.2 Understand and analyze a variety of literary/narrative genres.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

JANUARY

Review/Reinforce rules/procedures

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.1 Read, view, and listen for pleasure and personal growth.*

WA EALR   *Communication 2.2.2. Applies skills to contribute responsibly in a group setting.*

STMPS SLE   *3.4 A Community Participant who exhibits healthy spiritual, social, and physical behaviors.*

Introduce Sasquatch and Young Readers Choice Nominees

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.*

WA EALR   *Reading 3.4.2 Understand and analyze a variety of literary/narrative genres.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Book Fair Activity/Contest

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.3.1 Participate in the social exchange of ideas, both electronically and in person.*

WA EALR   *Writing 1.5.1. Publishes in more than one format for specific audiences and purposes.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Book Fair Video

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.1 Read, view, and listen for pleasure and personal growth.*

WA EALR   *Reading 4.2.1 Evaluate books and authors to share common literary experiences.*

STMPS SLE   *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

FEBRUARY

Book Fair

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.4 Seek information for personal learning in a variety of formats and genres.*

WA EALR   *Reading 4.2.1 Evaluate books and authors to share common literary experiences.*

STMPS SLE   *2.1 A Community Participant who engages in active membership within the community.*

Making Inferences

AASL Standard   *1 Inquire, think critically, and gain knowledge.*

AASL Strand   *1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning.*

WA EALR   *Reading 2.1.3 Apply comprehension monitoring strategies before, during, and after reading: determing the importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text.*

STMPS SLE   *4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

Summarizing/Rephrasing

AASL Standard   *1 Inquire, think critically, and gain knowledge.*

AASL Strand   *1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.*

WA EALR   *Reading 2.1.3 Apply comprehension monitoring strategies before, during, and after reading: determing the importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text.*

STMPS SLE   *4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

Last Week: Dr. Seuss—Birthday March 2nd

AASL Standard   *4 Pursue personal and aesthetic growth.*

AASL Strand   *4.1.1 Read, view, and listen for pleasure and personal growth.*

WA EALR	*4.2.1 Evaluate books and authors to share common literary experiences.*
STMPS SLE	*5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

MARCH

Plagiarism

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.3.3 Follow ethical and legal guidelines in gathering and using information.*
WA EALR	*1.3.3 Follow ethical and legal guidelines in gathering and using information.*
STMPS SLE	*4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

Note-taking

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.1.4 Find, evaluate, and select appropriate sources to answer questions.*
WA EALR	*Writing 3.1.2. Uses an effective organizational structure.*
STMPS SLE	*4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

Works Cited/ Sources/Bibliography

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*Social Studies 5.4.2 Prepares a list of resources, including the title, author, type of source, date published, and publisher for each source, and arranges the sources alphabetically.*
WA EALR	*Social Studies 5.4.2 Prepares a list of resources, including the title, author, type of source, date published, and publisher for each source, and arranges the sources alphabetically.*
STMPS SLE	*4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

APRIL

Online Searching
Keywords
Expanding/narrowing topics
Boolean searches (and/or/not, phrases in "")

Types of websites (.com, .edu, .net, etc.)
Purpose of Sites (sell, entertain, educate)
Validity of sites (author & pub. Date)

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.1.4 Find, evaluate, and select appropriate sources to answer questions.*
WA EALR	*Educational Technology 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.*
STMPS SLE	*4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

MAY
Almanacs

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1..1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning.*
WA EALR	*Reading 2.3.2 Analyze sources for information appropriate to a specific topic or for a specific purpose.*
STMPS SLE	*4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

Sources of Information: What to use/When?

AASL Standard	*1 Inquire, think critically, and gain knowledge.*
AASL Strand	*1.2.2 Demonstrate confidence and self-direction by making independent choices in the slection of resources and information.*
WA EALR	*Reading 3.1.1 Analyze appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.*
STMPS SLE	*4.1 An Independent Thinker who solves problems and makes decisions by accessing prior knowledge, utilizing inquiry, and applying critical thinking strategies.*

JUNE
Sno-Isle Librarian's Summer Reading Visit

AASL Standard	*4 Pursue personal and aesthetic growth.*
AASL Strand	*4.1.1 Read, view, and listen for pleasure and personal growth.*
WA EALR	*Reading 4.2.1 Evaluate books and authors to share common literary experiences.*

STMPS SLE *5.3 A Life-long Learner who seeks information independently to enhance interests and knowledge.*

Reader's Theater/End of Year activities

AASL Standard *4 Pursue personal and aesthetic growth.*

AASL Strand *4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.*

WA EALR *Reading 3.4.2 Understand and analyze a variety of literary/narrative genres.*

STMPS SLE *3.3 A Self-Confident and Loving Individual who develops and shares one's own gifts and strengths.*

CHAPTER 4

Introduction

The purpose of this project was to create a sequential, comprehensive K-5 school library program based upon high academic standards. A literature review of the history of school libraries and standards was completed to understand the professions current position. A review of current standards and other library curriculums were also integrated into the project. The following project includes a curriculum map and standards crosswalk developed by using the American Association of School Librarian standards and the Catholic School Librarian Association's library curriculum. This project will be given to classroom teachers, parents, and students at each grade level to identity the activities and skills taught in the library throughout the year. Additional information about the library program, such as check-out procedures, Accelerated Reader point requirements, and monthly literature focus was also included in the curriculum map to increase its usefulness to parents, students, and the classroom teachers.

CHAPTER 5

DISCUSSION

Summary

Today's students have access to information twenty-four hours a day, seven days a week. They can access almost any form of media any time, from anywhere. As educators, we must ensure our students are "effective users and producers of information and ideas" (WLMA, 2010). This is the mission statement of the Washington Library Media Association. Librarians must teach information technology, be reading advocates, and manage information systems and services. To do this, librarians must plan a quality program, based on high standards. Since the passing of *No Child Left Behind*, this is a requirement for all teachers. Studies have also shown that students in schools with certified librarians have higher standardized test scores than those without. It is not enough though to have a certified school librarian, schools must have a certified librarian teaching a high-quality program. This was the purpose of this project, to plan a K-5 library curriculum for an entire year, sequentially mapping out the lessons taught and the skills to be learned. These lesson topics were based upon the library information skills curriculum of the Catholic Schools Librarian Association. This is the required curriculum for the author's current placement. After mapping out the curriculum, specific learning standards were cross-walked to each lesson. These standards included a School-wide Learning Expectation, a Washington State EALR, an ALA Standard, and an ALA Strand. This will clearly identify the skills students will learn in library throughout the year. Each grade level guide consisting of the curriculum map and standards crosswalk will be given to administration, teachers, and students at the beginning of the school year to identify the purpose of the library program and promote what students will learn. The author of this project will use the curriculum guide to plan weekly lessons throughout the upcoming school year. It is the hope of the author that this guide will

help administration, teachers, parents, and students better understand the information technology part of the library program beyond reading advocacy and library management.

Conclusions

The author will be using the curriculum map and standards crosswalk this coming school year in the planning of the library program. One emphasis the author saw throughout the literature review was the emphasis on the "producer" part of the WLMA mission statement. This is also evident in standard three of the ALA's Standards for the 21st-Century Learner; "that students share knowledge and participate ethically and productively as members of our democratic society (ALA, 2007, p.6)." When working on the crosswalk of standards, it became evident to the author that the "producing" and "sharing" part of information skills was missing from the curriculum map. Time limitations make this difficult if library skills are limited to the scheduled class sessions. The literature review also emphasized integration of library skills throughout content areas. This requires more team teaching with the classroom teachers and scheduling library sessions beyond the required weekly class session. The results of the literature review and project make it evident to the author that a more concerted effort needs to be made with the classroom teacher to integrate library information skills into the classroom curriculum.

Recommendations

There are two things the author would do to expand the research on this project. The first would be to explore ways to collaborate with the classroom teachers on integrating library information skills into the classroom curriculum, as stated above. There have been positive results with collaboration between the author and classroom teachers in the past, but a more concerted effort needs to be made, identifying one or more projects for each grade level the

author can collaborate on with the classroom teacher. The other recommendation would be to expand this project for grades six through eight. The transition from middle school to high school is an important one. It will be especially important as librarian to make sure these students have the information and technology skills they need to be successful in high school and beyond. The project focused on kindergarten through fifth grade because most librarians are either placed in elementary, middle or high schools. A kindergarten through eighth grade placement is atypical. The author thought focusing on elementary would add more universal appeal to the project. Also by middle school, most of the basic skills have been covered in elementary. Middle school, however, allows the librarian to go more in-depth on the topics previously taught and longer class sessions may allow for more of the production part of information skills that was lacking in the current project.

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