

## **4th Grade Library Media Curriculum**

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# Orientation

Stage 1- Desired Results	
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>■ Why are policies and procedures important?</li> <li>■ How do these policies and procedures assist me while utilizing the school library?</li> <li>■ How do I apply these policies and skills to other libraries, i.e. public library?</li> <li>■ How will these policies and procedures assist me when utilizing libraries in the future?</li> </ul>	<b>Enduring Understandings</b> <i>Students understand that...</i> <ul style="list-style-type: none"> <li>■ policies and procedures are important in the Library Media Center.</li> </ul>
<b>Standards and Performance Indicators:</b> <p><b>COMMON CORE LEARNING STANDARDS (CCLS)</b>            CCLS:ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects PreK-5, 4th Grade , Capacities of the Literate Individual                Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, &amp; Language                    ■ They demonstrate independence.                    ■ They build strong content knowledge.</p> <p>CCLS:ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects PreK-5, 4th Grade , Reading: Literature                Responding to Literature                    11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.                        ■ 11a. Self-select text based upon personal preferences.</p> <p><b>INFORMATION FLUENCY CONTINUUM (IFC)</b>  <b>AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS (AASL)</b>            AASL Standards for the 21st Century Learner, K-12 , Inquiry &amp; Critical Thinking                Learners use skills, resources and tools to inquire, think critically, and gain knowledge.                    1.1 Skills                        ■ 1.1.2 Use prior and background knowledge as context for new learning.                        ■ 1.1.9 Collaborate with others to broaden and deepen understanding                    1.2 Dispositions in Action                        ■ 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.                    1.3 Responsibilities                        ■ 1.3.5 Use information technology responsibly.                    1.4 Self-Assessment Strategies                        ■ 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.                        ■ 1.4.4 Seek appropriate help when it is needed.</p> <p>AASL Standards for the 21st Century Learner, K-12 , Knowledge Application                    2.3 Responsibilities                        ■ 2.3.1 Connect understanding to the real world.</p> <p>AASL Standards for the 21st Century Learner, K-12 , Personal &amp; Aesthetic Growth                Learners use skills, resources and tools to pursue personal and aesthetic growth.                    4.1 Skills                        ■ 4.1.5 Connect ideas to own interests and previous knowledge and experience.                    4.2 Dispositions in Action                        ■ 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.                    4.3 Responsibilities                        ■ 4.3.2 Recognize that resources are created for a variety of purposes.                        ■ 4.3.3 Seek opportunities for pursuing personal and aesthetic growth.                    4.4 Self-Assessment Strategies                        ■ 4.4.1 Identify own areas of interest.</p>	

## GRADE 4

<p><b>Knowledge</b> <i>Students know that...</i></p> <ul style="list-style-type: none"> <li>■ the OPAC is used to search for materials.</li> <li>■ shelf markers help you to look for materials.</li> <li>■ they should ask for assistance when they need to locate materials.</li> </ul>	<p><b>Skills</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>■ state library rules and procedures</li> <li>■ demonstrate proper book care</li> <li>■ locate and select appropriate books for their level</li> <li>■ identify sections appropriate to their grade level</li> <li>■ demonstrate emergency procedures for the library</li> <li>■ check out library materials</li> </ul>
<b>Stage 2- Assessment Evidence</b>	
<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>■ Informal observation</li> <li>■ Students check out materials</li> </ul>	
<b>Stage 3- Learning Activities</b>	
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>■ Practice using shelf markers to select a book.</li> <li>■ Be introduced to the specific sections at the appropriate time.</li> <li>■ Instruct students how to use the library catalog (OPAC).</li> <li>■ Library lessons on the various genres, i.e. fairy tales, biographies.</li> <li>■ Include a variety of modalities within the lessons to support the diverse learning style of all students.</li> <li>■ Provide a variety of activities that allow the students to chose an activity that best matches their learning styles and needs that both supports and provides enrichment.</li> <li>■ <a href="#"><u>HOW TO CHOOSE A JUST RIGHT BOOK</u></a></li> <li>■ <a href="#"><u>I PICK JUST RIGHT BOOKS</u></a></li> <li>■ <a href="#"><u>CALL NUMBERS</u></a></li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>■ Library Media Center</li> <li>■ Library Signage</li> <li>■ Class list with student IDs</li> <li>■ PowerPoint presentations</li> <li>■ Rules</li> <li>■ Reading surveys</li> </ul>

# Vocabulary

Stage 1- Desired Results	
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>■ What library vocabulary terms are essential to the library environment?</li> <li>■ How does the knowledge of these terms enable one to function in the library environment?</li> <li>■ How will understanding these library terms apply to my future informational needs?</li> <li>■ How do I use these library terms to access information?</li> <li>■ How do I use my knowledge of library terms in libraries throughout the world?</li> </ul>	<b>Enduring Understandings</b> <i>Students understand that...</i> <ul style="list-style-type: none"> <li>■ There is specific library vocabulary.</li> </ul>
<b>Standards and Performance Indicators:</b> <b>COMMON CORE LEARNING STANDARDS (CCLS)</b> CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, 4th Grade , Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language <ul style="list-style-type: none"> <li>■ They demonstrate independence.</li> <li>■ They build strong content knowledge.</li> </ul> <b>INFORMATION FLUENCY CONTINUUM (IFC)</b> <b>AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS (AASL)</b> AASL Standards for the 21st Century Learner, K-12 , Inquiry & Critical Thinking Learners use skills, resources and tools to inquire, think critically, and gain knowledge. <ul style="list-style-type: none"> <li>1.1 Skills               <ul style="list-style-type: none"> <li>■ 1.1.2 Use prior and background knowledge as context for new learning.</li> </ul> </li> <li>AASL Standards for the 21st Century Learner, K-12 , Knowledge Application               <ul style="list-style-type: none"> <li>2.3 Responsibilities                   <ul style="list-style-type: none"> <li>■ 2.3.1 Connect understanding to the real world.</li> </ul> </li> <li>2.4 Self-Assessment Strategies                   <ul style="list-style-type: none"> <li>■ 2.4.3 Recognize new knowledge and understanding.</li> </ul> </li> </ul> </li> </ul>	
<b>Knowledge</b> <i>Students know that...</i> <ul style="list-style-type: none"> <li>■ there is specific library vocabulary / terminology.</li> <li>■ <a href="#">NRCSD Library Vocabulary</a></li> </ul>	<b>Skills</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>■ understand and utilize the appropriate vocabulary relating to books and libraries in any library environment.</li> <li>■ identify new library vocabulary terms that are grade level specific.</li> </ul>
Stage 2- Assessment Evidence	
Librarian will observe students using "library vocabulary terms" while they are in the Library Media Center.	
Stage 3- Learning Activities	
<b>Activities</b> <ul style="list-style-type: none"> <li>■ Embedded within all library usage.</li> </ul> <a href="#">Vocabulary Cards</a>	<b>Resources</b> <ul style="list-style-type: none"> <li>■ Library Media Center</li> <li>■ Displays and other signage</li> <li>■ Library resources including books, online resources, etc. that contain library terminology.</li> <li>■ <a href="#">NRCSD Library Vocabulary</a></li> </ul>

# Literature Appreciation

Stage 1- Desired Results	
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>■ Why read?</li> <li>■ How does a knowledge of literary genre affect my reading selections?</li> <li>■ How does what I read influence my decision-making?</li> <li>■ How will reading enrich my life?</li> </ul>	<b>Enduring Understandings</b> <i>Students understand that..</i> <ul style="list-style-type: none"> <li>■ There are different genres and text types.</li> <li>■ There are different reasons to read.</li> </ul>
<b>Standards and Performance Indicators:</b> <p><b>COMMON CORE LEARNING STANDARDS (CCLS)</b>  <b>CCLS:ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects PreK-5, 4th Grade , Capacities of the Literate Individual</b>            Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, &amp; Language           <ul style="list-style-type: none"> <li>■ They demonstrate independence.</li> </ul> <b>CCLS:ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects PreK-5, 4th Grade , Reading: Literature</b>            Responding to Literature           <ul style="list-style-type: none"> <li>11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.               <ul style="list-style-type: none"> <li>■ 11a. Self-select text based upon personal preferences.</li> </ul> </li> </ul> </p> <p><b>INFORMATION FLUENCY CONTINUUM (IFC)</b>  <b>AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS (AASL)</b>  <b>AASL Standards for the 21st Century Learner, K-12 , Inquiry &amp; Critical Thinking</b>            Learners use skills, resources and tools to inquire, think critically, and gain knowledge.            1.1 Skills           <ul style="list-style-type: none"> <li>■ 1.1.2 Use prior and background knowledge as context for new learning.</li> <li>■ 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.</li> </ul>           1.2 Dispositions in Action           <ul style="list-style-type: none"> <li>■ 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</li> <li>■ 1.2.3 Demonstrate creativity by using multiple resources and formats.</li> </ul> <b>AASL Standards for the 21st Century Learner, K-12 , Knowledge Application</b>            2.3 Responsibilities           <ul style="list-style-type: none"> <li>■ 2.3.1 Connect understanding to the real world.</li> </ul> <b>AASL Standards for the 21st Century Learner, K-12 , Personal &amp; Aesthetic Growth</b>            Learners use skills, resources and tools to pursue personal and aesthetic growth.            4.1 Skills           <ul style="list-style-type: none"> <li>■ 4.1.1 Read, view, and listen for pleasure and personal growth.</li> <li>■ 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</li> <li>■ 4.1.4 Seek information for personal learning in a variety of formats and genres.</li> <li>■ 4.1.5 Connect ideas to own interests and previous knowledge and experience.</li> </ul>           4.2 Dispositions in Action           <ul style="list-style-type: none"> <li>■ 4.2.1 Display curiosity by pursuing interests through multiple resources.</li> </ul>           4.3 Responsibilities           <ul style="list-style-type: none"> <li>■ 4.3.3 Seek opportunities for pursuing personal and aesthetic growth.</li> </ul>           4.4 Self-Assessment Strategies           <ul style="list-style-type: none"> <li>■ 4.4.1 Identify own areas of interest.</li> </ul> </p>	

## GRADE 4

<p><b>Knowledge</b> <i>Students know that..</i></p> <ul style="list-style-type: none"> <li>■ There are many different reasons to read.</li> <li>■ It is important to read.</li> <li>■ Reading enriches one's life.</li> <li>■ Reading can influence decision-making.</li> </ul>	<p><b>Skills</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>■ Locate fiction and non-fiction titles</li> <li>■ Examine a book to determine whether it suits their likes and needs.</li> <li>■ Read the jacket "blurb" on a book to aid in selection.</li> <li>■ Use the spine labels in order to identify a book's subject/genre.</li> <li>■ Select a library book (fiction, non-fiction, biography) based on teacher requirements and/or recommendations.</li> </ul>
<p style="text-align: center;"><b>Stage 2- Assessment Evidence</b></p>	
<ul style="list-style-type: none"> <li>■ Students successfully check out their books.</li> <li>■ Students will read selected book and complete teacher directed assignment.</li> </ul>	
<p style="text-align: center;"><b>Stage 3- Learning Activities</b></p>	
<p><b>Activities</b></p> <p><a href="https://drive.google.com/open?id=1p18gycPfDt-18ZRNAJ5K2CfyGPBEG0kbvS8FD5Qsyac&amp;authuser=0">https://drive.google.com/open?id=1p18gycPfDt-18ZRNAJ5K2CfyGPBEG0kbvS8FD5Qsyac&amp;authuser=0</a></p> <p><a href="https://drive.google.com/open?id=1kul0jRdabfJh-nFQ_4wYbu1m6ZX-zU7g_q1S21bPi1s&amp;authuser=0">https://drive.google.com/open?id=1kul0jRdabfJh-nFQ_4wYbu1m6ZX-zU7g_q1S21bPi1s&amp;authuser=0</a></p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>■ Library books</li> <li>■ OPAC terminals</li> <li>■ Teacher assignment requirements</li> <li>■ Teacher and/or Librarian recommended reading lists</li> </ul>

# Research

Stage 1- Desired Results	
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>■ What are research skills?</li> <li>■ How will I utilize research skills?</li> <li>■ How are research skills utilized outside the library media center?</li> <li>■ How will research skills assist me in the future?</li> </ul>	<b>Enduring Understandings</b> <i>Students understand that...</i> <ul style="list-style-type: none"> <li>■ appropriate information seeking strategies and citing sources are an important component of research.</li> </ul>
<b>Standards and Performance Indicators:</b> <b>COMMON CORE LEARNING STANDARDS (CCLS)</b> CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, 4th Grade , Reading: Informational Text Key Ideas and Details <ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.               <ol style="list-style-type: none"> <li>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ol> </li> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.               <ol style="list-style-type: none"> <li>3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li> </ol> </li> </ol> Integration of Knowledge and Ideas <ol style="list-style-type: none"> <li>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.               <ol style="list-style-type: none"> <li>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> </ol> </li> <li>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.               <ol style="list-style-type: none"> <li>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ol> </li> </ol> CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, 4th Grade , Writing Research to Build and Present Knowledge <ol style="list-style-type: none"> <li>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.               <ol style="list-style-type: none"> <li>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> </ol> </li> <li>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.               <ol style="list-style-type: none"> <li>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> </ol> </li> <li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.               <ol style="list-style-type: none"> <li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ol> </li> </ol> <b>INFORMATION FLUENCY CONTINUUM (IFC)</b> <b>AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS (AASL)</b> AASL Standards for the 21st Century Learner, K-12 , Inquiry & Critical Thinking Learners use skills, resources and tools to inquire, think critically, and gain knowledge. <ol style="list-style-type: none"> <li>1.1 Skills               <ol style="list-style-type: none"> <li>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.</li> <li>1.1.3 Develop and refine a range of questions to frame the search for new understanding.</li> <li>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</li> <li>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context</li> <li>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.</li> <li>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</li> </ol> </li> <li>1.2 Dispositions in Action</li> </ol>	

- 1.2.3 Demonstrate creativity by using multiple resources and formats.
  - 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
  - 1.2.6 Display emotional resilience by persisting in information searching despite challenges.
  - 1.3 Responsibilities
    - 1.3.1 Respect copyright/intellectual property rights of creators and producers.
    - 1.3.3 Follow ethical and legal guidelines in gathering and using information.
    - 1.3.5 Use information technology responsibly.
  - 1.4 Self-Assessment Strategies
    - 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
    - 1.4.4 Seek appropriate help when it is needed.
- AASL Standards for the 21st Century Learner, K-12 , Knowledge Application  
 Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
- 2.1 Skills
    - 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.
    - 2.1.2 Organize knowledge so that it is useful.
    - 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
  - 2.2 Dispositions in Action
    - 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.
  - 2.3 Responsibilities
    - 2.3.1 Connect understanding to the real world.
  - 2.4 Self-Assessment Strategies
    - 2.4.1 Determine how to act on information (accept, reject, modify).
    - 2.4.3 Recognize new knowledge and understanding.
- AASL Standards for the 21st Century Learner, K-12 , Personal & Aesthetic Growth  
 Learners use skills, resources and tools to pursue personal and aesthetic growth.
- 4.1 Skills
    - 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
    - 4.1.6 Organize personal knowledge in a way that can be called upon easily.

## Knowledge

### *Students know that..*

- Information seeking strategies are necessary when completing a research assignment.
- All sources need to be cited in completing a research assignment.

## Skills

### *Students will be able to...*

- Use information strategies to research
- Identify reference sources
- Select appropriate materials
- Locate information in a variety of resources including online resources
- Take notes/record information
- Use book elements as necessary for research
- Cite sources used as appropriate
- Use OPAC to locate materials in the library media center

## Stage 2- Assessment Evidence

- Informal Observation(s)
- Teacher of record/Librarian for the project will provide the formal assessment of the research project
  - Project examples:
    - Written Report
    - Narrative Writing Assignment
    - Performance Task
    - Group Project
    - Other assessments

## Stage 3- Learning Activities



## GRADE 4

Activities	Resources
Colonial America Slides:	Library Media Center Library Staff Books Periodicals Reference resources Databases Online resources Student research
COLONY SLIDE COVER - Rosemary Ramirez COLONY SLIDE COVER - Darian Chacha TEXTBOOK PAGES:	<a href="#">Big6</a> <a href="#">Crosswalk of the Common Core Standards and the Standards for the 21st-Century Learner Inquiry Learning</a> <a href="#">NYS P-12 Common Core Learning Standards</a> <a href="#">Stripling Model of Inquiry</a> <a href="#">Teaching Inquiry with Primary Sources</a> <a href="#">Various research websites from Farley Elementary School</a>
Unit 1 Textbook Page - Jack Rojas Meza Unit 1 Textbook Page - Anabella Rosa	