VOORHEES TOWNSHIP
P U B L I C   S C H O O L S

VOORHEES, NEW JERSEY 08043

Information Literacy

Curriculum Guide

Kindergarten through Eighth Grade

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K - 5
INFORMATION LITERACY CURRICULUM GUIDE

VOORHEES TOWNSHIP PUBLIC SCHOOLS
VOORHEES, NEW JERSEY

2005 – 2006

ACKNOWLEDGEMENTS

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EVALUATION

The successful attainment of the objectives listed in this guide by students shall be assessed in the following manner:

1. Teacher observation
2. Teacher-constructed tests
3. When appropriate, the district approved standardized test
4. Where appropriate, the district constructed mid-term and final exams
5. Students are expected to master library media skill objectives and appropriate State Core Curriculum Content Standards presented both in the library media center and classroom.

ADAPTABILITY

The course of instruction shall be modified through varying techniques, strategies, materials, etc. to meet the needs of all students, including, but not limited to, special education, ESL and Basic Skills. Programs shall be modified based on IEP's, ISIP's, etc.

This curriculum guide has been revised to strengthen and provide continuity of skills presented in our elementary school classrooms and the library media centers, within the Voorhees Township Public School District. Topics have been developed sequentially in order to build a guide that completely integrates research/study skills and related content areas for teachers of students in grade levels K-5 and the library media specialist. The objectives should be considered all encompassing, but should still be supplemented by the teacher in order to provide a full range of meaningful experiences.

In preparing this curriculum guide, a committee coordinated the suggestions of teachers from the district. The committee wishes to acknowledge this valuable input that was essential to the development of the curriculum guide. It is hoped that all teachers will use this guide to its fullest extent. It is understood that while this curriculum presents an approach to the subject matter, varying methods of instruction and the organization/availability of materials, including technological and other resources, should be utilized in its implementation.

One of the most important functions in an educational program should be to provide students with a variety of self-enriching ideas and experiences, which lead to intellectual curiosity, achievement, and establishment of life long patterns of learning. The learner should not only be able to utilize human resources and a full- range of media, which includes printed and non-printed materials and technology resources, but also develop skills necessary to maximize their utilization. Most of these materials are housed in the schools' library media center. We have learned over the years that effective programs are those, which combine the skills of many disciplines in a central course of instruction. Therefore, every effort should be made to integrate the use of the library media center into the daily instruction within the school. Our elementary schools' library media center program is and should become part of the social studies, science, language arts and other content area programs, so that the inter-relationship of skills and the accessing of information can be established for use to benefit the faculty, the staff, the community, and ultimately our students.

PHILOSOPHY

The school library media centers are to be viewed as an integral and indispensable part of the Voorhees Township Public Schools. The district's integrated curriculum requires that both pupils and teachers have access to a wide variety of instructional materials and their accompanying technologies.

The collections of the school library media centers are to complement and enrich classroom instruction and provide for many kinds of individual interests, in accordance with the varying abilities of the school community.

1) To provide an atmosphere which will encourage maximum utilization of the Library Media Center's facilities.

2) To acquire a basic understanding of what materials and technology are available to both students and teachers.

3) To develop familiarity with the care, handling and use of various forms of media and technology.

4) To impart information retrieval skills that will empower students and staff members to more fully avail themselves to the Library Media Center's resources.

5) To stimulate literature appreciation through an increased awareness of a variety of authors and their works, which will encourage all students to become life-long readers.

6) To promote effective work habits and study skills.

7) To encourage conduct which reflects courtesy and consideration toward other Library/Media Center patrons.

8) To plan cooperatively with teachers in the selection of materials and the implementation of those materials into the curriculum content.

INFORMATION LITERACY CURRICULUM GUIDE

SECTION ONE
SUMMARY

Instructional Objectives and Skills taught by the Library Media Specialist

This section of the guide provides the library media center specialist with a categorized listing of objectives/skills and State Core Curriculum Standards to be taught to students in grade levels 1 – 5. It is designed to allow for the flexibility of use with instructional techniques and strategies that are conducive to the environment being utilized and with the constraints of time per class period. Instruction should engage students in meaningful activities that will always promote a higher level of thinking. The use of technological resources should be a part of these activities whenever possible.

First Grade

STUDENTS SHOULD BE ABLE TO:

ORIENTATION	ORGANIZATION/ UTILIZATION OF RESOURCES	LITERATURE AWARENESS/ APPRECIATION	STUDY AND RESEARCH SKILLS
Identify center personnel	Show the proper way to care for books (3.5)	Develop an awareness of award-winning literature (3.1, 3.4,3.5)	Locate different parts of a book (3.5)
Define basic library vocabulary (3.1)	Know that books are kept in order (3.5)	Differentiate between the roles of author and illustrator (3.4)	
Demonstrate proper center procedures for retrieving books (Standard 2)		Develop a personal taste for literature (Standard 3)	
Locate fiction, nonfiction and the reference sections in the LMC (3.5)		Perform dramatic interpretations of literature (1.3,3.3)	
		View stories or book marked Internet sites through available technology resources (8.1,3.5)	
		Participate in the reading incentive programs(s) (3.1)	

Second Grade

STUDENTS SHOULD BE ABLE TO:

ORIENTATION	ORGANIZATION/ UTILIZATION OF RESOURCES	LITERATURE AWARENESS/ APPRECIATION	STUDY AND RESEARCH SKILLS
Interpret basic library vocabulary (3.1)	Discuss the proper way to care for books (3.3,3.4,3.5)	Recognize award-winning literature (3.1,3.4,3.5)	Examine book parts, especially spine labels (3.5)
Review center procedures for retrieving books (Standard 2)	Recognize author letter alphabetization of (fiction) everybody/picture books (3.5)	Recognize award winning authors and illustrators (3.4)	Locate and identify information on the title page of book (3.5)
Locate all sections of the library media center (3.5)	Know that all center materials are kept in a special order (3.5)	Distinguish between fiction and nonfiction (Standard 3,3.1,3.3)	Identify a dictionary as an alphabetically arranged book of words, definitions, etc (3.5)
	Browse and select books of interest for reading pleasure (3.5,Standard 3)	Determine appropriate readability of selected books/materials (FIST TEST) (Standard 3,3.1)	
		Perform dramatic interpretations through literature (1.3,3.3)	
		Participate in the reading incentive programs(s). Integrate specially noted genre or themes with content areas in projects (3.1)	

Third Grade

STUDENTS SHOULD BE ABLE TO:

ORIENTATION	ORGANIZATION/ UTILIZATION OF RESOURCES	LITERATURE AWARENESS/ APPRECIATION	STUDY AND RESEARCH SKILLS
Interpret basic library vocabulary (3.1)	Demonstrate increasing personal responsibility for materials and facility (Standard 4, 3.5)	Explain the difference between fiction and nonfiction materials (Standard 3, 3.1, 3.3)	Locate and identify information found on spine labels, and on title page of books (3.5)
Specify center procedures for retrieving books (Standard 2, 3.5)	Locate the reference section and technology resources available in order to complete future projects (3.5)	Specify author and illustrator preferences (Standard 3, 3.5)	Examine and discuss the purpose of the information contained on the verso/copyright page (3.3, 3.5)
Locate call numbers/Dewey Decimal system on selected materials (3.5)	Use the computer catalog, OPAC (Online Public Access Catalog) (8.1)	Select books based on ones aesthetic judgment and/or the district's novel list, for reading pleasure (Standard 3, 3.5)	Explain the use of information in the table of contents, index and glossary (3.3, 3.5)
		Perform dramatic interpretations through literature (1.3,3.3)	Choose the correct information source (3.3, 3.5)
		Participate in the reading incentive programs. (3.1)	Use print and online reference sources in order to gain information for selected projects (3.5, 8.1)
		Integrate specially noted genre or themes with content area in projects (Standard 3)	Examine and discuss plagiarism and introductory paraphrasing skills (3.3, 3.4, 3.5)
		Utilize technology resources available independently, during group activities or with LM specialist guidance (8.1)	
		Read aloud literary selections (3.4)	

Fourth Grade

STUDENTS SHOULD BE ABLE TO:

ORIENTATION	ORGANIZATION/ UTILIZATION OF RESOURCES	LITERATURE AWARENESS/ APPRECIATION	STUDY AND RESEARCH SKILLS
Interpret basic library vocabulary (3.1)	Demonstrate increasing personal responsibility for materials and facility (Standard 4)	Distinguish between books and other media with fiction, non-fiction, biography and reference by title and cover (Standard 3,3.5)	Cross-reference information from a variety of media for completing projects/reports (Standard 3,3.5,8.1)
Continue past practices of center procedures and management for retrieving materials (Standard 2,3.5)	Utilize world and other atlases, specialized encyclopedias, biographical dictionaries and other available reference sources including online, for examining specific information (3.5, 8.1)	Specify author and illustrator preferences (Standard 3, 3.5)	Interpret information after examining it by scanning or skimming (Standard 3, 3.5)
Select the appropriate section in the LMC in order to find needed materials (3.5)	Use the computer catalog (OPAC) independently (8.1)	Select books based on ones aesthetic judgment and/or the district's or other suggested novel lists (Standard 3, 3.5)	Purposefully identify and use the contents of information found on spine labels, title pages, and the verso/copyright pages in books (Standard 3, 3.5)
Choose call numbers when locating specific materials (3.5)	Find information using the "keyword" mode in OPAC (8.1)	Perform dramatic interpretations through literature (1.3,3.3)	Identify the most appropriate reference tool to answer a specific question (Standard 3, 3.5)
Recognize the ten basic classes of the Dewey Decimal System (3.5)		Integrate specially noted genre or themes with content areas on projects (Standard 3, 3.5)	Organize information in outline form for research projects (Standard 3, 3.2, 3.1)
		Participate in the reading incentive programs(s). (3.1)	Use print and online reference sources (8.1)
		Read aloud literary selections (3.4)	Examine and discuss plagiarism and develop paraphrasing skills (3.3, 3.4, 3.5)

Fifth Grade

STUDENTS SHOULD BE ABLE TO:

ORIENTATION	ORGANIZATION/ UTILIZATION OF RESOURCES	LITERATURE AWARENESS/ APPRECIATION	STUDY AND RESEARCH SKILLS
Interpret basic library vocabulary (3.1)	Demonstrate increasing personal responsibility for materials and facility (Standard 4, 3.5)	Distinguish between books and other media with fiction, non-fiction, biography and reference by title and cover (Standard 3, 3.5)	Cross reference information from a variety of media for completing projects/reports (Standard 3,8.1,3.5)
Continue past practices of center procedures and management for retrieving materials (Standard 2, 3.5)	Use magazine indexes, world and other atlases, specialized encyclopedias, biographical dictionaries and other available reference sources for examining specific information (3.5, 8.1)	Select books based on ones aesthetic judgment and/or the district's or other suggested novel lists (Standard 3, 3.5)	Organize information after gathering it by scanning or skimming (Standard 3, 3.1, 3.2)
Select the appropriate section in the L/M center to find the needed information (3.5)	Identify information on the OPAC screen (8.1)	Present book talks for enjoyment and as a model for peers and others (3.3,3.4)	Identify and obtain information found on spine labels, title and table of contents pages, and the verso/copyright pages in books, and know the purpose of their contents. (3.5)
Use of call numbers/Dewey Decimal system to find specific materials (3.5)	Use the OPAC independently (8.1)	Integrate specially noted genre or themes with content areas on projects (Standard 3)	Identify the most appropriate reference tool to answer a specific question (Standard 3, 3.5)
Demonstrate a general understanding of the Dewey Decimal System of classification (3.5)	Find information using "keyword" and Boolean searches in OPAC (8.1)	Perform dramatic interpretations through literature (1.3,3.3)	Reinforce tools to construct an outline for a specific topic (Standard 3, 3.5)
		Participate in the reading incentive programs(s) (3.1)	Reinforce the compilation of a simple bibliography (3.1, 3.2, 3.5)
		Read aloud literary selections (3.4)	Independently use OPAC, encyclopedias and special reference tools including Internet for research reports (8.1)

INFORMATION LITERACY CURRICULUM GUIDE

SECTION TWO
SUMMARY

Instructional Objectives and Skills taught by the Classroom Teacher

This section of the guide will provide the *classroom teacher* with a categorized listing of objectives and skills to be taught to students in grade levels K-5. It is designed to allow for flexibility with instructional strategies and techniques. Some *suggested activities* have been provided in a user-friendly format to assist with the identification of the integration of research/study skill lessons and/or activities in the content areas. Special emphasis should be given to starred (*) items. They are critical to the instruction given with the library/media specialists.

Kindergarten

Objectives/Category	*(suggested)* Integration or Other Activity

STUDENTS SHOULD BE ABLE TO:

ORIENTATION

Name L/M center personnel	Tour the school's library/media center Introduce personnel

ORGANIZATION/UTILIZATION OF RESOURCES

Know the proper way to care for books	Discuss and demonstrate proper handling and care procedures

LITERATURE AWARENESS/ APPRECIATION

Listen to stories for enjoyment	Read out loud, see stories on the computer network, on video, CD or DVD or other sources, in order to experience an array of literature. Discussions could then follow to note preferences.
Acquire a personal taste for literature	Use songs and chants in order to perform dramatic interpretations through literature
Observe networked or other technology resources for viewing listening to stories.	Conduct a story time using diverse media

STUDY AND RESEARCH SKILLS

Identify the job of an author and illustrator	Show an author and illustrator's name in selected books

First Grade

Objectives/Category	*(suggested)* Integration or Other Activity

STUDENTS SHOULD BE ABLE TO:

ORIENTATION

Locate the L/M center and identify personnel	Discuss the location of the L/M center in relation to the classroom. Describe or illustrate physical characteristics of center personnel
Match L/M formats and terminology with its definition or an illustration ((3.5))	Identify library vocabulary words/formats and their meanings through use of a pictionary, dictionary or created visual (ex. print, nonprint, periodicals, videos, computers, CD, or DVD, laserdiscs, circulation desk, etc)
Demonstrate increasing personal responsibility for materials, equipment and facilities (3.5)	Discuss use of materials and individual responsibilities
Practice procedures and management of materials similar those established in the L/M center	Return books on time
Identify fiction, nonfiction and reference sections (3.5)	Student led tours of the library/media center to identify sections
Summarize proper behavior in the L/M Center	Praise each other for using and handling equipment and materials properly at opportune times
	Establish a routine for retrieving books, games and other materials in the classroom library or game center/area
	Conduct a "show and tell" time in order to identify fiction and nonfiction materials in a classroom collection

First Grade (continued)	
ORGANIZATION/UTILIZATION OF RESOURCES	
Recognize author letter alphabetization of easy, fiction and nonfiction books (3.1)	Discuss author letter alphabetization and role play letter placement
Organize materials properly (3.1)	Practice alphabetizing author's names (or other words) by the first and second letter on word cards or by using a word processing program
LITERATURE AWARENESS/ APPRECIATION	
Select materials of interest by note-worthy authors and illustrators	Display an assortment of award-winning literature books used during various lessons. Provide an opportunity for students to review selected materials for independent or group activities.
Explain character traits and actions (3.1)	Have students listen to stories read orally, on video, tapes, the computer network, CD or DVD, laserdisc, etc. Characters traits and actions from the story should then be identified through a sequentially illustrated story representation
Retell and listen to story information (3.4), (3.1)	Provide experiences with poetry, realistic fiction, folk tales and fairy tales
Recognize features of various genre (3.1), (3.4), (3.5)	
STUDY AND RESEARCH SKILLS	
Identify the covers and spine, title page (author and illustrator) of a book (3.1)	Discuss vocabulary, title, author, illustrator and spine label. Enlarge and make a copy of a title page, students can then locate selected information individually on an over-head projector and then label them.
Follow specific directions presented orally or in writing, in order to complete a given task (3.4)	Have children follow directions to make "flip books" of a sequence of events in a story

Second Grade

Objectives/Category	*(suggested)* Integration or Other Activity

STUDENTS SHOULD BE ABLE TO:

ORIENTATION	
Introduce the definition and purpose of various library/media center terminology and formats (3.1), (3.5)	Explain the meaning and usage of various library vocabulary words/formats. Explain how some would be used, and their purpose. (ex. print, nonprint, periodicals, video, computers, CD or DVD, laserdiscs,, circulation desk, etc.)
Demonstrate increasing personal responsibility for materials, equipment and facilities (3.5)	Discuss use of materials and individual responsibilities
Identify and locate all sections in the library media center (3.5)	Display materials from an assorted collection
Summarize proper behavior in the library media center	Praise each other for using and handling equipment and materials properly at opportune times
	Set up stations around the classroom with a collection of materials found in each section of the library media center. Have students conduct a "show and tell" time in which materials and their appropriate section can be identified. Materials should then be placed back in the correct arrangement.
*ORGANIZATION/UTILIZATION OF RESOURCES	
Alphabetize materials according to the second and third letter of the author's name (3.1), (3.5)	Discuss author letter alphabetization by the first through third letter and role-play letter placement

Second Grade (continued)	
<ins>**LITERATURE AWARENESS/**</ins> <ins>**APPRECIATION**</ins>	
Select and read award-winning author or illustrator literature books (3.1)	Provide a display a Caldecott Award, Newberry Award, Coretta Scott King Award, Outstanding Science Trade Book Award, Notable Children's Trade Book in the Field of Social Studies, or other noted awards given to children's literature. In cooperative groups or independently, children can read selections, possibly during a "Drop Everything And Read" (DEAR) time. The history of the award should also be provided
Note several works written or illustrated by selected authors and illustrators of various cultural backgrounds (3.4)	An author study of a noted author or illustrator could be provided, using lists of books, usually provided in a given author's novel
Distinguish between the characteristics of fiction and nonfiction materials (3.1), (3.4), (3.5)	Differentiate between fiction and non-fiction by explanation after selecting materials
Identify the main idea from print and non-print materials (3.1)	Have students practice sorting fiction and non-fiction materials. Use a Venn diagram or other graphic organizer to compare or contrast
Perform skits, plays or pantomime segments from various literary genres (3.1)	Have students listen to stories, or view other informational segments on video, tapes, the computer network, CD or DVD, on laserdisc, etc. Students can then tell what the segment heard or viewed was about, then retell specifics. Use a story "story map" or "web" format to coordinate ideas prior to writing or word processing paragraphs or verbally noting a main idea
	Rewrite selected literary pieces into script form or select others. Performances could be provided for other classes or as a school-wide and/or community program
<ins>**STUDY AND RESEARCH SKILLS**</ins>	
Interpret information found on a book's table of contents, on the copyright page, and within the publisher and publication date segments (3.1)	Discuss reasons for providing listed information in a book. Students could create a class book adding a table of contents of student work included, and copyright information and publisher and publication date information based on the teacher and the school year

Second Grade (continued)	
Locate an index (3.5)	Locate and explain the data provided in an index in all textbooks used within this grade level's content areas
Examine the alphabetical arrangement of information in a print set of encyclopedias (3.1)	Discuss alphabetical arrangement of entry words and events in a set and volume of a print set of encyclopedia(s).
Summarize written instructions to complete a given task (3.1)	As an on-going procedure, have students retell directions for clarity, steps needed to follow in order to complete projects or for a specific activity

Third Grade	

Objectives/Category	*(suggested)* Integration or Other Activity

STUDENTS SHOULD BE ABLE TO:

ORIENTATION	
Interpret the meaning and purpose of various library media center basic vocabulary and formats (3.1)	Explain the meaning and usage of various library vocabulary words and formats. Explain how someone (teacher/specialist/parent, etc) would use them and their purposes.
Identify the author, title and call number on screen samples from the automated OPAC (3.1), (3.5)	(See Appendix) Use OPAC screen sample to locate placement of author, subject, title and the call number. Send small groups of students to the library media center to search for specific information on a particular title, author or subject or write the call number.
ORGANIZATION/UTILIZATION OF RESOURCES	
Demonstrate an increasing personal responsibility for materials and facility (3.5)	With the use of a browsing stick, experience shelving materials in the correct order
Distinguish among fiction, non-fiction, and basic reference collections (3.1)	Show damaged materials and discuss past cases when books were lost and discuss the causes and the results with them
* Identify and locate specific media and accompanying equipment (3.5)	Use a graphic representation to explain and show the differences and similarities in almanacs, atlases, dictionaries, encyclopedias, globes, maps, newspapers, and periodicals, at appropriate times. (NOTE: actual samples should be used.)
Recognize alphabetical and numerical sequence on sets of reference materials (3.1)	Students should be instructed to take notes and to list specific media and accompanying equipment in the library media center and the classroom, in order to locate it for future use. (Ex. selected equipment for non-print material.
Demonstrate knowledge of author letter alphabetization of fiction materials (3.1)	Explain or place spine labels on books to show alphabetical order

Third Grade (continued)	
LITERATURE AWARENESS/ APPRECIATION	
Recognize literary genre differences (3.1), (3.4), (3.5)	After several lessons have introduced a variety of genre, (folktales, mysteries, biographies, science fiction, etc.) students could cite selected types or organize materials in color according to literary type
Develop an awareness and a preference for various authors works and their literary genres, relevant to different cultures (3.1), (3.5)	An author study of a noted author or illustrator could be provided, using lists of books, usually provided in a given author's novel. Students could also independently or in cooperative groups research to create a listing of an author's or illustrators noted works.
Select novels independently (3.1), (3.5)	Introduce and review authors and titles found on the district's third grade reading lists. (See your Reading or Library Media Specialist for current lists.)
Browse purposefully through current magazines, newspapers, etc. during leisure time for reading pleasure (3.1), (3.5)	Provide a collection of reading/literature materials or allow students to bring in appropriate leisure reading materials. A brief summary should be drafted using a word processing program to give opinions of the materials for others to consider. Opinions or "reviews" can be placed in the materials
Perform skits, plays or pantomime segments from various literary genres (3.1), 3.3, (3.4)	Rewrite selected literary pieces into script form or select others. Performances could be provided for other classes or as a school-wide and/or community program
STUDY AND RESEARCH SKILLS	
Use a dictionary to obtain the meaning, spelling and the correct punctuation of words (3.1)	Students can discuss how to find a word, it's meaning, spelling or its punctuation
Utilize and understand the purpose of a thesaurus (3.1)	Have students find synonyms and compile a class thesaurus
Use information in an index (3.1), (3.5)	Locate and explain the data provided in an index and within appendices in all textbooks used within this grade level's content areas

Third Grade (continued)

List the resource for a given report (3.1), (3.2), (3.5)	Explain the purpose and make reference to selected bibliography listings. Proper format should be labeled and posted for students to organize the reference source cited in future projects.
Identify title page, author and/or illustrator of a book or other media (3.1), (3.2)	Provide formal instruction reviewing the parts of a book or other media
Locate, interpret and utilize basic reference materials and symbols (3.1)	Use and understand legends and/or symbols found in almanacs, atlases, dictionaries, encyclopedias, globes, maps, newspapers, and periodicals, by making or purchasing activity cards that send students to the source material on a simple reference assignment
Search through encyclopedia volumes for selected topics (3.1)	As an on-going procedure, haves students retell directions for clarity, steps needed to follow in order to complete projects or a specific activity. Read manuals explaining how to operate and/or troubleshoot pieces of technology
Summarize written instructions to complete a given task (3.1)	Assign a project and allow for individual or cooperative groups to use the library media center to collect materials for project completion
Use OPAC to locate materials (3.5)	Access OPAC in classrooms
Develop a personal criteria for evaluating and selecting materials that are appropriate to read (3.1), (3.5)	In cooperative groups, students should choose a passage from their science or social studies textbook. Have the pairs read the passage, close their books and paraphrase or write about it in their own words. The students can then compare each other's notes to see if they wrote similar things
Restate and/or rewrite information previously read (3.2), 3.3	Provide class or cooperative groups with a dictionary or other glossary reference source. Each should select a section and skim to find a word that has the "see or see also" notation. All should then go to the referred word or idea. A comparison could then be made for each
Use subject headings and guide words (3.1)	Teach search strategies for obtaining information from online resources
Use "see" and "see also" cross references (3.1)	

Third Grade (continued)
Become familiar with online resources (3.1), (3.5)	

Fourth Grade

Objectives/Category	*(suggested)* Integration or Other Activity

STUDENTS SHOULD BE ABLE TO:

ORIENTATION	
Interpret the meaning and purpose of various library media basic vocabulary and formats (3.1), (3.5)	Explain the meaning and usage of various library vocabulary words and formats. Explain how someone (teacher/specialist/parent, etc.) might use them and their purposes.
Locate and use special reference materials such as atlases, indexes, almanacs and telephone directories (3.1), (3.5)	Show where needed materials are kept, and have students label the location and the materials, on a student or group created map
ORGANIZATION/UTILIZATION OF RESOURCES	
*Demonstrate an increasing personal responsibility for materials and facility (3.5)	Experience shelving materials in the correct order with browsing stick in LMC
	Send personal notices to students about overdue or lost materials, when necessary
	Search for damaged materials and discuss past cases when books were lost and discuss the causes and the results with them
Demonstrate knowledge of author letter alphabetization of fiction materials (3.1)	Compose or word process a list of familiar or preferred authors in alphabetical order by the third, fourth, etc. letter
Independently use the OPAC. Select materials utilizing the call numbers (3.5)	Display a chart showing one of ten classes and through the use of the sub-classes. Demonstrate the breakdown of the subject area. (Ex. chart showing the breakdown of 700's)

Fourth Grade (continued)	
	Select subject, title or author of interest, in order to write the call number before accessing materials using the automated catalog system
LITERATURE AWARENESS/ APPRECIATION	
Begin classifying materials by literary genre (3.1), (3.4), (3.5)	After several lessons have introduced a variety of genre (folktales, mysteries, biographies, science fiction, etc.) Students could cite several types or organize materials in order according to type
Develop an awareness and a preference for various author's works and their literary genres, relevant to different cultures (3.1), (3.5)	An author study of a noted author or illustrator could be provided, using lists of books, usually provided in a given author's novel. Students could also independently or in cooperative groups research to create a listing of an author's or illustrator's noted works
Select novels independently from the district's or other reading lists (3.1), (3.5)	Introduce and review authors and titles found on the district's fourth grade reading list
Discern differences in literary forms and use such distinctions in selecting useful and interesting materials (3.1), (3.5)	Show examples of various styles of poetry or other materials. Note the characteristics of the form through the use of possibly a graphic organizer. Students could then decide to select the style or form for a specific use
Browse purposefully through current magazines, newspapers, etc. during leisure time for reading pleasure (3.1), (3.5)	Provide a collection of reading/literature materials or allow students to bring in appropriate leisure reading materials. A brief summary should be drafted using a word processing program to give opinions of the materials for others to consider. Opinions or "reviews" can be placed in the materials

Fourth Grade (continued)

STUDY AND RESEARCH SKILLS	
Use a dictionary to obtain the meaning, spelling and the correct pronunciation of words (3.1)	Students can discuss how to find and use a words meaning, spelling or it's pronunciation
Collect and use information in an index, bibliography within the appendix (3.1), (3.5)	Locate and explain the data provided in an index and within appendices in all textbooks used within this grade level's content areas
Increase skill in using "see" and "see also" cross-references (3.1), (3.5),	Skim textbooks, the telephone book or other materials to find a word or phrase with a "see or see also" notation. The referred word or idea should then be compared to the original word/phrase
Use subject headings and guide words (3.1)	Have students compare words/phrases with headings and guide words in reference materials
Find material in the appropriate volume of an encyclopedia (3.1)	Read a passage of information about a subject. Have students identify the topic then locate appropriate information in the correct volume of encyclopedia
Restate and/or rewrite information previously read (3.1), (3.2)	In cooperative groups, students should choose a passage from their science of social studies textbook. Have the pairs read a passage, close their books and write about it in their own words. The students can then compare each other's notes to see if they wrote similar things
Develop a personal criteria for evaluating and selecting materials that are appropriate to need (3.1), (3.5)	Discuss the meaning of accuracy, detail included, format, illustrations and special features, level of materials and purpose. Students could then explain the need for considering these and other criteria they might add, before considering materials need for various projects
Locate, interpret and utilize basic reference materials and symbols (3.1)	Use and understand legends and/or symbols found in almanacs, atlases, dictionaries, encyclopedia, indexes, newspapers, single volume reference book, telephone directories
Choose the correct source for specific information (3.1), (3.2)	Guide students orally through the explanation of a displayed outline

Fourth Grade (continued)	
Use at least three research tools to gain information for a project (3.1), (3.5)	Assign a project and allow for individual or cooperative groups to use the library media center to collect materials for project completion
Construct a simple outline (3.1), (3.2)	
Select a topic and write a research report (3.1), (3.2)	
Use OPAC to locate materials (3.5)	
Become familiar with online resources (3.1), (3.5)	Teach search strategies for obtaining information from online resources. Provide a demonstration lesson that introduces children to the "Internet"

Fifth Grade

Objectives/Category	*(suggested)* Integration or Other Activity

STUDENTS SHOULD BE ABLE TO:

ORIENTATION	
Interpret the meaning and purpose of various library media basic vocabulary and formats (3.1), (3.5)	Explain the meaning and usage of carious library vocabulary words and formats. Explain how someone (teacher/specialist/parent, etc.) might use them and their purposes. (
Locate and use special reference materials, such as atlases, indexes, almanacs or telephone directories (3.1), (3.5)	Show where special reference materials are kept and then have students label the location and the materials and illustrate them on a student or group created map
ORGANIZATION/UTILIZATION OF RESOURCES	
Alphabetize lists of words including abbreviations and numerals (3.1)	Construct randomly arranged lists of words related to the library media center.
Exhibit a greater knowledge of numerical sequencing of nonfiction materials (3.1)	Use books and technology resources of nonfiction materials to practice putting more complicated numbers in order
Independently use OPAC in order to select materials utilizing call numbers (3.5)	Select, title, subject or author of interest, in OPAC in order to write the call number to locate materials
Compile a bibliography (3.1), (3.5)	Introduce simplified bibliography form including author, title, publisher and copyright date. Use OPAC to show how to locate information
Operate simple equipment for product of presentation	Allow selected students an opportunity to use tape recorders, VCR-TV, computers, etc. If appropriate, for book talks, or other presentations for selected projects

Fifth Grade (continued)

LITERATURE AWARENESS/ APPRECIATION	
Classify materials by literary genre (3.1), (3.4), (3.5)	Provide opportunities for students to group a variety of genre as it is used. Students could create a chart with genre headings to be continually updated for completion
Become acquainted with latest award-winning books (3.1), (3.4), (3.5)	Display award-winning books and jackets or note others in newly published lists or on display in the library media center. A book talk or use of dramatized audio or visual versions of books would also be interesting
Discern differences in literary forms and use such distinctions in selecting useful and interesting materials (3.1), (3.5)	Show examples of various styles of poetry or other materials. Note the characteristics of the form through the use of possibly a graphic organizer. Student s could then decide to select the style or form for a specific use
Select novels independently from the districts or other reading lists (3.1), (3.5)	Introduce and review authors and titles found on the district's fifth grade reading list
Browse purposefully through current magazines, newspapers, etc. during leisure time for reading pleasure (3.1), (3.5)	Provide a collection of reading/literature materials or allow students to bring in appropriate reading materials. A brief summary should be drafted using a word-processing program to give opinions of the materials for others to consider. Opinions or "reviews" can be placed in the materials.

Fifth Grade (continued)

STUDY AND RESEARCH SKILLS	
Collect and use information in an index, bibliography etc. within an appendix (3.5)	Locate and explain the data provided in an index and within appendices in all textbooks used within this grade levels content areas
Use appropriate encyclopedia volumes for selected topics (3.1)	In cooperative groups, have students write three (3) questions. Group members exchange questions and underline key word or words in partner's questions. All should then find information on topic in the appropriate encyclopedia volume
Distinguish among types of biographies (3.1), (3.2)	Create biographies about self, another person, etc. (autobiographies, collective, individual) Personalized photos could enhance this project
Summarize written instructions to complete a given task (3.1), 3.3	As an on-going procedure, have students retell directions for clarity, steps needed to follow in order to complete projects or a specific activity. Read manuals explaining how to operate and/or troubleshoot pieces of technology
Read and/or rewrite information previously read (3.2), 3.3	In cooperative groups, students should choose a passage from their science or social studies textbook. Have the pairs read the passage, close their books and write about it in their own words. The students can then compare each other's notes to see if they wrote similar things
Use OPAC to locate materials (3.5)	Assign a project and allow for individual or cooperative groups to use the library media center to collect materials for project completion
Evaluate and select materials that are appropriate to need 3.3, (3.5)	Discuss the meaning of accuracy, detail included, format, illustrations and special features, levels of materials and purpose. Students should then explain the need for considering these and other criteria they might add, before considering materials need for various projects.
Increase skill in using "see" and "see also" cross-references (3.1), (3.5)	Skim textbooks and other materials to find a word or phrase with a "see" or "see also" notation. The referred word or idea should then be compared to the original word/phrase
Use at least four research tools to gain information for a project (3.5)	Have students look for information on a selected topic from a variety of sources
Construct a basic outline (3.1), (3.2)	In cooperative groups, have students use a short selection in a textbook to prepare an outline with at least one (1) main topic and three (3) subtopics
Select a topic and write a research report (3.1), (3.2)	Have students use a graphic organizer and/or take notes as a preparation strategy for researching the report

Fifth Grade (continued)	
Become familiar with appropriate usage of online resources (3.1), (3.5)	Teach search strategies for obtaining information form online resources. Discuss rules that apply to online services, software, Internet or other copyrighted media

SELECTION PROCEDURE

PURPOSE OF A SELECTION PROCEDURE

1. To enable teachers, library media specialists, principals, superintendent and the Board of Education to be informed on the procedures employed in selecting materials for the Voorhees Township Public School Libraries.
2. To use this selection procedure in order to gain more meaningful and needed materials for the school libraries.
3. To clarify the positions of the library media specialists regarding censorship, pressure groups or benefactors.

PHILOSOPHY

The "School Library Bill of Rights", established by the American Association of School Libraries, a division of the American Association of School Libraries, a division of the American Library Association, has been adopted as the Philosophy of the Libraries of the Voorhees Township Public Schools.

SCHOOL LIBRARY BILL OF RIGHTS

School libraries are concerned with generating understanding of the American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end, the American Association of School Librarians reaffirms the Library Bill of Rights of the American Library Association and asserts that the responsibility of the school library is:

To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served.

To provide a background of information which will enable pupils to make intelligent judgments in their daily life.

To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.

To provide materials representative of many religious, ethnic, and cultural groups and contributions to our American Heritage.

RESPONSIBILITY FOR SELECTION

The selection of materials is a highly specialized and professional task. Therefore, it involves suggestions by the faculty and administration as well as the students. The selection of materials is based on:

1. The materials of high standards of excellence,
2. Needs to support and enrich the school curriculum,
3. Suitability and interest of students,
4. Up-to-datedness of the materials, and
5. Maintaining a balanced collection in all subject areas.

SELECTION AND EVALUATION CRITERIA

1. Is this material NEEDED, suitable and desirable and will it enrich the school's curriculum?
2. Is this material current, accurate and authoritative?
3. Will the subject matter tend to develop desirable attitudes and appreciation?
4. Does the subject matter interpret historic or modern life situations from a true and unbiased viewpoint?
5. Is the style of the book, vocabulary, sentence structure, and diction appropriate and effective for the students?
6. Is the format satisfactory in: appearance, size, durable binding, opaque paper, wide margins, type, spacing, illustrations, etc.?
7. Is the author qualified to write in this particular field?
8. Is the reputation of the publisher good, regarding materials for school library media centers?
9. Have the materials of the publisher been recommended for school library media centers by a recognized authority or reviewer?

GIFTS

Gifts are welcome and will be accepted and made a part of the library media center's collections if they meet the following conditions:
1.   Meet the standards of the selection procedure herein;
2.   Needed and will prove useful to the school library media center involved,
3.   Once the material is accepted, it becomes the property of the center. Therefore, the material may be disposed of by the library media specialist in the future if it is in poor condition or no longer useful to the patrons.

DISPOSAL OF MATERIALS

The library media specialist will dispose of materials that are badly worn, outdated and beyond repair of rebinding.

CHALLENGED MATERIALS

If a group or individual challenges any material, the following procedure will be followed:

1. The complainant should make his/her complaint in writing on the official form, Request for Reconsideration of Library Media Center Materials.
2. The principal should be advised of the material being challenged.
3. The principal should notify the Superintendent.
4. The Superintendent presents this information to the Board of Education in writing, informing the Board that:
    > The questioned material shall be reevaluated by a committee, formed by the Board, and may consist of the Superintendent of Schools, School Principal, Library Media Specialist, plus two persons not associated with the school system. This committee shall make recommendations to the Board of Education.
5. The committee reviews the material in the light of the best interest of the students and the curriculum.
6. The Superintendent notifies the Board.
7. The Board notifies the challenger of the outcome of the committee's review.

Study Skills Test Number Items

<u>Study Skills Test Items</u>
<u>Scholastic Literacy Place</u>

Integrated Strategy and Other Instruction for Study Skills

This section of the guide offers the classroom teacher a list of study skills unit test item numbers for each grade level.   The district approved Language Arts Literacy integrated program Scholastic Literacy Place, provides strategies and other instructional suggestions in the study skills area for our selected grades 1 – 5. Several available on and off line resources that can enhance study skills instruction are also provided throughout the Scholastic Literacy Place program on designated Teacher Edition pages in the manual.

Study Skills Test Items from Scholastic Literacy Place

Grade 5
Making A Difference – Page #s 31 – 35
It's A Mystery – Page #s 34, 35
Voyagers – Page #s 33 - 35
In the Spotlight – Page #s 31 - 35

Grade 4
Chapter by Chapter – Page #s 31 - 35
Discovery Teams – Page #s 33
The Funny side – Page #s 31 - 33
Nautre Guides – Page #s 34 – 35

Grade 3
What's New? - Page #s 28 - 30
On the Job - Page #s 26 - 28
Time Detectives - Page #s 26 – 30

Grade 2
Snapshots - Page #s 26 – 28
Lights! Camera! Action! - Page #s 26, 27

Grade 1
Problem Patrol - Page #s 26, 27
Hometowns - Page #s 29, 30