

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ELEMENTARY LIBRARY MEDIA CENTER**

GRADES 4 & 5

PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
1.8.5 Research <i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>						
1.8.5 A Select a Topic for Research	Determine Information Needs: <i>Reference Need</i> <ul style="list-style-type: none"> • Articulate the reference need • Identify that information is needed • Generate topics related to an information need • Generate questions related to a topic 	<ul style="list-style-type: none"> • Verbal introduction to strategies 	Knowledge / Lecture of Library Media Specialist	<ul style="list-style-type: none"> • Students' verbal statement of topic 	Students who need additional help will be given extra time, one-on-one assistance from the Library Media Specialist, or an assigned peer mentor. All IEP Adaptations will be met.	Students who finish early or desire an extra challenge will be assigned additional relevant (but more demanding) tasks or may be asked to complete a special library chore. Students may also be designated as peer mentors for struggling classmates.

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1.8.5 Research <i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>						
1.8.5 B Locate Information Using Appropriate Sources & Strategies	Develop Information Seeking Strategies <i>School Library Media Center</i> <ul style="list-style-type: none"> • Select appropriate print resources <i>-Recognize call number components</i> <i>-Locate print material utilizing call numbers</i> <i>-Explain the organization of the Dewey Decimal System</i> • Identify appropriate electronic resources • Identify appropriate online resources • Locate the various sections of the library as appropriate for need <i>Global & Educational Providers</i> <ul style="list-style-type: none"> • Utilize public library 	<ul style="list-style-type: none"> • Instructor-led review of call numbers • Introduction to the Dewey Decimal System • Review of Library Media Center Resources 	Overall library shelves & resources Content-specific resources, videos, and games	<ul style="list-style-type: none"> • Checklist of Resources • Search strategy sheet 	Students who need additional help will be given extra time, one-on-one assistance from the Library Media Specialist, or an assigned peer mentor. All IEP Adaptations will be met.	Students who finish early or desire an extra challenge will be assigned additional relevant (but more demanding) tasks or may be asked to complete a special library chore. Students may also be designated as peer mentors for struggling classmates.

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1.8.5 B Locate Information Using Appropriate Sources & Strategies	Search Strategies <i>Browse</i> <ul style="list-style-type: none"> • Utilize glossary • Utilize table of contents • Utilize index <i>Know & use basic computer terms related to software programs and the Internet.</i> Locate & Acquire Information <i>Electronic Catalog Searching</i> <ul style="list-style-type: none"> • Perform an author search • Perform a title search • Perform a subject search 	<ul style="list-style-type: none"> • Instructor-led review of search strategies for: -Textbooks -Nonfiction books -Fiction books • Instructor-led review of technology terms • Instructor-led development of search strategies • Instructor-led introduction to searching the electronic catalog 	Examples of Textbooks, Nonfiction books, Fiction books Computers (if available) Electronic Catalog Content-specific resources, videos, and games	<ul style="list-style-type: none"> • Search strategy sheet • Checklist of resources • Observation by Library Media Specialist 	Students who need additional help will be given extra time, one-on-one assistance from the Library Media Specialist, or an assigned peer mentor. All IEP Adaptations will be met.	Students who finish early or desire an extra challenge will be assigned additional relevant (but more demanding) tasks or may be asked to complete a special library chore. Students may also be designated as peer mentors for struggling classmates.

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1.8.5 B Locate Information Using Appropriate Sources & Strategies	<i>On-Line Searching on Websites</i> <ul style="list-style-type: none"> Perform a directed search <i>Specialized References</i> <ul style="list-style-type: none"> Complete a search Download appropriate information <i>People and Places</i> <ul style="list-style-type: none"> Phone book <i>Encyclopedias</i> <ul style="list-style-type: none"> Complete a search Recognize and use cross references "see" and "see also" <i>Biographical Tools</i> <ul style="list-style-type: none"> Collect information on a person <i>Atlas</i> <ul style="list-style-type: none"> Collect information on a geographical location 	<ul style="list-style-type: none"> Instructor-led introduction to references Development of search strategies; esp. <i>World Book</i> Instructor-led review of resources Introduction to purpose for research in each resource Introduction to purpose & operation for biographical tools and atlas: -print format -electronic format Instructor-led introduction to search strategies and process for each resource 	Computers, Internet (if available) Specialized References Phone book Encyclopedias Biographical resources Atlas Printout of information about resources Content-specific resources, videos, and games	<ul style="list-style-type: none"> Checklist of resources Students' questions and participation Observation by the Library Media Specialist 	Students who need additional help will be given extra time, one-on-one assistance from the Library Media Specialist, or an assigned peer mentor. All IEP Adaptations will be met.	Students who finish early or desire an extra challenge will be assigned additional relevant (but more demanding) tasks or may be asked to complete a special library chore. Students may also be designated as peer mentors for struggling classmates.

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1.8.5 B Locate Information Using Appropriate Sources & Strategies	<i>Almanacs</i> <i>Dictionary</i> <ul style="list-style-type: none"> • Utilize to acquire information • Use keywords & guidewords <i>Pictorial Sources</i> <i>Use keywords related to the topic</i>	<ul style="list-style-type: none"> • Instructor-led introduction to references • Instructor-led review of resources • Introduction to purpose for research in each resource • Introduction to purpose & operation for dictionary: -print format -electronic format • Instructor-led introduction to search strategies and process for each resource 	Almanacs Dictionaries Pictorial Sources Content-specific resources, videos, and games	<ul style="list-style-type: none"> • Students' questions and participation • Observation by the Library Media Specialist 	Students who need additional help will be given extra time, one-on-one assistance from the Library Media Specialist, or an assigned peer mentor. All IEP Adaptations will be met.	Students who finish early or desire an extra challenge will be assigned additional relevant (but more demanding) tasks or may be asked to complete a special library chore. Students may also be designated as peer mentors for struggling classmates.

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1.8.5 Research <i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>						
1.8.5 C Organize, Summarize and Present Main Ideas from (the) Research	Information Seeking Strategies <ul style="list-style-type: none"> • Discuss & select most appropriate resources • Identify keywords related to a topic • Discuss copyright date to determine currency of information Information Use / Synthesis <ul style="list-style-type: none"> • Distinguish between essential & nonessential information • Use information without plagiarizing • Differentiate fact from opinion in text • Examine & extract relevant information from sources <i>-Main ideas</i> <i>-Supporting details or facts</i> 	<ul style="list-style-type: none"> • Instructor-led review and discussion of sources and the search for information • Skill-building activity to develop search strategies • Instructor-led review and discussion about selection, synthesis, and ethical use of information • Skill-building activity to develop information use strategies 	Overall use of library resources (print and electronic) Content-specific resources, videos, and games	<ul style="list-style-type: none"> • Students' questions and participation • Observation by the Library Media Specialist 	Students who need additional help will be given extra time, one-on-one assistance from the Library Media Specialist, or an assigned peer mentor. All IEP Adaptations will be met.	Students who finish early or desire an extra challenge will be assigned additional relevant (but more demanding) tasks or may be asked to complete a special library chore. Students may also be designated as peer mentors for struggling classmates.

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1.8.5 C Organize, Summarize and Present Main Ideas from (the) Research	<ul style="list-style-type: none"> • Select & mark appropriate text for printing • Paraphrase relevant information from a graphic organizer • Combine information from print & non-print resources <p>Evaluate Information</p> <ul style="list-style-type: none"> • Examine end product to see if information task was answered / solved & requirements were met • Discuss other ways to improve the end product • Compare the process used to a guided checklist or rubric <p>Bibliographic Citation</p> <ul style="list-style-type: none"> • Write the title, author, and copyright date of resource 	<ul style="list-style-type: none"> • Instructor-led review and discussion about selection, synthesis, and ethical use of information • Instructor-led review and discussion about evaluation of information • Skill-building activity to develop information use strategies • Skill-building activity to develop information evaluation strategies • Instructor-led lecture and development of purpose for bibliographic citation <i>-print resources</i> <i>-non-print resources</i> 	Overall use of library resources (print and electronic) Graphic organizers Checklists / Rubrics Content-specific resources, videos, and games	<ul style="list-style-type: none"> • Students' questions and participation • Observation by the Library Media Specialist • Bibliographic Worksheet 	Students who need additional help will be given extra time, one-on-one assistance from the Library Media Specialist, or an assigned peer mentor. All IEP Adaptations will be met.	Students who finish early or desire an extra challenge will be assigned additional relevant (but more demanding) tasks or may be asked to complete a special library chore. Students may also be designated as peer mentors for struggling classmates.

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1.8.5 C Organize, Summarize and Present the Main Ideas from (the) Research	Demonstrate Social Responsibility <i>Equitable Access: Circulation Procedures</i> <ul style="list-style-type: none"> Follow circulation procedures and guidelines <i>Ethical Behavior: Intellectual Freedom</i> <ul style="list-style-type: none"> Be aware of the term intellectual freedom <i>Intellectual Property Rights</i> <ul style="list-style-type: none"> List sources in presentations Discuss the term plagiarism <i>Acceptable Use</i> <ul style="list-style-type: none"> Demonstrate acceptable use of resources Demonstrate responsible use of equipment Demonstrate responsible care of facility 	<ul style="list-style-type: none"> Instructor-led review of procedures for circulation Introduction to terminology: intellectual freedom Instructor-led discussion of plagiarism Instructor-led review of acceptable use policy & procedures 	Overall use of library resources (print and electronic) Knowledge / Lecture of Library Media Specialist Pathfinder of resources Content-specific resources, videos, and games	<ul style="list-style-type: none"> Students' participation in circulation system Students' participation in discussion Pathfinder of resources Observation of Library Media Specialist 	Students who need additional help will be given extra time, one-on-one assistance from the Library Media Specialist, or an assigned peer mentor. All IEP Adaptations will be met.	Students who finish early or desire an extra challenge will be assigned additional relevant (but more demanding) tasks or may be asked to complete a special library chore. Students may also be designated as peer mentors for struggling classmates.

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1.8.5 C Organize, Summarize and Present the Main Ideas from (the) Research	Function as Member of a Learning Group <ul style="list-style-type: none"> • Share knowledge gained from resources • Respect others' ideas and opinions 	<ul style="list-style-type: none"> • Instructor-led review of guidelines for working in groups • Group activities • Group discussions 	Overall use of library resources (print and electronic) Knowledge / Lecture of Library Media Specialist Content-specific resources, videos, and games	<ul style="list-style-type: none"> • Students' participation in discussion • Students' participation in group activities • Observation of Library Media Specialist 	Students who need additional help will be given extra time, one-on-one assistance from the Library Media Specialist, or an assigned peer mentor. All IEP Adaptations will be met.	Students who finish early or desire an extra challenge will be assigned additional relevant (but more demanding) tasks or may be asked to complete a special library chore. Students may also be designated as peer mentors for struggling classmates.

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1.2.5 Reading Critically in All Content Areas <i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>						
1.2.5 A Read and Understand Essential Content of Informational Texts and Documents in all Academic Areas	Locate & Acquire Information <i>Electronic Catalog Searching</i> <ul style="list-style-type: none"> • Perform an author search • Perform a title search • Perform a subject search <i>On-Line Searching on Websites</i> <ul style="list-style-type: none"> • Perform a directed search <i>Specialized References</i> <ul style="list-style-type: none"> • Complete a search • Download appropriate information <i>People and Places</i> <ul style="list-style-type: none"> • Phone book <i>Encyclopedias</i> <ul style="list-style-type: none"> • Complete a search • Recognize and use cross references “see” and “see also” <i>Biographical Tools</i> <ul style="list-style-type: none"> • Collect information on a person <i>Atlas</i> <ul style="list-style-type: none"> • Collect information on a geographical location 	<ul style="list-style-type: none"> • Instructor-led development of search strategies • Instructor-led introduction to searching the electronic catalog • Instructor-led introduction to references • Development of search strategies; esp. <i>World Book</i> • Instructor-led review of resources • Introduction to purpose for research in each resource • Introduction to purpose & operation for biographical tools and atlas: -print format -electronic format 	Computers (if available) Electronic Catalog Content-specific resources, videos, and games Specialized References Phone book Encyclopedias Biographical resources Atlas Printout of information about resources	<ul style="list-style-type: none"> • Search strategy sheet • Checklist of resources • Observation by Library Media Specialist 	Students who need additional help will be given extra time, one-on-one assistance from the Library Media Specialist, or an assigned peer mentor. All IEP Adaptations will be met.	Students who finish early or desire an extra challenge will be assigned additional relevant (but more demanding) tasks or may be asked to complete a special library chore. Students may also be designated as peer mentors for struggling classmates.

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1.2.5 A Read and Understand Essential Content of Informational Texts and Documents in all Academic Areas	<i>Almanacs</i> <i>Dictionary</i> <ul style="list-style-type: none"> • Utilize to acquire information • Use keywords & guidewords <i>Pictorial Sources</i> <ul style="list-style-type: none"> • Use keywords related to the topic 	<ul style="list-style-type: none"> • Instructor-led introduction to references • Instructor-led review of resources • Introduction to purpose for research in each resource • Introduction to purpose & operation for dictionary: -print format -electronic format • Instructor-led introduction to search strategies and process for each resource 	Almanacs Dictionaries Pictorial Sources Content-specific resources, videos, and games	<ul style="list-style-type: none"> • Students' questions and participation • Observation by the Library Media Specialist 	Students who need additional help will be given extra time, one-on-one assistance from the Library Media Specialist, or an assigned peer mentor. All IEP Adaptations will be met.	Students who finish early or desire an extra challenge will be assigned additional relevant (but more demanding) tasks or may be asked to complete a special library chore. Students may also be designated as peer mentors for struggling classmates.

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1.1.5 Learning to Read Independently

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .

1.1.5 A Identify the purpose and the types of text	Establish Clear Information Goals <i>Book Selection</i> <ul style="list-style-type: none"> • Select books of interest • Select books on appropriate level • Set information goals & find a variety of resources to achieve these goals • Identify the purpose for reading a type of text (literature / information) before reading 	<ul style="list-style-type: none"> • Instructor facilitation of book selection for independent reading through modeling and one-on-one help • Instructor-led review of strategy for book selection • Instructor read-aloud 	Fiction and nonfiction books Content-specific resources, videos, and games Reading log	<ul style="list-style-type: none"> • Reading log • Observation of circulation by Library Media Specialist 	Students who need additional help will be given extra time, one-on-one assistance from the Library Media Specialist, or an assigned peer mentor. All IEP Adaptations will be met.	Students who finish early or desire an extra challenge will be assigned additional relevant (but more demanding) tasks or may be asked to complete a special library chore. Students may also be designated as peer mentors for struggling classmates.
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1.3.5 Reading, Analyzing, and Interpreting Literature <i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>						
1.3.5 A Read and Understand Works of Literature	Book Selection <ul style="list-style-type: none"> • Select books of interest • Select books on appropriate level • Set information goals & find a variety of resources to achieve these goals Literature Appreciation <ul style="list-style-type: none"> • Read literature by award winning authors • Identify authors of interest 	<ul style="list-style-type: none"> • Instructor facilitation of book selection for independent reading through modeling and one-on-one help • Instructor read-aloud • Literature Circles -<i>Recommended reading list</i> 	Fiction and nonfiction books Content-specific resources, videos, and games Reading log	<ul style="list-style-type: none"> • Reading log • Students' participation • Observation of circulation by Library Media Specialist 	Students who need additional help will be given extra time, one-on-one assistance from the Library Media Specialist, or an assigned peer mentor. All IEP Adaptations will be met.	Students who finish early or desire an extra challenge will be assigned additional relevant (but more demanding) tasks or may be asked to complete a special library chore. Students may also be designated as peer mentors for struggling classmates.

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1.3.5 Reading, Analyzing, and Interpreting Literature <i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>						
1.3.5 F Read and Respond to Nonfiction and Fiction Including Poetry and Drama	Literature Appreciation <ul style="list-style-type: none"> • Read literature by award winning authors • Identify authors of interest <i>Genres</i> <ul style="list-style-type: none"> • Identify characteristics of genres: -<i>Folktales</i> -<i>Fantasy</i> -<i>Mystery</i> -<i>Poetry</i> -<i>Biography / Autobiography</i> -<i>Historical Fiction</i> -<i>Realistic Fiction</i> -<i>Science Fiction</i> 	<ul style="list-style-type: none"> • Instructor read-aloud • Literature Circles -<i>Recommended reading list</i> • Instructor-led development of characteristics (Folktales, fantasy, mystery, poetry, bio/autobiography) • Instructor-led introduction to characteristics (historical fiction, realistic fiction, science fiction) 	Fiction and nonfiction books Content-specific resources, videos, and games Reading log	<ul style="list-style-type: none"> • Reading log • Students' participation • Observation of circulation by Library Media Specialist 	Students who need additional help will be given extra time, one-on-one assistance from the Library Media Specialist, or an assigned peer mentor. All IEP Adaptations will be met.	Students who finish early or desire an extra challenge will be assigned additional relevant (but more demanding) tasks or may be asked to complete a special library chore. Students may also be designated as peer mentors for struggling classmates.