

# Grades K-2

## Library Media CPS Curriculum Overview

Library teachers offer instruction and resources in print, audiovisual and electronic formats to provide a foundation for success in using libraries and information resources and to promote lifelong learning. The library program supports beginning reading, listening, communication and technology skills through scheduled class and independent visits. Teaching activities include read-aloud sessions and guidance for locating materials that match personal interests. Students are introduced to a wide range of authors and illustrators, from the classic to the contemporary. By second grade, students learn basic research strategies such as naming a topic and developing inquiry questions. To support home/school connections for literacy, families are invited to borrow library materials for sharing with their children.

## Learning Resources

Students explore multicultural folktales, poetry, alphabet books, stories of family and community and information books and online resources on a range of topics. By Grade 2, students utilize all sections of the library, including picture books, fiction, and nonfiction. The library teachers work in partnership with the Cambridge Public Library; programs include promoting reading and use of libraries, promoting the writing of poetry through the annual Poetry contest, and co-sponsoring programs by visiting authors. Reading incentive programs, such as the Reading Counts computerized program, may be offered in some school libraries.



## CPS Library Media Learning Expectations for Kindergarten

<p><b>Literary Appreciation</b></p> <p><i>Students learn a basic literary vocabulary, and develop listening skills and independence in exploring books of their choice.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"><li>1. Identify author, illustrator and title of book</li><li>2. Recall and/or retell story elements (character, setting, plot)</li><li>3. Recognize repetition, rhythm and rhyme in nursery rhymes, poetry, and wordplay</li><li>4. Appreciate different “voices” for different characters in stories read aloud or viewed in audiovisual formats and performances</li><li>5. Recall and/or retell important facts from a nonfiction text</li><li>6. Choose books of interest by looking at cover, content and illustrations</li></ol>
<p><b>Information Skills</b></p> <p><i>Students learn how a library is organized and how to access and use resources for different information needs.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"><li>1. Locate library, know names of staff, and ask for help</li><li>2. Identify main parts of a book: Cover, spine, title page, illustrations</li><li>3. Know library is organized into sections and find a favorite topic in appropriate section, with help</li><li>4. Identify the difference between nonfiction and fiction</li><li>5. Generate questions about a topic of interest</li></ol>
<p><b>Lifelong Learning</b></p> <p><i>Students are introduced to the library’s purpose and procedures, as a basis for meeting reading and information needs throughout their education .</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"><li>1. Know that libraries are a special place to enjoy the world of literature and information</li><li>2. Identify the library and library staff as resources to locate and use information for classroom studies.</li><li>3. Request materials based on personal interests</li><li>4. Demonstrate library borrowing procedures, and basic book care skills</li><li>5. Know appropriate library behavior</li></ol>

# 1

## CPS Library Media Learning Expectations for Grade 1

<p><b>Literary Appreciation</b></p> <p><i>Students use the library to broaden their experience and enjoyment of literature, from books read aloud to books they choose for themselves.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"><li>1. Identify author, illustrator and title of book</li><li>2. Identify main character and setting in stories.</li><li>3. Identify beginning, middle and end of a story</li><li>4. Recognize examples of folklore (fairytale, trickster tales, pourquoi stories)</li><li>5. Recognize and choose picture, easy reading and informational books</li><li>6. Identify some text features of a nonfiction book (title, table of contents, headings)</li><li>7. Recognize poetry has different elements such as rhythm, rhyme, repetition and alliteration</li></ol>
<p><b>Information Skills</b></p> <p><i>Students learn how a library is organized and how to access and use resources for different information needs.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"><li>1. Know where to find fiction, nonfiction, and print/online reference resources in the library</li><li>2. Locate books by author's last name in Easy /Picture book section</li><li>3. Use terminology about parts of a book</li><li>4. Know that nonfiction books are organized by topic</li><li>5. Generate questions as an introduction to the research process</li><li>6. Gather information from several sources</li><li>7. Present and share their learning</li><li>8. Cite bibliographic sources using title, author, URL</li></ol>
<p><b>Lifelong Learning</b></p> <p><i>Students learn the library's purpose and procedures as a basis for meeting reading and information needs throughout their education and their lives.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"><li>1. Use a library to explore personal interests</li><li>2. Identify the library and library staff as resources to locate and use information</li><li>3. Know location of nearest public library branch</li><li>4. Know rules, borrowing routines and appropriate library behavior</li></ol>

# 2

## CPS Library Media Learning Expectations for Grade 2

<p><b>Literary Appreciation</b></p> <p><i>Students explore the heritage of multicultural folklore and choose books that foster independent reading.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Identify common patterns and themes in fables, folktales, and fairytales</li> <li>2. Make connections with the elements of a story (plot, main characters and setting)</li> <li>3. Appreciate different uses of humor in stories</li> <li>4. Choose “just right” books in a variety of genres</li> <li>5. Extract and communicate meaning of text and illustrations in picture books (fiction and nonfiction)</li> <li>6. Select and use magazines and nonfiction sources for recreational reading and information</li> </ol>
<p><b>Information Skills</b></p> <p><i>Students learn how a library is organized and how to access and use specific resources for beginning research and investigation as a class or individually.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding that books and other sources have author, title, and copyright</li> <li>2. Use steps in at least one research model for finding, organizing, and presenting information (Examples: Webbing, KWL, Easy Big6)</li> <li>3. Use beginning reference sources for research: children’s encyclopedia and atlas, dictionary, or magazine</li> <li>4. Navigate a table of contents and/or index, and locate search box for online research</li> <li>5. Restate main idea and important facts from a text heard or read</li> <li>6. Gather information from several sources</li> <li>7. Present and share their learning</li> <li>8. Cite bibliographic sources using title, author, copyright, URL</li> </ol>
<p><b>Lifelong Learning</b></p> <p><i>Students learn the library’s purpose, procedures, and connections to other sources of information.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Independently locate and select fiction and nonfiction resources</li> <li>2. Understand that libraries exist outside the school, that they are open to students and their families, and that they can use the same skills they learned in the school library at their public libraries</li> </ol>

# Grades 3-5

## Library Media CPS Curriculum Overview

The Library program in grades 3 to 5 emphasizes expanding students' opportunities for independent reading of quality literature in fiction and nonfiction. Students have access to the library for group and individual use. Library projects may be co-planned and taught with teachers, librarians, and technology specialists to engage students and to support frameworks and classroom instructional goals for reading, writing and thinking in content areas. Use of a formal research process enables students to improve information literacy, hone analytical skills and exercise presentation skills. The necessity of citing others' work plus other ethical uses of information is introduced and reinforced.

Instruction in the use of print and electronic reference resources provides a foundation for successful use of all libraries and information resources.

Students at different schools may participate in a range of special programs that involve the library and the Library Teacher: reading incentive programs, literature groups, Media Arts, Reading Buddies, and Web 2.0 tools.

## Learning Resources

Core reference collections, nonfiction, online encyclopedias and databases, kits and teacher-selected websites support research. As students go through the intermediate grades they develop their own sense of themselves as readers. To facilitate this growth, our libraries provide a rich and varied collection of professionally selected literature, biographies, poetry, and other curriculum related informational texts. Library sponsored programs include Author/Illustrator visits, Massachusetts Children's Book Award, Read Across America Day, book groups, Summer Reading Program campaign with the Cambridge Public Library and other school based initiatives.



# 3

## CPS Library Media Learning Expectations for Grade 3

<p><b>Literary Appreciation</b></p> <p><i>Students use the library to expand their knowledge and enjoyment of major authors in age-appropriate fiction and the heritage of North American folklore.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Identify major authors and illustrators</li> <li>2. Distinguish among different literary genres</li> <li>3. Identify voice, and point of view as elements of story</li> <li>4. Use poetry, plays or readers theater to experience literature</li> <li>5. Recognize and choose intermediate chapter books for recreational reading,</li> <li>6. Identify and compare American myths/fables/ and legends (Ex: Native American, Tall Tales, African American folktales)</li> </ol>
<p><b>Information Skills</b></p> <p><i>Students expand knowledge of library organization, utilize beginning reference materials for classroom research assignments, and learn to use tools and strategies for organizing and presenting results.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Locate fiction by the author's last name</li> <li>2. Understand there is a Dewy Decimal System to classify library materials</li> <li>3. Access and use the online catalog with assistance</li> <li>4. Identify and use textual features of non-fiction books</li> <li>5. Use print/online resources such as encyclopedias, maps, globes, atlases, and nonfiction resources to locate information for personal or classroom research</li> <li>6. Use a children's dictionary and thesaurus</li> <li>7. Generate research questions</li> <li>8. Use steps in a research model</li> <li>9. Use key word skills in note taking, skimming, and print/online searching to find information</li> <li>10. Use graphic organizers (Venn diagram, compare/contrast/charts) and/or computer applications (Inspiration, PowerPoint, Timeliner) to display information</li> <li>11. Cite bibliographic sources using title, author, page(s), publisher, copyright date, URL</li> </ol>
<p><b>Lifelong Learning</b></p> <p><i>Students use the library regularly as an extension of the classroom and for personal reading needs and interests.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Use all libraries independently for locating, selecting, and borrowing materials</li> <li>2. Understand that libraries are a place for finding information, for recreational reading and for special programs throughout the year</li> </ol>

# 4

## CPS Library Media Learning Expectations for Grade 4

<p><b>Literary Appreciation</b></p> <p><i>Students expand knowledge and enjoyment of varieties of fiction and explore a heritage of multicultural folklore through comparison and contrast.</i></p>	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Define major genres in children’s fiction and recognize a variety of distinguished authors in those genres</li> <li>2. Recognize that cultures have their own folklore which reflects the values of the culture</li> <li>3. Respond to the literature they are reading using persuasive argument</li> </ol>
<p><b>Information Skills</b></p> <p><i>Students locate and utilize reference and nonfiction sources with assistance to complete and evaluate a research assignment.</i></p>	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Locate nonfiction books by call number using the Dewey Decimal System</li> <li>2. Formulate open-ended research questions</li> <li>3. Identify keywords in a research question</li> <li>4. Create notes from a variety of sources (books, online resources, videos, oral presentations)</li> <li>5. Analyze, and organize gathered information and create an appropriate product to demonstrate learning</li> <li>6. Cite sources to create a bibliography using title, author, page(s), publisher/web page authority, and copyright date, using a variety of print and electronic resources used in research</li> <li>7. Create and share a presentation product or performance using various formats (Ex. Poster, play, journal, newspaper, brochure, PowerPoint, wiki, blog) with bibliography</li> <li>8. Use a rubric to assess individual or group work</li> </ol>
<p><b>Lifelong Learning</b></p> <p><i>Students use the library to support growth in reading development and to connect to other agencies for information needs.</i></p>	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Use information beyond library and/or school (i.e. interview, public library, museum, distant learning)</li> <li>2. Continue to appreciate quality literature</li> </ol>

# 5

## CPS Library Media Learning Expectations for Grade 5

<p><b>Literary Appreciation</b></p> <p><i>Using library resources, students will write and speak about books.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Identify and appreciate well-known poets and poems through a project</li> <li>2. Share orally and in writing their responses to literature</li> <li>3. Continue to distinguish between different genres</li> <li>4. Continue to identify major authors</li> <li>5.</li> </ol>
<p><b>Information Skills</b></p> <p><i>Students combine previously-learned skills to locate, select, and take notes for an inquiry-based project using a variety of sources to be evaluated according established criteria.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Use sub-headings to navigate within an article from an encyclopedia or other reference source</li> <li>2. Use navigational tools on a website to streamline the search process</li> <li>3. Use and evaluate a variety of print and online references including databases to complete research</li> <li>4. Gather relevant information for a research project</li> <li>5. Identify keywords to use for a research project.</li> <li>6. Create and share a presentation product or performance in a variety of formats (Ex.: Poster, play, journal, newspaper, brochure, PowerPoint, wiki, blog ) with bibliography</li> <li>7. Understand ethical use of information</li> </ol>
<p><b>Lifelong Learning</b></p> <p><i>Students use the library to support growth in reading development and to connect to other agencies for information needs.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Identify literature by genre and develop personal genre preferences</li> <li>2. Recommend titles to other students based on their experience</li> <li>3. Gather information from appropriate institutions related to classroom assignments with assistance</li> </ol>

# Grades 6-8

## Library Media CPS Curriculum Overview

As middle school students transition to young adulthood, the librarian’s role as “readers advisor” becomes a critical component in developing informed, satisfied readers. In addition, this is a time for strengthening information skills with both short and long-term projects planned and implemented with teacher involvement.

All students are expected to complete a major research project that includes the use of extensive resources in a variety of formats. This prepares them for graduation portfolio presentations and for the ninth grade ELS research project. Students gain experience in the use web-based tools for gathering information and sharing projects.

Students are encouraged to visit the school library during open access times. Groups visit the library for booktalks, author visits, Internet safety lessons, and for activities related to book award contests such as the Massachusetts Children’s Book Award or the Cambridge Middle School Book Award.

## Learning Resources

Library resources support assignments in all content areas, including Social Studies, Science, Math and English Language Arts. These resources include books and online reference databases made available to our libraries through annual subscriptions and our membership in the Massachusetts Library System. Curriculum materials are also available for teachers.

Young adult literature in a variety of genres, and at a wide range of reading levels, is featured in library collections and displays. Award winning picture books for older readers are integrated into author studies, the arts, and research projects. Many popular book titles are available in audio formats

The CRLS Library's Home Page offers an *Online Research Guide* , introduced to students in Grade 7. See their website at <http://www.crls.org/library>.

# 6

## CPS Library Media Learning Expectations for Grade 6

<p><b>Literary Appreciation</b></p> <p><i>Students are able to broaden their experience and enjoyment of literature, and show increasing ability to discuss their preferences.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Read, write about, and discuss a wide-ranging assortment of quality fiction and nonfiction in various genres</li> <li>2. Locate and select poetry and recognize elements of style</li> <li>3. Identify personal reading preferences when selecting books for recreational or classroom purposes, including favorite authors, genres, etc.</li> </ol>
<p><b>Information Skills</b></p> <p><i>Students learn how a library is organized, recognize primary resource, and improve practice in extracting relevant information in own words.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Use the automated catalog independently</li> <li>2. Master information skills taught in previous grades, with an emphasis on note-taking, extracting relevant information, and organization</li> <li>3. Access and use library's online resources</li> <li>4. Observe rules for ethical use of information, including summarizing in one's own words, and citing sources</li> <li>5. Reflect on work in research and presentation through rubrics or other self-evaluation methods</li> </ol>
<p><b>Lifelong Learning</b></p> <p><i>Students use library regularly for reading and information based on questions generated by classroom or personal needs.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Use the public library independently for school assignments and personal needs</li> <li>2. Utilize a variety of resources available in the community, e.g., museums, parents, interview</li> <li>3. Formulate essential questions for information needs</li> <li>4. Use a library to explore a new interest, knowing it offers a body of knowledge for enrichment</li> </ol>

# 7

## CPS Library Media Learning Expectations for Grade 7

<p><b>Literary Appreciation</b></p> <p><i>Students broaden their experience and enjoyment of literature and make wide-ranging reading choices independently</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Challenge themselves as readers to go beyond the previous depth, length, and breadth of topics.</li> <li>2. Read a variety of books written from different ethnic and cultural viewpoints</li> <li>3. Use the online catalog to locate materials, including fiction, related to specific areas of interest</li> </ol>
<p><b>Information Skills</b></p> <p><i>Students understand how a library is organized in order to access and use resources within and beyond it independently for different information needs</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Use the automated catalog independently for in-depth searches</li> <li>2. Brainstorm and identify key words to use during online searches</li> <li>3. Find, gather, and evaluate new information from a variety of sources within and beyond the library</li> <li>4. Determine which sources are most useful for a given topic</li> <li>5. Distinguish between primary sources( historical documents, photographs, speeches, etc) and secondary sources in print, visual and electronic formats</li> <li>6. Develop a formal outline for a research project from notes taken</li> <li>7. Cite all sources in a bibliography or works cited form using correct format</li> </ol>
<p><b>Lifelong Learning</b></p> <p><i>Students use libraries for reading and information needs throughout their education.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Know that they can develop their own ideas more fully when exposed to ideas of others.</li> <li>2. Access public libraries' holdings from an online catalog and borrow materials (with a library card)</li> <li>3. Evaluate and incorporate new sources of information and media to meet their information needs</li> </ol>

# 8

## CPS Library Media Learning Expectations for Grade 8

<p><b>Literary Appreciation</b></p> <p><i>Students use the library to broaden their experience and enjoyment of literature in a historical and cultural context.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Connect young adult fiction to personal or historical ideas, issues, and events</li> <li>2. Choose fiction and nonfiction books written from different cultural and ethnic viewpoints</li> <li>3. Identify some of the major authors of young adult fiction, biography, and other nonfiction</li> </ol>
<p><b>Information Skills</b></p> <p><i>Students demonstrate mastery of information gathering, organization, and presentation in a culminating project or performance.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Use the CRLS Online Research Guide for class research assignments</li> <li>2. Focus a research topic based on own questions and utilizing critical thinking skills for cause and effect, comparison and contrast, etc</li> <li>3. Identify, and summarize relevant information from a text</li> <li>4. Synthesize information gained through research into a unique product</li> <li>5. Use a technology tool (PowerPoint, video production, web page, etc) to create a presentation</li> </ol>
<p><b>Lifelong Learning</b></p> <p><i>Students explore different resources and services in libraries as reading and information needs change throughout their education.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Use library resources to investigate career interests</li> </ol>

## CPS Library Media Learning Expectations: Literary Appreciation

<p><b>Kindergarten</b>  <i>Students learn a basic literary vocabulary, and develop listening skills and independence in exploring books of their choice.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Identify author, illustrator and title of book</li> <li>2. Recall and/or retell story elements (character, setting, plot)</li> <li>3. Recognize repetition, rhythm and rhyme in nursery rhymes, poetry, and wordplay</li> <li>4. Appreciate different “voices” for different characters in stories read aloud or viewed in audiovisual formats and performances</li> <li>5. Recall and/or retell important facts from a nonfiction text</li> <li>6. Choose books of interest by looking at cover, content and illustrations</li> </ol>
<p><b>Grade 1</b>  <i>Students use the library to broaden their experience and enjoyment of literature, from books read aloud to</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Identify author, illustrator and title of book</li> <li>2. Identify main character and setting in stories.</li> </ol>

<p><i>books they choose for themselves.</i></p>	<ol style="list-style-type: none"> <li>3. Identify beginning, middle and end of a story</li> <li>4. Recognize examples of folklore (fairytales, trickster tales, porquoi stories)</li> <li>5. Recognize and choose picture, easy reading and informational books</li> <li>6. Identify some text features of a nonfiction book( title, table of contents, headings)</li> <li>7. Recognize poetry has different elements such as rhythm, rhyme, repetition and alliteration</li> </ol>
<p><b>Grade 2</b> <i>Students explore the heritage of multicultural folklore and choose books that foster independent reading.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Identify common patterns and themes in fables, folktales, and fairytales</li> <li>2. Make connections with the elements of a story (plot, main characters and setting)</li> <li>3. Appreciate different uses of humor in stories</li> <li>4. Choose “just right” books in a variety of genres</li> <li>5. Extract and communicate meaning of text and illustrations in picture books (fiction and nonfiction)</li> <li>6. Select and use magazines and nonfiction sources for recreational reading and information</li> </ol>

## CPS Library Media Learning Expectations: Literary Appreciation

<p><b>Grade 3</b> <i>Students use the library to expand their knowledge and enjoyment of major authors in age-appropriate fiction and the heritage of North American folklore.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Identify famous authors and illustrators</li> <li>2. Distinguish among literary genres</li> <li>3. Identify voice, and point of view as elements of story</li> <li>4. Use poetry, plays or readers theater to enjoy literature</li> <li>5. Recognize and choose intermediate chapter books for recreational reading,</li> </ol>
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	6. Identify and compare American myths/fables/ and legends (Ex: Native American, Tall Tales, African American folktales)
<b>Grade 4</b> <i>Students expand knowledge and enjoyment of varieties of fiction and explore a heritage of multicultural folklore through comparison and contrast.</i>	<b><i>Students will be able to:</i></b>  1. Define major genres in children’s fiction and recognize a variety of distinguished authors in those genres 2. Recognize that cultures have their own folklore which reflects the values of the culture 3. Respond to the literature they are reading using persuasive argument
<b>Grade 5</b> <i>Using library resources, students will write and speak about books.</i>	<b><i>Students will be able to:</i></b> 1. Identify and appreciate well-known poets and poems through a project 2. Share orally and in writing their responses to literature

## CPS Library Media Learning Expectations: Literary Appreciation

<b>Grade 6</b> <i>Students are able to broaden their experience</i>	<b><i>Students will be able to:</i></b> 4. Read, write about, and discuss a rich assortment of quality multicultural literature in various genres 5. Locate and select poetry and recognize elements of style
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<p><i>and enjoyment of literature, and show increasing ability to discuss their preferences.</i></p>	<p>6. Identify personal reading preferences when selecting books for recreational or classroom purposes</p>
<p><b>Grade 7</b> <i>Students broaden their experience and enjoyment of literature and make wide-ranging reading choices independently</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>3. Challenge themselves as readers to go beyond the previous depth, length, and breadth of topics.</li> <li>4. Use biographies and autobiographies in written and oral assignments to enrich their understanding of</li> <li>5. current or historical periods and events</li> <li>6. Read a variety of books written from different ethnic and cultural viewpoints</li> <li>7. Access and use the CRLS Library’s online Research Guide with assistance</li> </ol>
<p><b>Grade 8</b> <i>Students use the library to broaden their experience and enjoyment of literature in a historical and cultural context.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>4. Connect young adult fiction to personal or historical ideas, issues, and events</li> <li>5. Choose fiction and nonfiction books written from different cultural and ethnic viewpoints</li> <li>6. Identify some of the major authors of young adult fiction, biography, and other nonfiction</li> </ol>

## CPS Library Media Learning Expectations: Information Skills

<p><b>Kindergarten</b> <i>Students learn how a library is organized and how to access and use</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Locate library, know names of staff, and ask for help</li> <li>2. Identify main parts of a book: Cover, spine, title page, illustrations</li> <li>3. Know library is organized into sections and find a favorite topic in appropriate section, with help</li> <li>4. Identify the difference between nonfiction and fiction</li> </ol>
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<i>resources for different information needs.</i>	5. Generate questions about a topic
<p><b>Grade 1</b></p> <p><i>Students learn how a library is organized and how to access and use resources for different information needs.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Know where to find fiction, nonfiction, and print/online reference resources in the library</li> <li>2. Locate books by author's last name in Easy /Picture book section</li> <li>3. Use terminology about parts of a book</li> <li>4. Know that nonfiction books are organized by topic</li> <li>5. Generate questions as an introduction to the research process</li> <li>6. Gather information from several sources</li> <li>7. Acknowledge the use of the sources of information</li> </ol>
<p><b>Grade 2</b></p> <p><i>Students learn how a library is organized and how to access and use specific resources for beginning research and investigation as a class or individually.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding that books and other sources have author, title, and copyright</li> <li>2. Use steps in at least one research model for finding, organizing, and presenting information (Examples: Webbing, KWL, Easy Big6)</li> <li>3. Use beginning reference sources for research: children's encyclopedia and atlas, dictionary, or magazine</li> <li>4. Navigate a table of contents and/or index, and locate search box for online research</li> <li>5. Restate main idea and important facts from a text heard or read</li> <li>6. Gather information from several sources</li> <li>7. Cite title, author, copyright or URL of sources used in research</li> </ol>

### **CPS Library Media Learning Expectations: Information Skills**

<p><b>Grade 3</b></p> <p><i>Students expand knowledge of library organization, utilize beginning reference materials for classroom research assignments, and</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Locate fiction by the author's last name</li> <li>2. Understand there is a Dewy Decimal System to classify library materials and use the online catalog with assistance</li> <li>3. Identify and use textual features of non-fiction books</li> </ol>
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<p><i>learn to use tools and strategies for organizing and presenting results.</i></p>	<ol style="list-style-type: none"> <li>4. Use print/online resources such as encyclopedias, maps, globes, atlases, and nonfiction resources to locate information for personal or classroom research</li> <li>5. Use a primary dictionary and thesaurus</li> <li>6. Generate research questions and use steps in a research model</li> <li>7. Use key word skills in note taking, skimming, and print/online searching to find information</li> <li>8. Use graphic organizers and/or computer applications to display information (Venn diagram, webs Inspiration, Powerpoint, Timeliner, compare/contrast,)</li> <li>9. Cite source using title, author, page(s), publisher, copyright date, URL</li> </ol>
<p><b>Grade 4</b> <i>Students locate and utilize reference and nonfiction sources with assistance to complete and evaluate a research assignment.</i></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Locate nonfiction books by call number using the Dewey Decimal System</li> <li>2. Formulate open-ended research questions</li> <li>3. Develop online search skills using keywords for a simple search by subject</li> <li>4. Create notes from a variety of sources (books, online resources, videos, oral presentations)</li> <li>5. Analyze, and organize gathered information and create an appropriate product to demonstrate learning</li> <li>6. Cite sources using title, author, page(s), publisher/web page authority, and copyright date, using a variety of print and electronic resources used in research</li> <li>7. Create and share a presentation product or performance (Ex.: Poster, play, journal, newspaper, brochure, PowerPoint, wiki, blog) with bibliography</li> <li>8. Use a rubric to assess individual or group work</li> </ol>
<p><b>Grade 5</b> <i>Students combine previously-learned skills to locate, select, and take notes for an inquiry-based project using a variety of sources to be evaluated according established criteria.</i></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Use sub-headings to navigate within an article from an encyclopedia or other reference source</li> <li>2. Use navigational tools on a website to streamline the search process</li> <li>3. Use and evaluate a variety of print and online references (to include databases) to complete research</li> <li>4. Gather relevant information for a research project</li> <li>5. Create and share a presentation product or performance (Ex.: Poster, play , journal , newspaper, brochure, PowerPoint, wiki, blog ) with bibliography</li> <li>6. Understand ethical use of information</li> </ol>

## CPS Library Media Learning Expectations: Information Skills

<p><b>Grade 6</b>  <i>Students learn how a library is organized, recognize primary resource, and improve practice in extracting relevant information in own words.</i></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Use the automated catalog independently</li> <li>2. Master information skills taught in previous grades, with an emphasis on note-taking , extracting relevant information, and organization</li> <li>3. Distinguish between primary sources( historical documents, photographs, speeches, etc) and secondary sources in print, visual and electronic formats</li> <li>4. Access and understand use of library’s online resources</li> <li>5. Observe ethical use of information , summarize in own words, and cite sources</li> <li>6. Use a rubric to self evaluate work in research and presentation</li> </ol>
<p><b>Grade 7</b>  <i>Students understand how a library is organized in order to access and use resources within and beyond it independently for different information needs</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>8. Use the automated catalog independently for in-depth searches</li> <li>9. Brainstorm and identify key words to use during online searches</li> <li>10. Find, gather, and evaluate new information from a variety of sources within and beyond the library</li> <li>11. Determine which sources are most useful for a given topic</li> <li>12. Develop a formal outline for a research project from notes taken</li> <li>13. Cite all sources in a bibliography using correct format</li> </ol>
<p><b>Grade 8</b>  <i>Students demonstrate mastery of information gathering, organization, and presentation in a culminating project or performance.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>6. Use the CRLS Online Research Guide independently on a regular basis for class research assignments</li> <li>7. Focus a research topic based on own questions and utilizing critical thinking skills for cause and effect, comparison and contrast, etc</li> <li>8. Identify, comprehend, and summarize relevant information from a text in own words and present results using a technology tool (PowerPoint, video production, web page, etc)</li> </ol>

## CPS Library Media Learning Expectations: Lifelong Learning K-2

<p><b>Kindergarten</b>  <i>Students are introduced to the library’s purpose and procedures, as a basis for meeting reading and information needs throughout their education.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Know that libraries are a special place to enjoy the world of literature and information</li> <li>2. Identify the library and library staff as resources to locate and use information for classroom studies.</li> <li>3. Request materials based on personal interests</li> <li>4. Demonstrate library borrowing procedures, basic book care and treatment skills</li> <li>5. Know appropriate library behavior</li> </ol>
<p><b>Grade 1</b>  <i>Students learn the library’s purpose and procedures as a basis for meeting reading and information needs throughout their education and their lives.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Use a library to explore personal interests</li> <li>2. Identify the library and library staff as resources to locate and use information</li> <li>3. Know location of nearest public library branch</li> <li>4. Know rules, borrowing routines and appropriate library behavior</li> </ol>
<p><b>Grade 2</b>  <i>Students learn the library’s purpose, procedures, and connections to other sources of information.</i></p>	<p><b><i>Students will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Independently locate and select fiction and nonfiction resources</li> <li>2. Understand that libraries exist outside the school, that they are open to students and their families, and that they can use the same skills they learned in the school library at their public libraries</li> </ol>

## CPS Library Media Learning Expectations: Lifelong Learning: Grades 3 - 5

<p><b>Grade 3</b> Students use the library regularly as an extension of the classroom and for personal reading needs and interests.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Use library independently for locating, selecting, and borrowing materials</li> <li>2. Understand that libraries are a place for finding information, for recreational reading and for special programs throughout the year</li> </ol>
<p><b>Grade 4</b> Students use the library to support growth in reading development and to connect to other agencies for information needs.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Use information beyond library and/or school (i.e. interview, public library, museum, distant learning)</li> <li>2. Develop an appreciation for quality literature</li> </ol>
<p><b>Grade 5</b> Students use the library to support growth in reading development and to connect to other agencies for information needs.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Identify literature by genre and develop personal genre preferences</li> <li>2. Recommend titles to other students based on their experience</li> </ol> <p>Find information from other organizations related to classroom assignments, with assistance</p>

## CPS Library Media Learning Expectations: Lifelong Learning: Grades 6 - 8

<p><b>Grade 6</b> Students use library regularly for reading and information based on questions generated by classroom or personal needs.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>5. <i>Use the public library independently for school assignments and personal needs</i></li> <li>6. <i>Utilize a variety of resources available in the community, e.g., museums, parents, interview</i></li> <li>7. <i>Formulate essential questions for information needs</i></li> <li>8. <i>Use a library to explore a new interest, knowing it offers a body of knowledge for enrichment</i></li> </ol>
<p><b>Grade 7</b> Students use libraries for reading and information needs throughout their education.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>4. Know that they can develop their own ideas more fully when exposed to ideas of others.</li> <li>5. Access public libraries' holdings from an online catalog and borrow materials (with a library card)</li> </ol>
<p><b>Grade 8</b> Students explore different resources and services in libraries as reading and information needs change throughout their education.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>8. Use library resources to investigate career interests</li> </ol>