



Rhinebeck K - 5 Library Curriculum 2009

Created by teachers from the Rhinebeck School District

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5

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RHINEBECK PRIORITIZED CURRICULUM LIBRARY K-5

Introduction

This curriculum is designed to be a resource for the elementary library teacher in the Rhinebeck Central School District. It is an outline of the essential knowledge and skills students need to acquire at each grade level enabling them to meet the demands of the American Association of School Librarians standards for the 21st century learner. (There are no NYS standards for library as yet.). These standards are included below.

The library curriculum provides the framework from which the library media specialist fosters lifelong learning in students by:

- teaching them to gather, interpret and use information
- by increasing their knowledge and exposure to literature to foster educational and recreational reading

Chancellor Elementary School Library should strive for the following:

- to provide students with a warm, welcoming atmosphere that encourages a love of reading
- for students to understand the arrangement of the library and how to locate books and materials
- for students to understand what information is available in the library and how they can best put that information to use
- for students to become life long readers

Acknowledgements: This document was created by Barbara Alstadt, CLS library teacher with support from Marvin Kreps and Mary Ann Bovee of the district's curriculum office.

Key Components

- **Essential knowledge and skills:** Each list of essential knowledge and skills is aligned with the AASL standards and the professional resources *of Information Problem-Solving* by Michael Eisenberg and *More Books Kids Will Sit Still For* by Judy Freeman.
- **Guiding Questions:** These questions help define the focus of each topic. They are not meant to be a comprehensive list. Teachers will add their own questions as they teach each of the topics.
- **Classroom Ideas:** These are suggestions and teachers are meant to add their own ideas.
- **Assessment Ideas:** These are suggestions and teachers are meant to add their own ideas.
- **Priority Code:** E = essential
I = important
N = nice to know
- **Time:** This column is blank for now but is meant to assist teachers to note the amount of instructional time devoted to each topic.

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The Common Beliefs and Standards of The American Association of School Librarians are listed below. This is to help the reader understand the frame of reference and basis of this document. The total curriculum ties into these common beliefs and standards.

Common Beliefs

The learning standards begin by defining eight foundational common beliefs:

- **Reading is a window to the world.** Reading is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats and all contexts is a key indicator of success in school and life.
- **Inquiry provides a framework for learning.** To become independent learners, students must not only gain skills, but learn to use those skills.
- **Ethical behavior in the use of information must be taught.** Students must be taught to seek diverse perspectives, gather and use information and social tools responsibly and safely.
- **Technology is an important learning tool now and in the future.** Technology skills must be developed.
- **Equitable access is a key component for education.** All children deserve equitable access to books, reading, information, and technology in a safe and learning oriented environment.
- **The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.**
- **Learning has a social context.** Learning is enhanced by opportunities to share and learn with others.
- **School libraries are essential to the development of learning skills.** School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating and safe environment. Librarians collaborate with others to provide instruction, learning strategies and practice using the learning skills needed for the 21st century.

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The American Association of School Librarians Learning Standards

The Standards describe how learners use skills, resources, and tools to:

1. inquire, think critically, and gain knowledge;
2. draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge;
3. share knowledge and participate ethically and productively as members of our democratic society;
4. pursue personal and aesthetic growth.

Standard 1: Students will read, write, listen, and speak for information and understanding.

As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Students will read, write, listen, and speak for social interaction. Students will use oral and written language for effective social communication with a wide variety of people.

As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
KINDERGARTEN

LIBRARY CITIZENSHIP					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
What is a library?	<ul style="list-style-type: none"> How does a library work? How is the library important in a democratic society? 	<ul style="list-style-type: none"> Read-a-louds Discussion Participation 	<ul style="list-style-type: none"> Discussion Student observation 	E	
Circulation: book checkout, how to use a shelf marker, length of time to keep book	<ul style="list-style-type: none"> What are the policies? What is your responsibility as a student? 	<ul style="list-style-type: none"> Teach expectations Model and practice 	<ul style="list-style-type: none"> Observation Participation 	E	
Book care	<ul style="list-style-type: none"> Why is it important to take care of books? How doe we take care of books? 	<ul style="list-style-type: none"> Read alouds Story telling Show damaged books Model and practice how to take care of books Discussion 	<ul style="list-style-type: none"> Observation Student modeling 	E	
Behavior	<ul style="list-style-type: none"> How can we act responsibly in library? 	<ul style="list-style-type: none"> Teach Class discussions Model and practice Responsive classroom techniques Read-a-louds 	<ul style="list-style-type: none"> Observe community/tone of classroom 	E	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
KINDERGARTEN

LAYOUT, ORGANIZATION, AND ARRANGEMENT OF LIBRARY MEDIA CENTER

<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Layout, organization, and arrangement of Easy Picture Books and Easy non-fiction Books	<ul style="list-style-type: none"> • What types of books are found in Easy? • What does the spine label "E" stand for? • Where are the easy picture books? • How are they organized? • Where are the Easy non-fiction books? 	<ul style="list-style-type: none"> • Introduction • Students model games 	<ul style="list-style-type: none"> • Book location game 	N	
Circulation Desk	<ul style="list-style-type: none"> • Where do I go to checkout books? 	<ul style="list-style-type: none"> • Teach • Practice procedures 	<ul style="list-style-type: none"> • Ability to follow procedures 	E	

LITERATURE APPRECIATION

<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Read, view, and listen for pleasure and personal growth: Picture Books, Easy non-fiction, Poetry, Fairy tales and folktales	<ul style="list-style-type: none"> • How can we have fun with books and stories? • How do the books we listen to and read teach us about life? • What do these stories mean to me? • Do I understand what is happening? 	<ul style="list-style-type: none"> • Picture books, Easy non-fiction, fairy tales, poetry • Storytelling • Puppets • Acting out • Drawing pictures based on the book • Literature Related Projects • Songs • Movement 	<ul style="list-style-type: none"> • Literature based projects • Discussion • Do students check out books about the author/topic we read about? 	E	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
KINDERGARTEN

LITERATURE SKILLS					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Listening	<ul style="list-style-type: none"> • How do we demonstrate good listening? • How does listening help in everyday life? 	<ul style="list-style-type: none"> • Listen to stories • Listen to others speak • Use quiet signals 	<ul style="list-style-type: none"> • Observation 	E	
Comprehension	<ul style="list-style-type: none"> • Do I understand what is happening? 	<ul style="list-style-type: none"> • Questioning • Re-telling • Acting out 	<ul style="list-style-type: none"> • Observation • Literature based projects 	E	
Sharing stories/Relating personally	<ul style="list-style-type: none"> • How do you relate to a character in a story? • Has anything like this ever happened to me? 	<ul style="list-style-type: none"> • Drawing pictures • Story telling 	<ul style="list-style-type: none"> • Observation • Participation 	E	
Respond and participate with imaginative texts	<ul style="list-style-type: none"> • How can I be a part of what is happening? 	<ul style="list-style-type: none"> • Songs • Acting out • Movement 	<ul style="list-style-type: none"> • Participation level 	N	
Author	<ul style="list-style-type: none"> • What is an author? • How might they get ideas? 	<ul style="list-style-type: none"> • Introduction • Exposure to a variety of authors • Beatrice Potter, Robert McCloskey 	<ul style="list-style-type: none"> • Discussion 	E	
Illustrator, illustrations	<ul style="list-style-type: none"> • What is an illustrator? • What are illustrations? • How can illustrators help us understand the story? 	<ul style="list-style-type: none"> • Introduction • Exposure to a variety of illustrators • Leo Lionni 	<ul style="list-style-type: none"> • Project based on illustrator's style 	E	
Parts of a Book	<ul style="list-style-type: none"> • What are cover, front, back, spine, card? • How can I use spine labels to find the books I want? 	<ul style="list-style-type: none"> • Teach • Simon Says Game 	<ul style="list-style-type: none"> • Location games • Peer sharing 	E	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
FIRST GRADE

LIBRARY CITIZENSHIP					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Book Care	<ul style="list-style-type: none"> • Why is it important to take care of books? • How do we take care of books? 	<ul style="list-style-type: none"> • Teach • Listen to stories • Story telling • Show damaged books • Model & practice how to take care of books • Discuss 	<ul style="list-style-type: none"> • Exhibit independence with these procedures 	E	
Behavior	<ul style="list-style-type: none"> • How can we act responsibly in library? 	<ul style="list-style-type: none"> • Teach • Class discussion • Model and practice • Responsive classroom techniques • Read-a-louds 	<ul style="list-style-type: none"> • Can student demonstrate independence with library procedures? • Students' comfort and safety levels • Look at class community 	E	
Exposure to Diversity	<ul style="list-style-type: none"> • How can we show respect for a wide variety of literature and library materials? 	<ul style="list-style-type: none"> • Exposure to diverse literature, authors, illustrators • Storytelling • Discussion • Modeling 	<ul style="list-style-type: none"> • Discussion 	E	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
FIRST GRADE

LAYOUT, ORGANIZATION, AND ARRANGEMENT OF LIBRARY MEDIA CENTER

<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Layout, organization, and arrangement of Easy picture books, Easy non-fiction books, Recorded books, Easy chapter books	<ul style="list-style-type: none"> Where are easy picture books and easy non-fiction books arranged in the library? How are they organized? What does this mean to me? 	<ul style="list-style-type: none"> Modeling Games Student demonstration 	<ul style="list-style-type: none"> Group based games 	I	

LITERATURE APPRECIATION

<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Read, view, and listen for pleasure and personal growth: Picture Books, Easy non-fiction, Easy chapter books, Poetry, Fairy Tales and folktales.	<ul style="list-style-type: none"> How can we have fun with books and stories? How do the books we listen to and read teach us about life? How are the books we read different from one another? 	<ul style="list-style-type: none"> Read alouds Picture books Storytelling Puppets Acting out Drawing pictures based on the book Crafts Songs Movement 	<ul style="list-style-type: none"> Observation Level of participation Do students check out books about the topic or the author the teacher read? 	E	
Book selection	<ul style="list-style-type: none"> What can we read for personal enjoyment and growth? What makes a story valuable to you? 	<ul style="list-style-type: none"> Teacher sharing Student discussion Comparisons 	<ul style="list-style-type: none"> Observe level of independence selecting a book Observe level of enjoyment and interest 	I	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
FIRST GRADE

LITERATURE SKILLS					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Listening	<ul style="list-style-type: none"> How do we demonstrate good listening? How does listening help in everyday life? How does listening help us understand and learn new information? 	<ul style="list-style-type: none"> Stories Modeling by teacher and students Songs, movement 	<ul style="list-style-type: none"> Observation Peer sharing 	E	
Comprehension	<ul style="list-style-type: none"> Do I understand what is happening? What questions can I ask to increase understanding? How does text help us understand others? 	<ul style="list-style-type: none"> Questioning Discussion Re-telling Peer sharing 	<ul style="list-style-type: none"> Discussion Project samples 	E	
Sharing stories/Relating personally	<ul style="list-style-type: none"> How do you relate to a character in a story? Has anything like this ever happened to me? 	<ul style="list-style-type: none"> Sharing Literature related projects such as drawing 	<ul style="list-style-type: none"> Observation Participation 	E	
Respond and participate with imaginative texts and performances	<ul style="list-style-type: none"> How can I be a part of what is happening? 	<ul style="list-style-type: none"> Share, questions, pretend Projects such as puppets Songs, movement, acting out 	<ul style="list-style-type: none"> Observation Participation 	I	
Exposure to a variety of authors	<ul style="list-style-type: none"> What does an author do? How do they get their ideas? 	<ul style="list-style-type: none"> Author studies, Robert Munsch, Leo Lionni Read alouds Videos 	<ul style="list-style-type: none"> Discussion 	E	
Exposure to a variety of illustrators and illustrations	<ul style="list-style-type: none"> What is an illustrator? How do illustrations help us understand the text? 	<ul style="list-style-type: none"> Visual aids such as power point presentations 	<ul style="list-style-type: none"> Discussion 	E	
Parts of a book: cover, card, card pocket, spine, spine label, title, author	<ul style="list-style-type: none"> What are author, illustrator, title, cover, spine, spine label, pocket, card? 	<ul style="list-style-type: none"> Present variety and diversity of all illustrators 	<ul style="list-style-type: none"> Location 	E	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
FIRST GRADE

LITERATURE SKILLS					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Fiction/non-fiction	<ul style="list-style-type: none"> • What is real? • What is imaginary? • What clues can help us decide? 	<ul style="list-style-type: none"> • Comparison of books and stories • Location games 	<ul style="list-style-type: none"> • Students describe difference as a group 	I	
Introduce Caldecott Medal and Caldecott books	<ul style="list-style-type: none"> • What is the Caldecott Medal? • What do you think about Caldecott Medal winner books? 	<ul style="list-style-type: none"> • Read alouds • Teaching term • Location games 	<ul style="list-style-type: none"> • Can student locate book with Caldecott medal? 	I	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
SECOND GRADE

LIBRARY CITIZENSHIP					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Review circulation: Book checkout, use of a shelf marker, length of time to keep a book	<ul style="list-style-type: none"> • What are the policies? • What is your responsibility as a student? 	<ul style="list-style-type: none"> • Teach expectations • Model and practice 	<ul style="list-style-type: none"> • Is student independent or does he/she need assistance? 	E	
Review book care	<ul style="list-style-type: none"> • Why is it important to take care of books? • How do we take care of books? 	<ul style="list-style-type: none"> • Teach • Read-a-louds • Story telling • Show damaged books • Model and practice • Students act out • No No Never Never Game 	<ul style="list-style-type: none"> • Observe student handling of books • Observe condition of book student returns 	E	
Library computers	<ul style="list-style-type: none"> • How can we treat them with respect if listening to a story? 	<ul style="list-style-type: none"> • Watch visual presentations • Listen to author read a story over internet 	<ul style="list-style-type: none"> • Observation 	I	
Review behavior expectations	<ul style="list-style-type: none"> • How can we act responsibly in library? • How is the library important in a democratic society? 	<ul style="list-style-type: none"> • Story telling • Teach • Class discussions • Model and practice • Responsive classroom techniques • Read-a-louds 	<ul style="list-style-type: none"> • Observation • Participation 	E	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
SECOND GRADE

LAYOUT, ORGANIZATION, AND ARRANGEMENT OF LIBRARY MEDIA CENTER					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Review easy picture books, easy fiction, and easy non-fiction	<ul style="list-style-type: none"> Where, why, and how are books and materials arranged in the library? 	<ul style="list-style-type: none"> Book location games Alphabetical order games 	<ul style="list-style-type: none"> Students verbally describe what easy, non-fiction means Students describe and locate spine label procedures 	E	
Introduce magazines, non-fiction, and fiction chapter books	<ul style="list-style-type: none"> Where, why, and how are books and materials arranged in the library? How do I check out magazines? How can I tell the difference between fiction and non-fiction? 	<ul style="list-style-type: none"> Introduction to magazines available Read alouds Fiction/non-fiction comparisons Book talks by teacher and students 	<ul style="list-style-type: none"> Can student locate magazine section, non-fiction and fiction chapter books with a partner? Can students locate these types of books independently? 	E	
Introduce Biography and Collective Biography Sections	<ul style="list-style-type: none"> What is a biography? What does collective biography mean? 	<ul style="list-style-type: none"> Read alouds Videos Connect to history and student interest 	<ul style="list-style-type: none"> Can students locate biography section? 	I	
Introduce Story Collection	<ul style="list-style-type: none"> What types of books are in our story collection? Where do I find it? How is it arranged? 	<ul style="list-style-type: none"> Read alouds Connect to Hudson Valley 	<ul style="list-style-type: none"> Can students locate story collection section? 	I	
Introduce Dewey Decimal System: history, arrangement, sections, location	<ul style="list-style-type: none"> What does this mean to me? What subjects are found where? 	<ul style="list-style-type: none"> Video Library tour Location games Section poster Section charade game 	<ul style="list-style-type: none"> Can students locate popular sections? 	E	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
SECOND GRADE

LITERATURE APPRECIATION					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Read, view, and listen for pleasure and personal growth	<ul style="list-style-type: none"> • How can we have fun with books and stories? • How do the books we listen to and read teach us about life? • How are the books we read different from one another? 	<ul style="list-style-type: none"> • Read alouds • Exposure to diverse and varied authors, illustrators, literature • Author/illustrator visits • Literary extension projects • Choral reading • Reading aloud jokes, riddles • Reader's Theatre • Character project with 5th graders • Creative drama • Listening to stories on computers 	<ul style="list-style-type: none"> • Questioning students • Observation of student enthusiasm and interest 	E	
Book selection/determining readability	<ul style="list-style-type: none"> • What can we read for personal enjoyment and growth? • Is this book at a reading level that I will enjoy and understand? 	<ul style="list-style-type: none"> • Fist Test • Cover art • Subject/content matter • Teacher/peer recommendations 	<ul style="list-style-type: none"> • Can student select a book at his/her reading level? • Can student locate books/materials that interest him/her? • Book shares 	E	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
SECOND GRADE

LITERATURE SKILLS					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Listening	<ul style="list-style-type: none"> • How do we demonstrate good listening? • How does listening help in everyday life? • How does being a good listener benefit me? 	<ul style="list-style-type: none"> • Read alouds that appeal to students • Gradually increase length and difficulty • Tie into 2nd grade curriculum • Retelling 	<ul style="list-style-type: none"> • Questioning • Observation 	E	
Comprehension	<ul style="list-style-type: none"> • Do I understand what is happening? • What questions can I ask to increase understanding? • Can I describe the characters? • Can I describe what is happening? • Can I describe where the story takes place? 	<ul style="list-style-type: none"> • Peer sharing • Questioning • Retelling • Acting out • Projects • Writing or illustrating spinoffs • Sequencing, recalling • Predicting outcomes, making inferences 	<ul style="list-style-type: none"> • Questioning • Literary projects 	E	
Sharing stories/Relating personally	<ul style="list-style-type: none"> • How do you relate to a character in a story? • Has anything like this ever happened to me? 	<ul style="list-style-type: none"> • Student sharing with a peer or whole group • Literary extension projects 	<ul style="list-style-type: none"> • Observation • Participation 	E	
Respond and participate with imaginative texts and performances	<ul style="list-style-type: none"> • How can I be a part of what is happening? 	<ul style="list-style-type: none"> • Literary extension projects • Choral reading • Songs • Acting out • Storytelling 	<ul style="list-style-type: none"> • Observation • Participation 	I	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
SECOND GRADE

LITERATURE SKILLS					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Authors: Exposure to a variety of authors and writing styles	<ul style="list-style-type: none"> • What do authors do to make their books interesting? • How do authors get their ideas? 	<ul style="list-style-type: none"> • Videos • Power point presentations • Dress up as author 	<ul style="list-style-type: none"> • Can students identify certain authors? • Can students verbalize writing styles of certain authors? 	E	
Illustrators: exposure to a variety of illustrators, illustrations	<ul style="list-style-type: none"> • What kinds of techniques or styles do different illustrators have? • Can I do this? 	<ul style="list-style-type: none"> • Compare/contrast • Art projects related to illustrator techniques 	<ul style="list-style-type: none"> • Verbal description of techniques • Observation of discussion 	E	
Parts of a book: include spine labels/call numbers, title page, copyright date	<ul style="list-style-type: none"> • What are author, illustrator, title, cover, spine, spine label, pocket, card, title page? 	<ul style="list-style-type: none"> • Spine games • Location games • Make book 	<ul style="list-style-type: none"> • Games • Observation • Worksheets 	I	
Fiction vs. non-fiction stories	<ul style="list-style-type: none"> • What is real? • What is imaginary? • What clues can help us decide? 	<ul style="list-style-type: none"> • Compare/contrast • Venn diagram 	<ul style="list-style-type: none"> • Students locate fiction and non-fiction books • Students describe difference • Students sort books into fiction and non-fiction 	E	
How a book is made	<ul style="list-style-type: none"> • What is the process? 	<ul style="list-style-type: none"> • Video • Book making • Author/illustrator visits 	<ul style="list-style-type: none"> • Work samples 	I	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
THIRD GRADE

LIBRARY CITIZENSHIP					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Review circulation policies, book checkout, and book care	<ul style="list-style-type: none"> • What are the policies? • What is your responsibility as a student? 	<ul style="list-style-type: none"> • Quick review • Discuss • Model and practice 	<ul style="list-style-type: none"> • Observation • Making a movie for younger students 	E	
Review behavior expectations	<ul style="list-style-type: none"> • How can we act responsibly in library? • How can we work on the computers responsibly and respectfully? 	<ul style="list-style-type: none"> • Review • Discuss • Model and practice • Stories, poems 	<ul style="list-style-type: none"> • Students modeling • Responsive classroom techniques 	E	
Technology	<ul style="list-style-type: none"> • How do I responsibly use library computers? 	<ul style="list-style-type: none"> • Teach • Model • Student demonstration • Power point/Jeopardy game 	<ul style="list-style-type: none"> • Observation • Hands on task/test 	E	
Understanding of Diversity	<ul style="list-style-type: none"> • How can we show respect for age, gender, position, or culture of a wide variety of literature and library materials? • What can we learn/how can we benefit from reading diverse literature? 	<ul style="list-style-type: none"> • Exposure to diverse literature, authors, illustrators • Discussion • Modeling • Role-playing • Reader's theatre • Book talks • Folk tales • Tie into country studying in classroom 	<ul style="list-style-type: none"> • Discussion • Work samples • Personal sharing 	E	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
THIRD GRADE

LAYOUT, ORGANIZATION, AND ARRANGEMENT OF LIBRARY MEDIA CENTER					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Understanding of Dewey Decimal System	<ul style="list-style-type: none"> • Where, why, and how are books and materials arranged in the library? 	<ul style="list-style-type: none"> • Video • Stories • Games, scavenger hunts 	<ul style="list-style-type: none"> • Testing • Observation • Posters 	E	
Locating and defining all areas of the library	<ul style="list-style-type: none"> • Where, why, and how are books and materials arranged in the library? 	<ul style="list-style-type: none"> • Review all locations • Games, scavenger hunts 	<ul style="list-style-type: none"> • Testing • Observation 	E	
Online catalog; understanding and use	<ul style="list-style-type: none"> • What information can I get from the online catalog? • How can I find the books I want? 	<ul style="list-style-type: none"> • Teaching • Practice searching by author, title, subject • Modeling • Games 	<ul style="list-style-type: none"> • Can student independently use catalog and locate book on shelf? 	E	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
THIRD GRADE

READ, VIEW, AND LISTEN FOR PLEASURE AND PERSONAL GROWTH					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Students will be exposed to and listen to a variety of authors, illustrators, and genres including folktales, fables, poetry, etc.	<ul style="list-style-type: none"> • How are the books we read different from one another? • How do books we hear and read teach us about life? 	<ul style="list-style-type: none"> • Author/illustrator study • Author/illustrator visit • Variety of read alouds • Reader's Theatre • Teach word genre • Teach what genres are (i.e. science fiction, historical fiction, etc.) • Compare genres • Poetry unit • Tie into country studying in 3rd grade classroom 	<ul style="list-style-type: none"> • Observation • Test • Participation in creative drama 	E	
Reading enrichment and encouragement	<ul style="list-style-type: none"> • What can we read for personal enjoyment and growth? • What makes a story valuable to you? 	<ul style="list-style-type: none"> • Involve students in making book recommendations for the library • Read alouds • Book talks • Oral reading • Story telling • Creative writing • Creative drama • Reader's theater • Puppetry • Projects • Spinoffs • Book poster • Book share • Tie into classroom curriculum • Tie into current events • Introduction to all magazine titles 	<ul style="list-style-type: none"> • Literary extension projects 	E	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
THIRD GRADE

LITERATURE SKILLS					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Literary Elements: Comprehension, Character, Setting, Plot	<ul style="list-style-type: none"> • Do I understand what is happening? • How would I describe the main character? • What is the main idea or theme? 	<ul style="list-style-type: none"> • Discussion • Questioning • Story extensions • Creative drama • Photo/pictures and brainstorming 	<ul style="list-style-type: none"> • Discussion • Test • Literary extension projects 	I	
Sharing stories/Relating personally	<ul style="list-style-type: none"> • How do you relate to a character in a story? • Has anything like this ever happened to me? 	<ul style="list-style-type: none"> • Sharing (peer and group) • Drawing pictures • Writing 	<ul style="list-style-type: none"> • Observation • Participation 	E	
Parts of a book including author, illustrator, spine labels, call numbers, copyright date, publisher, glossary, table of contents, title page	<ul style="list-style-type: none"> • What are the parts of a book? • Why is it meaningful to me? 	<ul style="list-style-type: none"> • Discuss within books using • Games 	<ul style="list-style-type: none"> • Student identifies • Test 	E	
Creative Drama	<ul style="list-style-type: none"> • How can I make my reading aloud/oral presentation more interesting to listeners? 	<ul style="list-style-type: none"> • Teaching/modeling • Practice level of voice • Practice emotions • Practice emphasis of words • Visualization • Presentations to peers, other grade levels, parents 	<ul style="list-style-type: none"> • Peer assessment 	I	

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RESEARCH SKILLS					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Use information sources: online catalog, informational non-fiction books, dictionaries, biographies, introduction to encyclopedias	<ul style="list-style-type: none"> • Where is the best place to look for the information I need? • How do I find the information I need in these sources? 	<ul style="list-style-type: none"> • Direct teaching • Modeling and practice • Games for reinforcement • Internet activities • Posters/talks/podcasts 	<ul style="list-style-type: none"> • Animal posters/reports • Country facts "contest" 	E	
Use information seeking strategies: identify information need or want, read texts to collect and interpret data, facts and ideas, take simple notes, analyze ideas and information based on prior knowledge or experience	<ul style="list-style-type: none"> • What do I know? • What information am I looking for? • How do I find the information I need? • What does this mean to me? 	<ul style="list-style-type: none"> • Make informational book • Share information gained with a peer • Short speech • Tie into classroom curriculum, current events, or special school event • Student choice 	<ul style="list-style-type: none"> • Short research projects 	E	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
FOURTH GRADE

LIBRARY CITIZENSHIP					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Review library and behavioral responsibilities	<ul style="list-style-type: none"> • What are the policies? • What is your responsibility as a student? • How can we act responsibly in library? • How can we work on the computers responsibly and respectfully? 	<ul style="list-style-type: none"> • Quick review • Discuss • Model and practice • Students create movie for younger grade • Model and practice • Stories, poems • Responsive classroom 	<ul style="list-style-type: none"> • Observation 	E	
Understanding of Diversity	<ul style="list-style-type: none"> • How can we show respect for age, gender, position, or culture of a wide variety of literature and library materials? 	<ul style="list-style-type: none"> • Exposure to diverse literature, authors, illustrators • Discussion • Modeling • Role-playing • Reader's theatre • Book talks • Student presentations • Relate to self • Student sharing • Sneeches • Thank you Mr. Faulkner 	<ul style="list-style-type: none"> • Reports • Projects 	E	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
FOURTH GRADE

LAYOUT, ORGANIZATION, AND ARRANGEMENT OF LIBRARY MEDIA CENTER

<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Review the Dewey Decimal System, all areas of the library, and all books/materials location	<ul style="list-style-type: none"> Where, why, and how are books and materials arranged in the library? 	<ul style="list-style-type: none"> Review all locations Games, scavenger hunts Videos 	<ul style="list-style-type: none"> Hands on test of students' ability to find books and materials 	E	
Review online catalog; understanding and use	<ul style="list-style-type: none"> What information can I get from the online catalog? 	<ul style="list-style-type: none"> Review with Jeopardy game Timed contest Student demonstration with projector 	<ul style="list-style-type: none"> Test students' ability to look up topic and locate book 	E	

READ, VIEW, AND LISTEN FOR PLEASURE AND PERSONAL GROWTH

<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Reading enrichment and encouragement	<ul style="list-style-type: none"> What can we read for personal enjoyment and growth? What makes a story valuable to you? 	<ul style="list-style-type: none"> Book talks Oral reading Story telling Creative writing Creative drama Reader's theater 	<ul style="list-style-type: none"> Book reports Posters Podcasts Movie Puppet show Storytelling 	E	
Students will be exposed to and listen to a variety of authors, illustrators, and genres including historical fiction, science fiction, folktales, fables, poetry, etc.	<ul style="list-style-type: none"> How are the books we read different from one another? How do books we hear and read teach us about life? 	<ul style="list-style-type: none"> Author/illustrator study and visits Videos Book talks; students and teachers Student recommended books Literary based charades Literary based Pictionary 		E	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
FOURTH GRADE

LITERATURE SKILLS					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Literary elements: Comprehension, analyze plot, setting, characters, point of view, style, compare/contrast genres and stories	<ul style="list-style-type: none"> Do I understand what is happening? What questions can I ask to increase understanding? 	<ul style="list-style-type: none"> Discussion Questioning Story extensions 	<ul style="list-style-type: none"> Literary extension projects 	I	
Sharing stories/Relating personally	<ul style="list-style-type: none"> How do you relate to a character in a story? Has anything like this ever happened to me? 	<ul style="list-style-type: none"> Sharing Drawing pictures Writing 	<ul style="list-style-type: none"> Discussion 	E	
Review parts of a book including call numbers, call letters, copyright date, publisher, glossary, table of contents, place of publication, index	<ul style="list-style-type: none"> What are the parts of a book? Why is it meaningful to me? 	<ul style="list-style-type: none"> Discuss books using Oh, Yikes; Oh, Yuck Games Practice searching index Read alouds 	<ul style="list-style-type: none"> Test Contests 	E	
Participation with creative drama	<ul style="list-style-type: none"> How can I make my reading aloud more interesting to listeners? 	<ul style="list-style-type: none"> Stories Discussion Role playing Drama Reader's or Poetry theatre Reading or oral presentations to peers or other grade levels Non-fiction passages 	<ul style="list-style-type: none"> Peer assessment 	I	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5

RESEARCH SKILLS					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Use information sources: online catalog, informational non-fiction books, dictionaries, biographies, encyclopedias, indexes (headings/subheadings), atlases, search engines, online sources	<ul style="list-style-type: none"> Where is the best place to locate the information I need? How do I find the information I need in these sources? 	<ul style="list-style-type: none"> Direct teaching Modeling and practice Games for reinforcement Internet activities Research projects 	<ul style="list-style-type: none"> Research project 	E	
Information seeking strategies: identify information need or want, read texts to collect and interpret data, facts and ideas, take simple notes, analyze ideas and information based on prior knowledge or experience	<ul style="list-style-type: none"> What do I know? What do I want to find out? What does this mean to me? How can I use this information? 	<ul style="list-style-type: none"> Research projects Relate to classroom curriculum, current events Podcasts, reports, speeches 	<ul style="list-style-type: none"> Research projects 	E	
Able to produce main idea and supporting details	<ul style="list-style-type: none"> What are the main points? What information do I need that will support the main points? 	<ul style="list-style-type: none"> Read, write, think website Teach, model 	<ul style="list-style-type: none"> Testing Reports 	I	
Real world connection	<ul style="list-style-type: none"> How does the information fit into my world? How is it relevant? 	<ul style="list-style-type: none"> Teacher sharing Student sharing: peer and group 	<ul style="list-style-type: none"> Observation Discussion 	E	
Introduction to a bibliography	<ul style="list-style-type: none"> Why is it important to show where you got your information? 	<ul style="list-style-type: none"> Show examples from books: Oh, Rats; Hugo Cabret 	<ul style="list-style-type: none"> Partial bibliography with research project 	I	
Introduction to plagiarism, copyright, citing sources	<ul style="list-style-type: none"> Why is it important to use my own words? 	<ul style="list-style-type: none"> Relate to literature: Invention of Hugo Cabret 		I	

FOURTH GRADE

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RESEARCH SKILLS					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Point of View	<ul style="list-style-type: none"> What perspective is this information coming from? 	<ul style="list-style-type: none"> Website comparison Comparison of sources 	<ul style="list-style-type: none"> Discussion 	I	

PRODUCT					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Ability to organize material from different sources	<ul style="list-style-type: none"> How can I or what tools can I use to help me organize information from different sources? 	<ul style="list-style-type: none"> Graphic organizers 	<ul style="list-style-type: none"> Work samples 	E	
Ability to organize a finished product within a variety of formats	<ul style="list-style-type: none"> Am I able to put my information into a finished product? What type of product is best for this information? 	<ul style="list-style-type: none"> Oral presentations Posters Podcasts Reports Student choice Coordinate with computer class to incorporate technology 	<ul style="list-style-type: none"> Finished product 	E	
Ability to self evaluate end product	<ul style="list-style-type: none"> Am I satisfied with my product? How could I have improved my product? 			I	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
FIFTH GRADE

LIBRARY CITIZENSHIP					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Review library and behavioral responsibilities	<ul style="list-style-type: none"> • What are the policies? • What is your responsibility as a student? • How can we act responsibly in library? • How can we work on the computers responsibly and respectfully? 	<ul style="list-style-type: none"> • Quick review • Discuss • Model and practice • Read alouds • Movie for younger grades • Model and practice • Stories, poems 	<ul style="list-style-type: none"> • Projects • Observation 	E	
Understanding of Diversity	<ul style="list-style-type: none"> • How can we show respect for age, gender, position, or culture of a wide variety of literature and library materials? 	<ul style="list-style-type: none"> • Exposure to diverse literature, authors, illustrators • Discussion • Modeling • Role-playing • Reader's theatre • Book talks 		E	

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LIBRARY K-5

FIFTH GRADE

LAYOUT, ORGANIZATION, AND ARRANGEMENT OF LIBRARY MEDIA CENTER

<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Review all areas of the library and Dewey Decimal System	<ul style="list-style-type: none"> • Where, why, and how are books and materials arranged in the library? 	<ul style="list-style-type: none"> • Review all locations • Games, scavenger hunts • Videos • Make movie for younger grades 	<ul style="list-style-type: none"> • Ability to independently locate materials • Posters 	E	
Review online catalog; understanding and use	<ul style="list-style-type: none"> • What information can I get from the online catalog? 	<ul style="list-style-type: none"> • Review with Jeopardy game • Hands on activities 	<ul style="list-style-type: none"> • Observation • Ability to independently locate book 	E	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
FIFTH GRADE

READ, VIEW, AND LISTEN FOR PLEASURE AND PERSONAL GROWTH					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Students will be exposed to and listen to a variety of authors, illustrators, genres	<ul style="list-style-type: none"> • How are the books we read different from one another? • How do books we hear and read teach us about life? • 	<ul style="list-style-type: none"> • Compare genres • Author/illustrator studies and visits • Inventions of Hugo Cabret 	<ul style="list-style-type: none"> • Letter to author • Author research project 	E	
Reading enrichment and encouragement	<ul style="list-style-type: none"> • What can we read for personal enjoyment and growth? • What makes a story valuable to you? 	<ul style="list-style-type: none"> • Book talks • Read alouds • Oral reading • Story telling • Creative writing • Creative drama • Reader's theater • Exposure to a variety of genres • Book reports • Podcasts • Character project • Puppet shows/movie making for younger grades, peers or parents • Writing or illustrating original stories 	<ul style="list-style-type: none"> • Observation • Participation • Rubric use • Peer assessment 	E	

RHINEBECK PRIORITIZED CURRICULUM
LIBRARY K-5
FIFTH GRADE

LITERATURE SKILLS					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Comprehension, analyze plot, setting, characters, point of view, style, compare/contrast genres and stories	<ul style="list-style-type: none"> • Do I understand what is happening? • What questions can I ask to increase understanding? 	<ul style="list-style-type: none"> • Discussion • Questioning • Story extensions 	<ul style="list-style-type: none"> • Writing spinoffs • Jeopardy game 	E	
Sharing stories/Relating personally	<ul style="list-style-type: none"> • How do you relate to a character in a story? • Has anything like this ever happened to me? 	<ul style="list-style-type: none"> • Sharing • Drawing pictures • Writing 	<ul style="list-style-type: none"> • Observation • Discussion 	E	
Review parts of a book including call numbers, call letters, copyright date, publisher, glossary, table of contents, place of publication, index	<ul style="list-style-type: none"> • What are the parts of a book? • Why is it meaningful to me? 	<ul style="list-style-type: none"> • Discuss books using Oh Yikes, Oh Yikes, Oh Rats 	<ul style="list-style-type: none"> • Testing with books that appeal to students 	E	
Creative drama	<ul style="list-style-type: none"> • How can I make my reading aloud more interesting to listeners? • What tips can I give my peers so their performance is improved? 	<ul style="list-style-type: none"> • Stories • Discussion • Role playing • Drama • Reader's or Poetry theatre • Reading or oral presentations to peers (character presentation) • Non-fiction passages 	<ul style="list-style-type: none"> • Grading rubric • Peer assessment 	I	

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FIFTH GRADE

RESEARCH SKILLS					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Use information sources: online catalog, informational non-fiction books, biographies, encyclopedias, indexes (headings/subheadings), atlases, almanacs, search engines, online sources, introduction to databases	<ul style="list-style-type: none"> • How do I find the information I need in these sources? • Where is the best place for me to find the information I need? 	<ul style="list-style-type: none"> • Direct teaching • Modeling and practice • Games for reinforcement • Internet activities • Comparison of sources 	<ul style="list-style-type: none"> • Hands on test • Contests 	E	
Information seeking strategies: identify information need or want, read texts to collect and interpret data, facts and ideas, take simple notes, analyze ideas and information based on prior knowledge or experience	<ul style="list-style-type: none"> • What do I know? • What do I want to find out? • What does this information mean to me? 	<ul style="list-style-type: none"> • Research projects • Tie into classroom curriculum • Coordinate with computer teacher 	<ul style="list-style-type: none"> • Reports • Research project 	E	
Able to create a question to answer, produce main ideas and supporting details, formulate opinions and conclusion	<ul style="list-style-type: none"> • What are the main points? • What information do I need that will support the main points? • What did I learn from this? • How is this information valuable to me? 	<ul style="list-style-type: none"> • Graphic organizers 	<ul style="list-style-type: none"> • Research project 	E	
Real world connection	<ul style="list-style-type: none"> • How does the information fit into my world? • How is it relevant? 	<ul style="list-style-type: none"> • Discussion • Writing opinions 	<ul style="list-style-type: none"> • Observation of discussion 	E	
Plagiarism, copyright, creating a bibliography	<ul style="list-style-type: none"> • Why is it important to use my own words? • Why is it important to cite my sources? 	<ul style="list-style-type: none"> • Use of literature • Relate to self 	<ul style="list-style-type: none"> • Create bibliography for research project 	E	

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FIFTH GRADE

RESEARCH SKILLS					
<i>Essential Knowledge/Skills (Major Understandings)</i>	<i>Essential Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Priority Code (E) Essential (I) Important (N) Need to know</i>	<i>Time/Notes</i>
Ability to organize an end product	<ul style="list-style-type: none"> How can I best organize my information into a finished product? What type of product is best or most interesting to me? 	<ul style="list-style-type: none"> Student choice Coordinate with computer class to incorporate technology projects 	<ul style="list-style-type: none"> Research project 	E	
Ability to self evaluate an end product	<ul style="list-style-type: none"> Am I satisfied with my product? How could I have improved my product? 	<ul style="list-style-type: none"> Questionnaires Student designed rubric 	<ul style="list-style-type: none"> Grade questionnaire Grade student designed rubric 	E	