



Milltown School District
Milltown, NJ 08850



BASED ON CCSS 2011 and AASL 2007

Library Media Curriculum



Kindergarten through Eighth Grade

Adoption Date: June 4, 2013

Milltown School District
Milltown, NJ 08850

LIBRARY MEDIA CURRICULUM

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Foreword

Humankind is developing in an increasingly technological environment. With the greatest of rapidity, we can retrieve enormous amounts of data. Communication is becoming more accelerated as the Earth continues to shrink. People, out of necessity, are compelled to interact more as one than as different societies.

Education today requires a cadre of highly skilled teachers to bring forward to the minds of the children entrusted to their care the very best that there is to offer. The role of the classroom teacher can only be successful with the support of a Board of Education committed to excellence and parents and guardians who are knowledgeable and supportive of the individual needs of their own children. Teaching is best accomplished when the home, school, and community respond in this positive way.

A well-developed curriculum is one of the most fundamental ingredients for every child's educational success. It is the curriculum that melds into one the most current educational trends, the philosophy of education of the school district, and the desires of each and every parent and guardian to have his or her child reach the optimum of success. Education is global and addresses current as well as past events, offering students opportunities to make real world connections across every curricular area. In preparing our students for the 21st century, we must provide classroom instruction that prepares them with the skills necessary to access and connect information in a rapidly changing world.

There will be a continuing need to reach across the subject areas if we are to develop the child into a wholly educated individual. The skills of reading must be taught and reinforced in every subject, as must those of writing and mathematics. For the present time, and for the reasonably foreseeable future, these three fundamental areas will continue to be the core of the strength of the American society. Collectively they open the doors to all learning. In order for one to understand the laws of the nation, to make a contribution to society, and to value one's self and the rest of humankind, it is essential that this cross-curricular approach be embraced with enthusiasm.

This curriculum guide seeks to foster these ideals, so that the children of Milltown will be as well prepared as those from any other educational system. This guide emphasizes decision-making and citizenship skills and the need to conceptualize, rather than to learn by rote.

The educators of this district and the community are encouraged to utilize this guide as a vehicle to help assure that in Milltown we have indeed fulfilled our obligation to create a better world. A world in which there is more understanding for what is the common good of its entire people. A world in which our children will be better communicators and fully able to interact more as one, than as different societies.

Affirmative Action Statement

It is the policy of the Board of Education to provide equal employment and educational opportunities, regardless of race, color, creed, religion, sex, ancestry, national origin, place of residence, social or economic condition, or non-applicable handicap.

Affirmative Action Officer:

Vincent Marasco, Business Administrator
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Adaptation for Special Education Statement

Although this curriculum guide has been developed for general education delivery, the knowledge, skills, attitudes, and behaviors identified are appropriate for the special education pupils in Milltown. Modifications necessary to accommodate the educational needs of an individual pupil's disability will be described in the Individualized Educational Program (IEP). They are on file at:

Office of Student Support Services
c/o Joyce Kilmer School
21 West Church Street
Milltown, NJ 08850
(732) 214-2365

Philosophy of Education
(Board Policy File # 6010)

The Milltown Board of Education accepts the responsibility for coordinating the available resources for home, school, and community in a mutual effort to guide every pupil's growth towards becoming a self-respecting individual who can effectively function politically, economically, and socially in a democratic society.

The Board believes New Jersey State goals should be applicable for every pupil in the Milltown School District to the limit to which the Board possesses jurisdiction, financial and staff resources.

- A. All children should start school ready to learn.
 - 1. Quality preschool opportunities shall be provided for all specially eligible children, through collaboration between public schools and community agencies.
 - 2. Within financial and staff resources parent education programs shall be designed and implemented by the District to assist parents in providing readiness experiences for their preschool children.

- B. The high school graduation rate shall be at least 90 percent (the receiving high school district shall be encouraged to embrace and implement these goals).
 - 1. The District shall provide least restrictive, alternative programs for pupils who cannot succeed in the regular high school environment, including those students with disabilities.
 - 2. The District shall provide dropout prevention programs for pupils at risk.

- C. Pupils shall leave grades four, eight and eleven having demonstrated competency in challenging subject matter including Language Arts/ literacy, mathematics, science, and social studies (civics, history and geography), health, physical education, visual and performing arts and world languages.
 - 1. The District shall implement state-approved curriculum content standards and appropriate assessments to enable pupils to succeed and to evaluate their performance.
 - 2. The District shall provide staff development opportunities to ensure that teachers are adequately equipped to teach challenging and up-to-date subject matter and to implement effective teaching techniques.

- D. Pupils shall learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
 - 1. The District shall provide students with experiences in higher-level thinking, information processing, the responsibilities of citizenship, and employability skills.
 - 2. All pupils shall demonstrate competency in the skills identified in the cross-content workplace readiness standards.

3. All pupils shall demonstrate respect for racial, cultural, ethnic and religious diversity.
- E. All pupils shall increase their achievement levels in science and mathematics to contribute to our country's ability to compete academically with other countries of the world.
1. The District shall revise its curriculum offerings in science and mathematics according to state standards as they are developed.
 2. The District shall provide staff training in the teaching of mathematics and science at grades K-8 to increase teachers' understanding of and ability to teach these subjects.
- F. Every adult shall be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
1. Adult education programs shall be increased in conjunction with other local districts, community colleges and other educational agencies, to provide greater opportunities for adults to continue learning for work skills, leisure pursuits, intellectual and cultural growth and to assist their children in learning.
 2. Business and industry shall be encouraged to collaborate with educational agencies to design and increase access to educational programs for adults, such as flex time, distance learning and interactive technology.
- G. District schools shall be free of drugs and violence and offer a safe, disciplined environment conducive to learning.
1. The District shall develop partnerships with parents to establish the responsibilities of each to create and maintain safe and healthy educational environments for all pupils.
 2. The District shall provide programs and staffing to deal with pupils at risk.
 3. The school and community shall expand their cooperative efforts to create drug and violence-free environments.
 4. All students shall develop a positive view of self and learn to use effective interpersonal skills.

The Board shall develop, in consultation with the chief school administrator and teaching staff members, a written educational plan for the District. This plan shall be reviewed and adopted annually and shall include:

- A. Written educational goals;
- B. An assessment of pupil needs;
- C. Specific annual objectives based on identified needs and action plans to implement them;

- D. Standards for assessing and evaluating the achievement of objectives;
- E. The establishment of reasonable pupil minimum proficiency levels in the areas addressed in the core curriculum content standards;
- F. An educational program consistent with these goals, objectives, standards and needs;
- G. An evaluation of pupil progress.

Adopted: September 23, 1997
Revised: March 29, 1999

Library Media Curriculum

BELIEF STATEMENTS

Milltown School District concurs with the researchers, staff and members of the Advisory Board of the *Center for International Scholarship in School Libraries* who strongly support the following beliefs:

- The integration of learning, information and technology presents unique challenges for teachers, school librarians, administrators and students in the 21st century schools;
- Inquiry learning is at the heart of effective teaching;
- Inquiry learning shifts emphasis to student questioning, critical thinking, problem solving, engagement with diverse information sources, and development of deep knowledge and understanding;
- Carefully designed teaching and learning initiatives that guide and engage students in their inquiry enable students to transform information to knowledge;
- Five decades of research, experience, insights and systematic measures support the transformative role of school libraries in the development of the student's personal, social and cultural growth;
- School libraries are 21st century places of inquiry-based learning; they are now, more than ever, crucial to the development of students as intellectual agents;
- School libraries can and should play an integral role in school reform.

Kindergarten

During kindergarten students are introduced to the wonders of the library. Prereaders and readers alike are encouraged to select books for recreational reading. The library media specialist facilitates acquisition of the skills and understanding of the topic areas below.

LIBRARY APTITUDES

Orientation and Organization

- Library Staff
- Library Rules & Behavior Rules
- Circulation Procedures
- Care of Materials and Equipment
- Location of Library Media Center
- Location of "Easy" Books

Selection and Evaluation

- Selection by Interest
- Selection by Need for Information
- Selection by Reading Level

Types of Literature

- Nursery Rhymes
- Fairy Tales
- Concept Books
- Picture Books
- Non-fiction Books

Research

- Topic: Birds and Fish

First Grade

RANGE OF READING AND TEXT COMPLEXITY

CCSS 1.10 WITH PROMPTING AND SUPPORT, READ PROSE AND POETRY [INFORMATIONAL TEXTS] OF APPROPRIATE COMPLEXITY FOR GRADE 1.

Literature: Stories, Drama, Poetry

Little Bear by Else Holmelund Minarik

- Students (with prompting and support from the teacher) describe the relationship between key events of the overall story of *Little Bear* by Else Holmelund Minarik to the corresponding scenes illustrated by Maurice Sendak. [RL.1.7]

Pancakes for Breakfast by Tomie DePaola

Mix a Pancake by Christina Rossetti

- Students read two texts on the topic of pancakes (Tomie DePaola's *Pancakes for Breakfast* and Christina Rossetti's "Mix a Pancake") and distinguish between the text that is a storybook and the text that is a poem. [RL.1.5]

Informational Texts: Literary Nonfiction and Historical, Scientific and Technical Texts

A Tree is a Plant by Clyde Robert Bulla

- Students identify the reasons Clyde Robert Bulla gives in his book *A Tree Is a Plant* in support of his point about the function of roots in germination. [RI.1.8]

Starfish by Edith Thacher Hurd

- Students identify Edith Thacher Hurd as the author of *Starfish* and Robin Brickman as the illustrator of the text and define the role and materials each contributes to the text. [RI.1.6]

How People Learned to Fly by Fran Hodgkins & True Kelley

- Students (with prompting and support from the teacher) describe the connection between drag and flying in Fran Hodgkins and True Kelley's *How People Learned to Fly* by performing the "arm spinning" experiment described in the text. [RI.1.3]

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

CCSS W.7 CONDUCT SHORT AS WELL AS MORE SUSTAINED RESEARCH PROJECTS BASED ON FOCUSED QUESTIONS, DEMONSTRATING UNDERSTANDING OF THE SUBJECT UNDER INVESTIGATION.

W 1.7 Participate in shared research and writing projects.

- Research Project: Animals, Insects, Amphibians and/or "How to..."

First Grade

READ TO DISCUSS

AASL.1 INQUIRE, THINK CRITICALLY, AND GAIN KNOWLEDGE.
AASL.2 DRAW CONCLUSIONS, MAKE INFORMED DECISIONS, APPLY KNOWLEDGE TO NEW SITUATIONS AND CREATE NEW KNOWLEDGE
AASL.3 SHARE KNOWLEDGE AND PARTICIPATE ETHICALLY AND PRODUCTIVELY AS MEMBERS OF OUR DEMOCRATIC SOCIETY.
AASL.4 PURSUE PERSONAL AND AESTHETIC GROWTH

SUMMARY OF FOCUS

- Read for pleasure in a variety of genres
- Participate in social exchanges of ideas
- Respect a variety of viewpoints
- Make inferences and gather meaning
- Connect to the real world

Skills

- 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- Draw conclusions based on facts and premises.
- 4.1.1 Read, view, and listen for pleasure and personal growth.
- Participate in book talks and book discussion groups.
 - Seek information about personal interests, and ask for help in locating it when necessary.
 - Set reading goals.
 - Read, listen to, and view a variety of fiction and nonfiction for enjoyment and information.
 - Read, listen, and view for a variety of purposes: to live the experiences of a character, to answer questions, to find out about something new, to explore personal interests.
- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
- Connect own feelings to emotions, characters, and events portrayed in a literary work.
 - Use personal experiences to stimulate responses to literature and art.
 - Understand and restate ideas presented through creative formats.
 - Identify story elements in various fiction genres.
 - Use evidence from stories to discuss characters, setting, plot, time, and place.
 - Discuss theme of stories, using evidence to support opinions.

Responsibilities

- 2.3.1 Connect understanding to the real world.
- 3.3.2 Respect the differing interests and experiences of others, and seek variety of viewpoints.
- 4.3.1 Participate in the social exchange of ideas, both electronically and in person.

LIBRARY APTITUDE

Orientation and Organization

- Library Staff
- Library Rules & Behavior Rules
- Circulation Procedures
- Care of Materials and Equipment
- Location of Library Media Center
- Location of "Ready to Read" Books

First Grade

Selection and Evaluation

- Selection by Interest
- Selection by Need for Information
- Selection by Reading Level

Literature Appreciation

- Award-winning Books
 - Caldecott

Types of Literature

- Nursery Rhymes
- Fairy Tales
- Fable
- Ready to Read

Book Format

- Locate Parts of a Book
- Use Parts of a Book

Second Grade

RANGE OF READING AND TEXT COMPLEXITY

RL.2.10 BY THE END OF THE YEAR, READ AND COMPREHEND LITERATURE [INFORMATIONAL TEXTS] IN THE GRADES 2-3 TEXT COMPLEXITY BAND PROFICIENTLY, WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

Literature: Stories, Drama, Poetry

How the Camel Got His Hump by Rudyard Kipling

- Students read fables and folktales from diverse cultures that represent various origin tales, such as Rudyard Kipling's "How the Camel Got His Hump" and Natalie Babbitt's *The Search for Delicious*, and paraphrase their central message, lesson, or moral. [RL.2.2]

The Thirteen Clocks by James Thurber

- Students describe the overall story structure of *The Thirteen Clocks* by James Thurber, describing how the interactions of the characters of the Duke and Princess Saralinda introduce the beginning of the story and how the suspenseful plot comes to an end. [RL.2.5]

Informational Texts: Literary Nonfiction and Historical, Scientific and Technical Texts

A Medieval Feast by Aliki

- Students read Aliki's description of *A Medieval Feast* and demonstrate their understanding of all that goes into such an event by asking questions pertaining to who, what, where, when, why, and how such a meal happens and by answering using key details. [RI.2.1]

A Drop of Water by Walter Wick

- Students explain how the specific image of a soap bubble and other accompanying illustrations in Walter Wick's *A Drop of Water: A Book of Science and Wonder* contribute to and clarify their understanding of bubbles and water. [RI.2.7]

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

CCSS W.7 CONDUCT SHORT AS WELL AS MORE SUSTAINED RESEARCH PROJECTS BASED ON FOCUSED QUESTIONS, DEMONSTRATING UNDERSTANDING OF THE SUBJECT UNDER INVESTIGATION.

W 2.7 Participate in shared research and writing projects.

- Research Project: Animals

Second Grade

READ TO LEARN

AASL.1 INQUIRE, THINK CRITICALLY, AND GAIN KNOWLEDGE.
AASL.2 DRAW CONCLUSIONS, MAKE INFORMED DECISIONS, APPLY KNOWLEDGE TO NEW SITUATIONS AND CREATE NEW KNOWLEDGE
AASL.3 SHARE KNOWLEDGE AND PARTICIPATE ETHICALLY AND PRODUCTIVELY AS MEMBERS OF OUR DEMOCRATIC SOCIETY.
AASL.4 PURSUE PERSONAL AND AESTHETIC GROWTH

SUMMARY OF FOCUS

- Connect reading to personal interests
- Pursue interest through a variety of resources
- Document and organize learning
- Recognize new knowledge
- Assess process

Skills

- 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
- Use evidence from the text to discuss the author's purpose.
 - Read widely to explore new ideas.
 - Make predictions and inferences about events and characters.
 - Identify problems and solutions in a story.
 - Draw conclusions about the theme of a story.
 - Describe how an illustrator's style, elements, and media represent and extend the meaning of the story or the narrative text.
 - Connect story to previous reading.
 - Recognize features of various genres and use different reading strategies for understanding.
 - Demonstrate knowledge of favorite authors, genres, etc.
- 4.1.4 Seek information for personal learning in a variety of formats and genres.
- Select books from favorite authors and genres; try new genres when suggested.
 - Select texts in various formats based on a theme, topic, and connection to classroom learning or personal interest.
 - Select both "just right" books and challenging books on a regular basis.
 - Recognize the works of a single author.
 - Recognize why some authors and genres have become favorites.
 - Select appropriate print, non-print and electronic materials on an individual level.
- 4.1.5 Connect ideas to own interests and previous knowledge and experience.
- Use prior knowledge to understand and compare literature.
 - Understand literal meaning and identify the main points.
 - Compare the ideas in various types of resources to experiences in real life.
- 4.1.6 Organize personal knowledge in a way that can be called upon easily.
- Use simple graphic organizers and scaffolding available through technology software to capture the main ideas and their relationships to each other.
 - Use two-column approach to note-taking to capture personal connections to information.

Dispositions in Action

- 4.2.1 Display curiosity by pursuing interests through multiple resources.

Self-Assessment Strategies

- 2.4.3 Recognize new knowledge and understanding.
- 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

Second Grade

LIBRARY APTITUDE

Orientation and Organization

- Library Staff
- Library Rules & Behavior Rules
- Circulation Procedures
- Care of Materials and Equipment
- Location of Library Media Center
- Location of "Easy" Books, Non-fiction, Periodicals, Biographies

Selection and Evaluation

- Selection by Interest
- Selection by Need for Information
- Selection by Reading Level

Literature Appreciation

- Award-winning Books
 - Caldecott

Types of Literature

- Mysteries
- Fairy Tales
- Fable
- Poetry

Book Format

- Locate Parts of a Book
- Use Parts of a Book

Reference

- Use of periodicals

Third Grade

RANGE OF READING AND TEXT COMPLEXITY

CCSS.RL.3.10 BY THE END OF THE YEAR, READ AND COMPREHEND LITERATURE [INFORMATIONAL TEXTS] AT THE HIGH END OF THE GRADES 2-3 TEXT COMPLEXITY BAND INDEPENDENTLY AND PROFICIENTLY.

Literature: Stories, Drama, Poetry

Sarah, Plain and Tall by Patricia MacLachlan

- Students ask and answer questions regarding the plot of Patricia MacLachlan's *Sarah, Plain and Tall*, explicitly referring to the book to form the basis for their answers. [RL.3.1]

Charlotte's Web by E. B. White

- When discussing E. B. White's book *Charlotte's Web*, students distinguish their own point of view regarding Wilbur the Pig from that of Fern Arable as well as from that of the narrator. [RL.3.6]

Poppleton in Winter by Cynthia Rylant

- Students explain how Mark Teague's illustrations contribute to what is conveyed in Cynthia Rylant's *Poppleton in Winter* to create the mood and emphasize aspects of characters and setting in the story. [RL.3.7]

Informational Texts: Literary Nonfiction and Historical, Scientific and Technical Texts

The Story of Ruby Bridges by Robert Cole

- Students read Robert Coles's retelling of a series of historical events in *The Story of Ruby Bridges*. Using their knowledge of how cause and effect gives order to events, they use specific language to describe the sequence of events that leads to Ruby desegregating her school. [RI.3.3]

Ah, Music! by Alike

- Students use text features, such as the table of contents and headers, found in Alike's text *Ah, Music!* to identify relevant sections and locate information relevant to a given topic (e.g., rhythm, instruments, harmony) quickly and efficiently. [RI.3.5]

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

CCSS W.7 CONDUCT SHORT AS WELL AS MORE SUSTAINED RESEARCH PROJECTS BASED ON FOCUSED QUESTIONS, DEMONSTRATING UNDERSTANDING OF THE SUBJECT UNDER INVESTIGATION.

W 3.7 Conduct short research projects that build knowledge about a topic.

- Research Project: Countries

Third Grade

DIGITAL MEDIA

NJCCCS.9.1 ALL STUDENTS WILL DEMONSTRATE THE CREATIVE, CRITICAL THINKING, COLLABORATION, AND PROBLEM-SOLVING SKILLS NEEDED TO FUNCTION SUCCESSFULLY AS BOTH GLOBAL CITIZENS AND WORKERS IN DIVERSE ETHNIC AND ORGANIZATIONAL CULTURES.

E. Communication and Media Fluency

- 9.1.4.E.1[M] Explain how digital media are used in daily life in a variety of settings.
- 9.1.4.E.2[M] Demonstrate effective communication using digital media during classroom activities.
- 9.1.4.E.3[M] Distinguish how digital media are used by individuals, groups, and organizations for varying purposes.
- 9.1.4.E.4[M] Explain why some uses of media are unethical.

READ TO SEEK ANSWERS

AASL.1 INQUIRE, THINK CRITICALLY, AND GAIN KNOWLEDGE.
AASL.2 DRAW CONCLUSIONS, MAKE INFORMED DECISIONS, APPLY KNOWLEDGE TO NEW SITUATIONS AND CREATE NEW KNOWLEDGE
AASL.3 SHARE KNOWLEDGE AND PARTICIPATE ETHICALLY AND PRODUCTIVELY AS MEMBERS OF OUR DEMOCRATIC SOCIETY.
AASL.4 PURSUE PERSONAL AND AESTHETIC GROWTH

SUMMARY OF FOCUS

- Develop question/s that seeks to extend prior knowledge
- Work with teachers and peers to guide inquiry
- Recognize and use research strategies
- Document progress and learning
- Share results of inquiry

Skills

- 1.1.2 Use prior and background knowledge as context for new learning.
 - Connect ideas to own interests.
 - Generate a list of key words for a research-based project with guidance.
 - Use sources to acquire background information.
- 1.1.3 Develop and refine a range of questions to frame the search for new understanding.
 - Formulate questions about the topic with guidance.
 - Predict answers to inquiry questions based on background knowledge and beginning observation or experience.
 - Assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.
- 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
 - Use different clues (placement in text, signal words, focal point of illustration) to determine important ideas in illustrations and text.
 - Identify facts and details that support main ideas.
 - Restate and respond with detailed answers to factual questions.

Third Grade

- Find similar big ideas in more than one source.
 - Question the differences between sources and seek additional sources to resolve.
 - Make inferences with guidance.
 - Analyze and evaluate new information based on previous experience and knowledge.
- 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
- Review ideas held at beginning of inquiry and reflections captured during note-taking.
 - Match information found with questions and predictions.
 - Make inferences about the topic at the conclusion of a research project.
 - Draw a conclusion about the main idea.
 - Identify connections to the curriculum and real world.
- 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
- Present information clearly so that main points are evident.
 - Use information appropriate to task and audience.
 - Identify own strengths and set goals for improvement.
 - Reflect at the end of an inquiry experience about what ideas would still be interesting to pursue.
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
- Use significant details and relevant information to develop meaning.
 - Present information coherently in oral, written, and visual sequence.
 - Use clear and appropriate vocabulary to convey the intended message.
 - Speak clearly to convey meaning.

Dispositions in Action

- 2.2.4 Demonstrate personal productivity by completing products to express learning.

Self-Assessment Strategies

- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

LIBRARY APTITUDE

Orientation and Organization

- Library Staff
- Library Rules & Behavior Rules
- Circulation Procedures
- Care of Materials and Equipment
- Location of Library Media Center
- Location of "Easy, Juvenile Fiction, Fiction, Juvenile Nonfiction, Nonfiction and Reference" Books
- Location and use of Automated Card Catalog

Selection and Evaluation

- Selection by Interest
- Selection by Need for Information
- Selection by Reading Level

Literature Appreciation

- Award-winning Books
 - Caldecott

Third Grade

Types of Literature

- Series Fiction
- Fairy Tales
- Fables
- Folk Tales
- Poetry
- Mysteries

Book Format

- Locate Parts of a Book
- Use Parts of a Book

Reference

- Use of print and online dictionaries
- Use of periodicals
- Use of biographies
- Use of Atlases

Fourth Grade

RANGE OF READING AND TEXT COMPLEXITY

CCSS.RL.4.10 BY THE END OF THE YEAR, READ AND COMPREHEND LITERATURE [INFORMATIONAL TEXTS] IN THE GRADES 4-5 TEXT COMPLEXITY BAND PROFICIENTLY WITH SCAFFOLDING AS NEEDED AT THE HIGH END OF THE RANGE.

Literature: Stories, Drama, Poetry

Alice's Adventures in Wonderland by Lewis Carroll

- Students make connections between the visual presentation of John Tenniel's illustrations in Lewis Carroll's *Alice's Adventures in Wonderland* and the text of the story to identify how the pictures of Alice reflect specific descriptions of her in the text. [RL.4.7]

Casey at the Bat by Ernest Lawrence Thayer

- Students refer to the structural elements (e.g., verse, rhythm, meter) of Ernest Lawrence Thayer's "Casey at the Bat" when analyzing the poem and contrasting the impact and differences of those elements to a prose summary of the poem. [RL.4.5]

The Secret Garden by Frances Hodgson Burnett

- Students explain the selfish behavior by Mary and make inferences regarding the impact of the cholera outbreak in Frances Hodgson Burnett's *The Secret Garden* by explicitly referring to details and examples from the text. [RL.4.1]

Informational Texts: Literary Nonfiction and Historical, Scientific and Technical Texts

Discovering Mars: The Amazing Story of the Red Planet by Melvin Berger

- Students explain how Melvin Berger uses reasons and evidence in his book *Discovering Mars: The Amazing Story of the Red Planet* to support particular points regarding the topology of the planet. [RI.4.8]

Hurricanes: Earth's Mightiest Storms by Patricia Lauber

- Students identify the overall structure of ideas, concepts, and information in Seymour Simon's *Horses* (based on factors such as their speed and color) and compare and contrast that scheme to the one employed by Patricia Lauber in her book *Hurricanes: Earth's Mightiest Storms*. [RI.4.5]

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

CCSS W.7 CONDUCT SHORT AS WELL AS MORE SUSTAINED RESEARCH PROJECTS BASED ON FOCUSED QUESTIONS, DEMONSTRATING UNDERSTANDING OF THE SUBJECT UNDER INVESTIGATION.

W 4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

- Research Project: Biographies and/or NJ Regions

Fourth Grade

PERSONAL FINANCIAL LITERACY

NJCCCS.9.2 ALL STUDENTS WILL DEVELOP SKILLS AND STRATEGIES THAT PROMOTE PERSONAL AND FINANCIAL RESPONSIBILITY RELATED TO FINANCIAL PLANNING, SAVINGS, INVESTMENT, AND CHARITABLE GIVING IN THE GLOBAL ECONOMY.

A. Income and Careers

9.2.4.A.2 [M] Identify potential sources of income and their limitations.

B. Money Management

9.2.4.B.5 [M] Identify ways to earn and save.

9.2.4.B.6 [M] Distinguish among cash, check, credit card, and debit card.

9.2.4.B.7 [M] Explain the purposes of financial institutions in the community.

C. Credit and Debt Management

9.2.4.C.5 [M] Determine personal responsibility related to borrowing and lending.

E. Becoming a Critical Consumer

9.2.4.E.1 [M] Determine factors that influence consumer decisions related to money.

F. Civic Financial Responsibility

9.2.4.F.3 [M] Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

G. Risk Management and Insurance

9.2.4.G.3 [M] Describe how valuable items might be damaged or lost and ways to protect them.

READ TO INVESTIGATE

AASL.1 INQUIRE, THINK CRITICALLY, AND GAIN KNOWLEDGE.

AASL.2 DRAW CONCLUSIONS, MAKE INFORMED DECISIONS, APPLY KNOWLEDGE TO NEW SITUATIONS AND CREATE NEW KNOWLEDGE

AASL.3 SHARE KNOWLEDGE AND PARTICIPATE ETHICALLY AND PRODUCTIVELY AS MEMBERS OF OUR DEMOCRATIC SOCIETY.

AASL.4 PURSUE PERSONAL AND AESTHETIC GROWTH

SUMMARY OF FOCUS

- Develop and investigate research question/s
- Use a variety of resources to gather different perspectives
- Track sources and related information
- Reflect to identify gaps in research and identify additional resources to gather complete evidence
- Assess final product

Skills

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

2.1.2 Organize knowledge so that it is useful.

- Organize notes and ideas to form responses to questions
- Organize the information in a way that is appropriate for the assignment or question.

Fourth Grade

- Use common organizational patterns to make sense of information (chronological order, main idea with supporting ideas).
- 2.1.4 Use technology and other information tools to analyze and organize information.
- Use word processing, drawing tools, presentation software, graphing software, and other productivity software to illustrate concepts and convey ideas.

Dispositions in Action

- 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.
- 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

Responsibilities

- 1.3.2 Seek divergent perspectives during information gathering and assessment.
- 2.3.2 Consider diverse and global perspectives in drawing conclusions.

Self-Assessment Strategies

- 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
- 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.
- 2.4.2 Reflect on systematic process, and assess for completeness of investigation.
- 3.4.2 Assess the quality and effectiveness of the learning product.
- Content
 - Presentation

LIBRARY APTITUDE

Selection and Evaluation

- Selection by Interest
- Selection by Purpose

Literature Appreciation

- Award-winning Books
- Multicultural Awareness
- Notable Authors & Illustrators

Reference/Research

- Review of types of reference materials including print and non-print.
- Atlas
- Dictionaries
- Phone directories
- Thesaurus
- Almanac
- Newspaper

Fifth Grade

RANGE OF READING AND TEXT COMPLEXITY

RI.5.10 BY THE END OF THE YEAR, READ AND COMPREHEND LITERATURE [INFORMATIONAL TEXTS] AT THE HIGH END OF THE GRADES 4-5 TEXT COMPLEXITY BAND INDEPENDENTLY AND PROFICIENTLY.

Literature: Stories, Drama, Poetry

The Black Stallion by Walter Farley

- Students describe how the narrator's point of view in Walter Farley's *The Black Stallion* influences how events are described and how the reader perceives the character of Alexander Ramsay, Jr. [RL.5.6]

Tuck Everlasting by Natalie Babbitt

- Students read Natalie Babbitt's *Tuck Everlasting* and describe in depth the idyllic setting of the story, drawing on specific details in the text, from the color of the sky to the sounds of the pond, to describe the scene. [RL.5.3]

Informational Texts: Literary Nonfiction and Historical, Scientific and Technical Texts

A First Look at Time and Clocks by Bruce Koscielniak

- Students explain the relationship between time and clocks using specific information drawn from Bruce Koscielniak's *About Time: A First Look at Time and Clocks*. [RI.5.3]

Seeing Eye to Eye by Leslie Hall

- Students quote accurately and explicitly from Leslie Hall's "Seeing Eye to Eye" to explain statements they make and ideas they infer regarding sight and light. [RI.5.1]

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

CCSS W.7 CONDUCT SHORT AS WELL AS MORE SUSTAINED RESEARCH PROJECTS BASED ON FOCUSED QUESTIONS, DEMONSTRATING UNDERSTANDING OF THE SUBJECT UNDER INVESTIGATION.

- W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Research Project: Explorers and/or Outer Space

READ CRITICALLY

AASL.1 INQUIRE, THINK CRITICALLY, AND GAIN KNOWLEDGE.

AASL.2 DRAW CONCLUSIONS, MAKE INFORMED DECISIONS, APPLY KNOWLEDGE TO NEW SITUATIONS AND CREATE NEW KNOWLEDGE

AASL.3 SHARE KNOWLEDGE AND PARTICIPATE ETHICALLY AND PRODUCTIVELY AS MEMBERS OF OUR DEMOCRATIC SOCIETY.

AASL.4 PURSUE PERSONAL AND AESTHETIC GROWTH

SUMMARY OF FOCUS

- Find and evaluate sources of information for validity and accuracy
- Use technology to access information

Fifth Grade

- Develop guide for critiquing resources

Skills

- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
 - Understand the 10 major Dewey areas and what main topics are included in each.
 - Use text features and illustrations to decide which resources are best to use and why.
 - Select and use appropriate sources, including specialized reference sources and periodical databases, to answer questions.
 - Use multiple resources, including print, electronic, and human, to locate information.
- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context.
 - Use skim/scan to locate information that is appropriate to age and ability level.
 - Use the organizational structure of a book (e.g., table of contents, index, chapter headings) to locate information to answer questions.
 - Interpret information taken from maps, graphs, charts and other visuals.
 - Distinguish between fact and opinion.
 - Evaluate facts for accuracy.
 - Determine important and unimportant details.
 - Identify facts and details that support main ideas.
 - Select information to answer questions or solve a problem.
- 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.
 - Recognize when facts from two different sources conflict and seek additional sources to verify accuracy.
 - Recognize own misconceptions when new information conflicts with previously held opinions.
- 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
 - Search an online catalog to locate materials.
 - Use selected Websites and periodical databases to find appropriate information.
 - Use selected search engines to find appropriate information.
 - Use software or online tools (e.g., word processing, wikis, graphic organizers) to record and organize information.
- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
 - Cite all sources used according to model provided by teacher or librarian.
 - Select and present creative products in a variety of formats.

Dispositions in Action

- 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.
- 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

Self-Assessment Strategies

- 2.4.4 Develop directions for future investigations.

LIBRARY APTITUDE

Orientation and Organization

- Library Staff
- Library Conduct
- Care of library equipment and materials

Fifth Grade

- Correct vocabulary relating to the Library Media Center
- Correct circulation procedures
- Location of fiction and nonfiction books
- Use of nonfiction section by call numbers
- Identification of reference materials
- Location of materials by using electronic catalog
- Location and use of periodicals

Selection and Evaluation

- Selection by Interest
- Selection by Purpose

Literature Appreciation

- Award-winning Books
 - Sibert Award
 - Newbery Award
- Multicultural Awareness
- Notable Authors & Illustrators

Middle School

READ TO RESEARCH

AASL.1 INQUIRE, THINK CRITICALLY, AND GAIN KNOWLEDGE.
AASL.2 DRAW CONCLUSIONS, MAKE INFORMED DECISIONS, APPLY KNOWLEDGE TO NEW SITUATIONS AND CREATE NEW KNOWLEDGE
AASL.3 SHARE KNOWLEDGE AND PARTICIPATE ETHICALLY AND PRODUCTIVELY AS MEMBERS OF OUR DEMOCRATIC SOCIETY.
AASL.4 PURSUE PERSONAL AND AESTHETIC GROWTH

SUMMARY OF FOCUS

The school library plays a vital role in middle school education. The middle school library program allows students the physical and intellectual experience of applying previously mastered skills to authentic learning projects. The library media specialist facilitates the use of a variety of relevant print and digital resources to support student inquiry and research across the curriculum. Developing these skills in a supportive and familiar environment provides the foundation of information literacy that will prepare students for expectations in secondary education and beyond.

Skills

1.1.9 Collaborate with others to broaden and deepen understanding.

Dispositions in Action

1.2.6 Display emotional resilience by persisting in information searching despite challenges.

Responsibilities

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.5 Use information technology responsibly.

Self-Assessment Strategies

4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

CCSS W.7 CONDUCT SHORT AS WELL AS MORE SUSTAINED RESEARCH PROJECTS BASED ON FOCUSED QUESTIONS, DEMONSTRATING UNDERSTANDING OF THE SUBJECT UNDER INVESTIGATION.
CCSS W.8. GATHER RELEVANT INFORMATION FROM MULTIPLE PRINT AND DIGITAL SOURCES, ASSESS THE CREDIBILITY AND ACCURACY OF EACH SOURCE, AND INTEGRATE THE INFORMATION WHILE AVOIDING PLAGIARISM.
CCSS W.9. DRAW EVIDENCE FROM LITERARY OR INFORMATIONAL TEXTS TO SUPPORT ANALYSIS, REFLECTION, AND RESEARCH.

Grade 6

W 6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W 6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Middle School

- W 6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
 - Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Language Arts

- Social Studies or Science Topic of Choice

Social Studies

- Ancient Greece
- Ancient Egypt
- Roman Civilization
- Age Of Enlightenment

Science

- Organisms
- Ecoregions
- Climate Of A City
- Natural Disasters
- Crystal Growth
- Sandstone
- Glaciers
- Magnetic Rocks
- Period In Earth's History
- Electromagnetic Spectrum

Grade 7

- W 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W 7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
 - Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

Language Arts

- culture of family heritage
- the death penalty

Social Studies

- The Federalist Era, The Jefferson Era and Growth and Expansion
- Lewis and Clark

Middle School

- Trail of Tears
- African Americans
- Social Reform

Science

- Solids, Liquids, And Gases
- Elements
- Inquiry And Hypothesis
- Plate Tectonics

Grade 8

- W 8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W 8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W 8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
 - b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Language Arts

- Illegal Immigration
- Controversial Topic of Choice

Social Studies

- Elections
- Presidents
- U.S. States
- European Countries
- Landmarks

Science

- Female Scientists
- Famous Scientists from each Continent
- Problem-Solving Technology Essay
- Electromagnetic Fishing Pole Building
- Egg Drop Project

Appendix A

The Information Search Process Research Model

Library Media Curriculum

THE INFORMATION SEARCH PROCESS RESEARCH MODEL

The Information Search Process Model, developed by Dr. Carol C. Kuhlthau, distinguished professor emerita at Rutgers School of Communication, recognizes the emotions that students encounter when faced with a research project. It encourages teachers to work closely with the students to help them get through the difficult starting stages. When the classroom teacher partners with the school librarian, they can guide the students to locate and assess multiple print and online resources, and avoid plagiarism. A true collaborative partnership can make the process much easier for all involved.

When students rush their research, they rely on copying and pasting, and there is little real learning that takes place. When students take their time gathering general knowledge, they can formulate a research question that is more meaningful to them, gain personal knowledge and transferable skills in learning from a wide variety of information sources.

Stage	Students feel	Description
Initiation	Apprehension	Students should spend some time looking broadly into the topics that they are considering researching. It is good for them to discuss their interests with their friends and classmates.
Selection of Topic	Uncertainty	Selection is a time for introducing and expanding on the general topic to be researched. Many students want to select a topic quickly and dive right into collection information and completing the assignment. This is where students often go astray. A good project need lots of background information to form a topic question that is worth spending time investigating.
Exploring for Focus	Anxiety	<p>This may be the most difficult stage for students while researching. While broadly researching without a specific focus, they often become confused by finding ideas that don't fit together. They encounter the inconsistencies and incompatibilities of differing perspectives and points of view.</p> <p>At this stage they are exploring for interesting ideas rather than collecting detailed information. They need to learn to browse through a variety of texts, skimming and scanning to get a general picture. They need to recognize when to slow down and read to gain sufficient background knowledge and to pick up interesting ideas. Exploration is best achieved by jotting down interesting ideas from a variety of sources rather than taking extensive, detailed notes from one text. Students need support, structure, and strategies for learning from different sources of information to assimilate new ideas and form a focused question from the ideas that arise in their explorations.</p>

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Formulating Focus	Increasing confidence	Formulating a focus marks the turning point of the information search process when students identify a focus, an area of concentration, "something to center on," and clarify their research question. Forming a focused question comes at the midpoint of the information search process, not at the beginning as often expected.
Collecting Information on Focus	Greater interest, increased confidence, and more successful searching	A good focus is one in which ideas continue to grow and evolve based on thorough reading of information and detailed note taking in the Collection stage. Students assume a "study" frame of mind of concentrated attention. A clear focus enables students to determine importance in what they are reading. It helps them to discriminate between less significant facts and more important ideas. A good focus can be adapted and altered as they continue to learn while they read, write and collect information. Interest in the project deepens as students get further along in constructing an understanding of their focused question.
Creating Presentation	Sense of accomplishment	The Creating Presentation stage marks the beginning of the writing process that introduces another set of challenges. Students who construct their ideas as they collect information are better prepared for writing and creatively presenting what they have learned. They experience fewer writing blocks because they have been constructing their learning all the way through the research process. These students often express a sense of accomplishment and satisfaction in what they have learned and created. Students that merely collect facts in a "cut and paste" fashion have difficulty preparing an original presentation and often express disappointment and boredom with their inquiry project.
Assessing the Learning	Satisfaction or disappointment	The way students feel at the close of a research project is a good way to assess what went well and what problems they encountered in the research process. Feelings of satisfaction and accomplishment indicate that they constructed their own understanding of their topic. Feelings of disappointment and boredom indicate a "cut and paste" approach with little real learning. Self-assessment gives students a sense of how to approach future research assignments and inquiry projects.

Appendix B

Materials and Resources

Library Media Curriculum

Media Center Resources

Fiction	Atlas	Online and Card Catalog
Non-Fiction	Almanacs	Computers with Internet Access
Picture Books	Encyclopedias	Holiday and Seasonal Selections
Biographies	Dictionaries	Summer Reading List
Books on Tape	Periodicals	Leveled Readers

Methods of Assessment

Forms and checklists (teacher-created, publisher-based)	Research Projects
Teacher observation	Teacher/Student Conferences
Discussion	Written Responses
Oral Presentations	Rubrics

Frequently Read Books: Grades K-4

Including, but not limited to, the following selections:

<u>Author's Name</u>	<u>Book Title</u>
Arnold, Tedd	<i>I Spy Fly Guy</i>
Arnosky, Jim	<i>The Brook Book</i>
Aston Hutts, Dianna	<i>A Butterfly Is Patient</i>
Atkins, Jeannine	<i>Mary Anning and the Sea Dragon</i>
Bardhan-Quallen, Sudipta	<i>Flying Eagle</i>
Barner, Bob	<i>Dem Bones</i>
Barrett, Judi	<i>Animals Should Definitely Not Wear Clothing</i>
Becker, Bonny	<i>A Visitor for Bear</i>
Blake, Robert J.	<i>Dog</i>
Bliss, Harry	<i>Luke on the Loose</i>
Bishop, Nic	<i>Nic Bishop Frogs</i>
Boyer, Crispin	<i>Everything Castles</i>
Browne, Anthony	<i>Gorilla</i>
Browne, Anthony	<i>Zoo</i>
Bruel, Nick	<i>Bad Kitty</i>
Burns, Marilyn	<i>The Greedy Triangle</i>
Burns, Marilyn	<i>Spaghetti and Meatballs for All!</i>
Byrd, Robert	<i>Electric Ben : The Amazing Life and Times of Benjamin Franklin</i>
Carrick Hill, Laban	<i>Dave the Potter: Artist, Poet, Slave</i>
Capucilli, Alyssa Satin	<i>Biscuit</i>
Carle, Eric	<i>A House for Hermit Crab</i>
Cleary, Brian P.	<i>Hairy, Scary, Ordinary: What is an Adjective?</i>
Cowcher, Helen	<i>Desert Elephants</i>
Craig, Paula	<i>Mr. Wiggle's Book</i>
Curtis, Christopher Paul	<i>The Watsons Go to Birmingham - 1963</i>
DeFelice, Cynthia C.	<i>The Dancing Skeleton</i>
DiCamillo, Kate	<i>Bink and Gollie</i>

Library Media Curriculum

<u>Author's Name</u>	<u>Book Title</u>
DiCamillo, Kate	<i>Mercy Watson: Princess in Disguise</i>
DiCamillo, Kate	<i>The Miraculous Journey of Edward Tulane</i>
DiCamillo, Kate	<i>The Tale of Despereaux</i>
Dunbar, Joyce	<i>A Cake for Barney</i>
Dunningham, Rose	<i>Sweet Eats</i>
Duvoisin, Roger	<i>Petunia's Christmas</i>
Ehlert, Lois	<i>Leaf Man</i>
Ferris, Jeri Chase	<i>Noah Webster & His Words</i>
Fleming, Candance	<i>Amelia Lost</i>
Floca, Brian	<i>Moonshot</i>
Fox, Mem	<i>Koala Lou</i>
Fox, Mem	<i>The Magic Hat</i>
Fox, Mem	<i>Possum Magic</i>
Fox, Mem	<i>Boo to a Goose</i>
Galdone, Joanna	<i>The Tailypo: A Ghost Story</i>
Gibbons, Gail	<i>Sea Turtles</i>
Giovanni, Nikki	<i>Rosa</i>
Glaser, Linda	<i>Emma's Poem: The Voice of the Statue of Liberty</i>
Gleeson, Brian	<i>Pecos Bill</i>
Hatkoff, J., Hatkoff, I. & Hatkoff, C.	<i>Winter's Tail : How One Little Dolphin Learned to Swim Again</i>
Hatkoff, Isabella	<i>Owen & Mzee</i>
Henkes, Kevin	<i>Lily's Big Day</i>
Hinshaw Patent, Dorothy	<i>Dogs on Duty : Soldiers' Best Friends on the Battlefield and Beyond</i>
Hoberman, Mary Ann	<i>You Read to me, I'll Read to You: Fables to Read Together</i>
Jenkins, Martin	<i>Can We Save the Tiger?</i>
Jenkins, Steve	<i>What Do You Do with a Tail Like That?</i>
Kellogg, Steven	<i>Paul Bunyan, a Tall Tale</i>
Kelly, Irene	<i>Even an Ostrich Needs a Nest : Where Birds Begin</i>
Kerley, Barbara	<i>The Dinosaurs of Waterhouse Hawkins</i>
Kerley, Barbara	<i>One World, One Day</i>
Kimmel, Eric A.	<i>Baba Yaga: A Russian Folktale</i>
Kimmel, Eric A.	<i>Anansi and the Magic Stick</i>
Kimmel, Eric A.	<i>Asher and the Capmakers: A Hanukkah Story</i>
Kimmel, Eric A.	<i>The Chanukkah Guest</i>
Lester, Julius	<i>John Henry</i>
Lin, Grace	<i>Ling & Ting</i>
Look, Lenore	<i>Alvin Ho: Allergic to Camping, Hiking and Other Natural Disasters</i>
Lourie, Peter	<i>The Manatee Scientist</i>
Lowry, Lois	<i>Gooney Bird Greene</i>
Markle, Sandra	<i>The Case of the Vanishing Golden Frogs : A Scientific Mystery</i>
McDonnell, Patrick	<i>Me ... Jane</i>

Library Media Curriculum

<u>Author's Name</u>	<u>Book Title</u>
McKissack, Pat	<i>Louis Armstrong: Jazz Musician</i>
McMahon, Peter	<i>Space Tourism: Machines of the Future</i>
McMullan, Kate	<i>Pearl and Wagner: One Funny Day</i>
McMullan, Kate	<i>Fluffy Goes to School</i>
McMullan, Kate	<i>Fluffy's 100th Day of School</i>
McPhail, David M.	<i>Pip Pig Goes to Camp</i>
McPhail, David M.	<i>Edward and the Pirates</i>
Munsch, Robert N.	<i>The Paper Bag Princess Story</i>
Murphy, Stuart J.	<i>Too Many Carrots</i>
Murphy, Stuart J.	<i>Bug Dance</i>
Numeroff, Laura	<i>If you Give a Pig a Pancake</i>
O'Connor, Jane	<i>Fancy Nancy</i>
Pennypacker, Sara	<i>Clementine</i>
Pfeffer, Wendy	<i>From Tadpole to Frog</i>
Pfeffer, Wendy	<i>The Shortest Day: Celebrating the Winter Solstice</i>
Pinkney, Andrea Davis	<i>Ella Fitzgerald</i>
Polacco, Patricia	<i>The Keeping Quilt</i>
Pringle, Laurence	<i>Frogs! : Strange and Wonderful</i>
Pulley Sayre, April	<i>Vulture View</i>
Richardson, Alan	<i>What's New Cupcake</i>
Ringgold, Faith	<i>Aunt Harriet's Underground Railroad in the Sky</i>
Rockwell, Anne F.	<i>Albert B. Cub & Zebra</i>
Runton, Andy	<i>Owly</i>
Rylant, Cynthia	<i>Mr. Putter and Tabby Feed the Fish</i>
Schaefer, Lola M.	<i>Crabs</i>
Schwartz, Alvin	<i>In a Dark, Dark Room, and Other Scary Stories</i>
Seeger, Laura Vaccaro	<i>Dog and Bear: Three to Get Ready</i>
Shaughnessy, Dan	<i>The Legend of the Curse of the Bambino</i>
Sidman, Joyce	<i>Swirl by Swirl : Spirals in Nature</i>
Simon, Seymour	<i>Seymour Simon's Book of Trains</i>
Simon, Seymour	<i>Butterflies</i>
Singer, Marilyn	<i>Chester, the Out-of-Work Dog</i>
Smith, Jeff	<i>Bone</i>
Sterry, Paul	<i>Birds of Eastern North America</i>
Sturm, James	<i>Adventures in Cartooning</i>
Tang, Greg	<i>The Grapes of Math: Mind Stretching Math Riddles</i>
Tavares, Matt	<i>Henry Aaron's Dream</i>
Thimmesh, Catherine	<i>Friends : True Stories of Extraordinary Animal Friendships</i>
Thomas, Jan	<i>Rhyming Dust Bunnies</i>
Thomas, Peggy	<i>For the Birds: The Life of Roger Tory Peterson</i>
Tripp Jurmain, Suzanne	<i>Worst of Friends: Thomas Jefferson, John Adams, and the True Story of an American Feud</i>

Library Media Curriculum

<u>Author's Name</u>	<u>Book Title</u>
Van Allsburg, Chris	<i>Queen of the Falls</i>
Van Allsburg, Chris	<i>The Stranger</i>
Van Allsburg, Chris	<i>The Widow's Broom</i>
Vernick, Audrey	<i>Brothers at Bat : The True Story of an Amazing All-Brother Baseball Team</i>
Wagner, Karen	<i>A Friend Like Ed</i>
Walker, Alice	<i>There is a Flower at the Tip of My Nose Smelling Me</i>
Waring, Richard	<i>Hungry Hen</i>
Wiesner, David	<i>Flotsam</i>
Willems, Mo	<i>Knuffle Bunny</i>
Willems, Mo	<i>We are in a Book</i>
Winter, Jeanette	<i>Wangari's Trees of Peace : A True Story from Africa</i>
Wood, Douglas	<i>Franklin and Winston: A Christmas That Changed the World</i>
Woodson, Jaqueline	<i>The Other Side</i>
Yee, Herbert Wong	<i>Mouse and Mole: A Winter Wonderland</i>
Yezerki, Thomas F.	<i>Meadowlands : A Wetlands Survival Story</i>
Yolen, Jane	<i>How Do Dinosaurs Eat Their Food?</i>

Frequently Read Books: Grades 5-6

Including, but not limited to, the following selections:

Original Fairy Tales

<u>Author's Name</u>	<u>Book Title</u>
Brothers Grimm	<i>Assorted tales</i>
Perrault, Charles	<i>Assorted tales</i>
Various	<i>Examples: Cinderella, Little Red Cap, Snow White, etc.</i>

Fractured Tales

<u>Author's Name</u>	<u>Book Title</u>
Scieszka, Jon	<i>The Wolf's Side of the Story</i>
Scieszka, Jon	<i>Stinky Cheese Man</i>
Steig, William	<i>Sylvester and the Magic Pebble</i>

Humor

<u>Author's Name</u>	<u>Book Title</u>
Lawrence, Michael	<i>The Killer Underpants</i>
Sachar, Louis	<i>Tales from Sideways School</i>

Character Ed/Realistic Fiction

<u>Author's Name</u>	<u>Book Title</u>
Cooney, Caroline	<i>Code Orange</i>
Konigsberg, E. L.	<i>The View from Saturday</i>
Sachar, Louis	<i>The Library Card - vignettes</i>
Spinelli, Jerry	<i>Loser</i>
Spinelli, Jerry	<i>Stargirl</i>

Library Media Curriculum

Fantasy/Sci-Fi

<u>Author's Name</u>	<u>Book Title</u>
Bradbury, Ray	<i>The Veldt</i>
Carson-Levine, Gail	<i>Ella Enchanted</i>
DiCamillo, Kate	<i>Tale of Desperaux</i>
Paolini, Christopher	<i>Eragon</i>
Wynorski, Jim	<i>They Came from Outer Space</i>

Short Stories

<u>Author's Name</u>	<u>Book Title</u>
Bradbury, Ray	<i>The Illustrated Man</i>
Lubar, David	<i>Curse of the Campfire Weenies and 35 other short tales</i>
Poe, Edgar Allen	<i>Tell Tale Heart</i>
Poe, Edgar Allen	<i>The Raven</i>
Yolen, Jane	<i>Halloween Stories</i>
Yolen, Jane	<i>"Authors and Kids Write"</i>