

Mission Statement: It is the mission of the Elba Central School District to actualize the phrase “Elba Equals Educational Excellence for Everyone.” We are committed to providing both quality and equity. Every student will have the opportunity to develop to the best of his/her ability.

Elba Standards: In addition to the knowledge and basic skills they need in order to participate in society, graduates of Elba Central School will develop:

1. Empowering skills: decision making, goal setting, creative thinking and problem solving abilities;
2. Communication and social interaction skills;
3. Technological literacy;
4. Total wellness (social, physical, emotional health and self-esteem);
5. The values necessary to participate in society.

As a result of achieving these outcomes, our students will embrace lifelong learning.

National Standards:

Information Literacy

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

Standard 3: The student who is information literate uses information accurately and creatively.

Independent Learning

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

Performance Indicators:

Students will:

1-Media Center Responsibilities

- a. understand what a library is
- b. demonstrate good citizenship in the library by following rules and procedures
- c. utilize the librarian as a teacher and resource person
- d. demonstrate proper care of a book and other materials in the library
follow circulation procedures

2- Collection Organization/Location

- a. have the ability to locate easy fiction, non-fiction, easy-to-read books and other relevant materials
- b. select materials for themselves
- c. understand that each item has a specific place on the library shelves
- d. understand the arrangement of fiction and non-fiction books
- e. have an awareness of the location and use of the catalog (OPAC)
- f. have the knowledge to search the catalog (OPAC) by subject, author, title and for availability
- g. develop an understanding of catalog records
- h. develop searching strategies (electronic and manual)
- i. develop an understanding of the Dewey Decimal System

3- Literature Appreciation

- a. recognize the variety of books available in the library
- b. have the ability to identify a variety of authors and genres (nursery rhymes, fairy tales, concept books, non-fiction, poetry)
- c. develop an appreciation for his/her favorite books and authors
- d. recognize that books are for enjoyment as well as for information
- f. develop an understanding of story elements (character, plot, visual literacy)
- g. have an understanding of the Newbery Medal

4- Listening and Interactive Skills

- a. listen and comprehend stories read aloud (sequencing, prediction, retelling)
- b. recognize that quiet listening is necessary for group attention and enjoyment
- c. respond appropriately to what is seen and heard

5- Reference Skills

- a. understand ABC order
- b. understanding of how to use the encyclopedia
- c. participate in collaborated classroom/library supported research projects
- d. understand alphabetical and numerical order
- e. develop an understanding of keyword searching
- f. participate in collaborated classroom/library supported research projects

- g. begin to understand the process of choosing an appropriate resource
- h. begin to understand how to evaluate resources using reliability, currency and accuracy

6- Vocabulary

- a. use and understand the following terms:
 - borrow, return, renew, overdue, plagiarism
 - author, title, illustrator
 - spine, spine label, cover, barcode, paperback, hardcover, pages, publisher, copyright date.

7- Study Skills

- a. understand the organization of a book (table of contents, index)
- b. begin to develop (in collaboration with classroom teaching) an understanding of notetaking, skimming, and organizing
- c. gain knowledge about the format of bibliographies
- d. ability to differentiate between factual and non-factual information
- e. comprehend and restate factual information

Assessment:	Acceptable Performance Level
Conversations, questions, observations	Students will respond and participate in activities to support performance indicators.
Circulation statistics	All students will participate in book exchange. Circulation statistics will increase each year.
Surveys of knowledge and interests	90% of students will answer questions on survey correctly.
Small group questioning	Students will actively participate in group discussions.
Report card grading	90% of students will receive a 3 or 4 in all categories.

Scope: Fifth grade students will begin to develop an understanding of information literacy.

Sequence:

Month	Concept	Supporting Activities	Performance Indicator	Achieved Performance Level
SEPT/ ONGOING	Media Center Responsibilities- Proper handling of library materials	Book exchange Questionnaire survey	1	Master
OCT/ ONGOING	Collection organization- OPAC	Presentation on OPAC, Weekly practice using the OPAC to find books of personal interest, Integrate OPAC searches with classroom projects.	2	Reinforced
ONGOING	Literature appreciation- Variety of genres	Myths, legends, folklore, storytelling (FEB) Historical Fiction, Mysteries, Sports, Animals, Non-fiction, Biography, Fantasy, Science Fiction-booktalks Poetry (APR) Booktalks; displays; Book reports assigned by classroom teachers;	3	Reinforced
ONGOING	Author and illustrator appreciation	Author visit; booktalks; displays;	3	Reinforced
ONGOING	Listening skills-comprehend and restate factual info.		4	Reinforced
SEPT	Collection Organization- understand the arrangement of fiction and non-fiction books	"Around the Media Center" scavenger hunt (Reaching every reader... p.43), Use of OPAC during book exchange; Putting books in call number order (fiction and non-fiction)	2	Reinforced
SEPT/OCT/ NOV	Collection Organization- Dewey Decimal System	Dewey Decimal unit-website and worksheet, (www.quia.com), Movie: Using the Dewey Decimal System	2	Reinforced
OCT/FEB	Reference Skills-Keyword Searching/Subject terms	Students will highlight or underline keywords and ideas from a copy of a paragraph from newspaper or encyclopedia-answer questions about the article, 5 minute mysteries, www.cybersmartcurriculum.com Students will write down 5-6 alternate search terms for a particular subject, (thesaurus)	5	Reinforced
DEC	Study Skills-organization of a book	Index presentation (overhead) Index practice- copy an index and have students answer questions about the index. Table of contents practice-	7	Reinforced

JAN	Newbery Medal	<i>Play Newbery game, Book displays, booktalks</i>	3	Reinforced
JAN	Reference Skills- Dictionary/Thesaurus	<i>Dictionary skills (attached) Taming Tired Tales (Thesaurus)- (Stretchy Library Lessons-p60)</i>	5	Reinforced
JAN/FEB	Reference skills- Almanac/Atlas, newspaper	<i>Almanac Jeopardy; (SLL-p.68) Where in the world am I? (Stretchy Library Lessons- p. 55);</i>	5	Reinforced
MAR/APR	Encyclopedias	<i>Power point presentation on encyclopedias (review), Wonder questions, Online encyclopedia practice, specialized encyclopedia practice- Animal acrostics-students research an animal using print encyclopedias and Online Encyclopedia of Animals. Gather words in a word bank or graphic organizer and create acrostic using researched information.**</i>	5	Reinforced
APR	Electronic Databases	<i>Presentation on monitor, Electronic database scavenger hunt- Look for five jokes or riddles for April Fool's Day- share with class,</i>	5	Reinforced
MAY	Study Skills- Notetaking	<i>Students choose a topic (with guidance) and take notes using graphic organizers, Collaborated classroom projects</i>	7	Reinforced
ONGOING	Outlining	<i>Collaborated classroom projects</i>	7	Reinforced
		<i>Explorer research activity; students research explorer and create an award for the explorer. (see explorer file</i>		

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Methodology: Classroom collaboration, Best Practices, 6-Traits writing, RAC, Information Power, booktalking

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SAMPLE

5th Grade Questionnaire

Date: _____

Class: _____

Names: _____

1. What do you like best about coming to library?

Responses:

2. What types of books would you like to see more of in the library?

Responses:

4. What does the author do? What does the illustrator do?

5. Where in the library can you find (J and non-J) fiction books?

Nonfiction?

6. Which of the following activities would be your favorite?

Ride a bike, read a book or watch TV

7. Name something that you like to do for fun or something that you are interested in.

8. Tell me five ways to handle books that will keep the books looking nice?

9. Who is your favorite author?

10. How do you decide where you should look first to find out information about a subject?

11. Can you tell me what makes a web site reliable?

