

**Library Media Services
Correlation to English Course of Study**

Library Skills	English Course of Study Objectives by Grade Level	Big 6	21 st Century Skills	Technology Applications	Information Power	Examples
Orientation and Library Routines						
1. Identify and locate resources: the function of the library media center and the duties the personnel perform to help students and staff	Grade 3: 3, 12	Step 2: Determine the range of possible sources Step 3: Locate sources	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life. 1.1.4. Find, evaluate, and select appropriate sources to answer questions. 4.3.2 Recognize that resources are created for a variety of purposes.	TCOS 1,2,3,4,5, &11		a. Library media specialist and aide(s) b. Nonfiction, fiction, & reference c. Magazines d. Computers – saving on the student share; AR/STAR/Destiny

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<p>2. Follow established rules and procedures: emphasis is on demonstrating knowledge and understanding of rules and procedures</p>	<p>Grade 3: 3, 11, 12, 16, 18</p>		<p>4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction 1.3.3 Follow ethical and legal guidelines in gathering and using information 1.3.5 Use information technology responsibly 1.4.4 Seek appropriate help when it is needed 2.1.4 Use technology and other information tools to analyze and organize information</p>	<p>TCOS 1-8</p>		<p>a. Circulation procedures and rules b. Computer usage c. Book care d. Library behavior e. internet etiquette</p>
<p>Library Skills</p>				<p>Technology Applications</p>		<p>Examples</p>
<p>1. Identify text features in a book: Emphasis is how text features convey meaning</p>	<p>Grade 3: 2 Grade 5: 4, 6</p>	<p>Step 2: Determine the range of possible sources Step 3: Find information within sources</p>	<p>1.1.2. Use prior and background knowledge as context for new learning.</p>			<p>a. blurb , back cover; title page, copyright information, b. bold and italic print, c. table of contents, index, glossary</p>
<p>2. Identify genre: realistic fiction, historical fiction, fantasy, science fiction, sports fiction, non-fiction, poetry, biography, folk/fairytales, etc.</p>	<p>Grade 3: 3, 9, 15 Grade 4: 5, 6 Grade 5: 2, 5</p>		<p>1.1.2. Use prior and background knowledge as context for new learning. 4.1.4 Seek information for personal learning in a variety of formats and genres. 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in</p>	<p>TCOS 14,15</p>		<p>a. Fiction: science fiction, fantasy, historical fiction, realistic fiction, mysteries, graphic novels, b. Nonfiction: biographies, autobiographies, poetry, folk tales, etc., c. Fantasy v. reality</p>

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			<p>various literary genres.</p> <p>4.3.2. Recognize that resources are created for a variety of purposes.</p>			
3. Understanding and applying copyright and fair use guidelines		Step 4: Use of information	<p>1.3.1. Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3. Follow ethical and legal guidelines in gathering and using information.</p> <p>1.3.5. Use information technology responsibly.</p>	TCOS 7,8		<p>a. citing sources</p> <p>b. uses of music and pictures on media projects</p>
4. Recognize information is available in various formats: emphasis is on presenting information in a variety of ways	<p>Grade 4: 12</p> <p>Grade 5: 3</p>	Step 2: Determine the range of possible sources	<p>1.1.4. Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.6. Read, view, and listen for information presented in any format (e.g. textual, visual, digital) in order to make inferences and gather meaning.</p> <p>1.2.3. Demonstrate creativity by using multiple resources and formats.</p>	TCOS 9,11,12		<p>a. Blogs, podcasts, wikis, PhotoStory, PowerPoint, Word, webpages</p> <p>b. print</p> <p>c. audio</p>

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			<p>2.1.4. Use technology and other information tools to analyze and organize information.</p> <p>2.1.6. Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.4. Demonstrate personal productivity by completing products to express learning.</p> <p>3.1.4. Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.2.1. Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.</p> <p>3.4.2. Assess the quality and effectiveness of the learning product.</p> <p>4.1.8. Use creative and artistic formats to express personal learning.</p>			
5. Alphabetical order to 3 or more	Grade 3: 12	Step 3: Locate information	1.1.2. Use prior and background knowledge as			Fiction shelving

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letters	Grade 4: 12 Grade 5: 1		context for new learning. 1.1.4. Find, evaluate, and select appropriate sources to answer questions.			
6. Dewey Decimal	Grade 3: 12 Grade 4: 12 Grade 5: 1	Step 3: Locate information	1.1.2. Use prior and background knowledge as context for new learning. 1.1.4. Find, evaluate, and select appropriate sources to answer questions. 1.2.2. Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.	TCOS 14,15		a. “Do We Know Dewey”, webquests b. Non-fiction shelving

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<p>7. Reference: emphasis is on identifying the purpose of a reference tool and when to use it</p>	<p>Grade 3: 12 Grade 4: 5, 12 Grade 5: 1, 4, 6</p>	<p>Step 2: Determine the range of possible sources and select the best source</p>	<p>1.1.1. Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.</p> <p>1.1.3. Develop and refine a range of questions to frame the search for new understanding.</p> <p>1.1.5. Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context.</p> <p>1.1.7. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.2. Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.2.4. Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>1.2.7. Display perseverance by continuing to pursue information to gain a broad perspective.</p>	<p>TCOS 14,15,16,17</p>	<p>Atlas, Almanac, Thesaurus, Guinness Book of World Records, Encyclopedia AVL, NetTrekker, other databases</p>
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Reading Guidance and Literacy Skills						
1. Literary Devices: emphasis is on demonstrating knowledge of characters, plot and setting	Grade 3: 3 Grade 4: 3 Grade 5: 3		1.1.2. Use prior and background knowledge as context for new learning. 4.1.6. Organize personal knowledge in a way that can be called upon easily.	TCOS 12,13		Character (Protagonist, Antagonist), Conflict, Plot, Setting, Climax, Theme/Moral, Denouement
3. Support of phonemic awareness instruction	Grade 3: 1		1.1.2. Use prior and background knowledge as context for new learning. 1.4.4. Seek appropriate help when it is needed.	TCOS 12,13		
4. Vocabulary: emphasis is on learning the meaning of words through experiences with oral and written language	Grade 3: 2 Grade 5: 1	Step 4: Use of information	1.1.2. Use prior and background knowledge as context for new learning. 4.1.2. Read widely and fluently to make connections with self, the world, and previous reading. 4.4.4. Interpret new information based on cultural and social context.	TCOS 12,13		a. Media vocabulary, reinforce technology vocabulary, b. read alouds, research activities, book talks
5. Comprehension: emphasis is on reading for understanding	Grade 3: 3 Grade 4: 3, 5 Grade 5: 1, 2, 4	Step 4: Use of information	1.1.2. Use prior and background knowledge as context for new learning. 1.1.7. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information,	TCOS 12,13		a. Book discussions and suggestions b. Battle of the Books, c. Accelerated Reader

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			<p>and point of view or bias.</p> <p>1.1.9. Collaborate with others to broaden and deepen understanding.</p> <p>2.4.3. Recognize new knowledge and understanding.</p> <p>4.1.2. Read widely and fluently to make connections with self, the world, and previous reading.</p> <p>4.4.4. Interpret new information based on cultural and social context.</p>			
<p>6. Fluency : emphasis is on learning to read accurately and quickly with appropriate phrasing and expression</p>	<p>Grade 3: 3</p>		<p>1.1.2. Use prior and background knowledge as context for new learning.</p> <p>3.1.3. Use writing and speaking skills to communicate new understandings effectively.</p> <p>4.1.2. Read widely and fluently to make connections with self, the world, and previous reading.</p> <p>4.4.3. Recognize how to focus efforts in personal learning.</p>	<p>TCOS 12,13</p>		<p>a. reader's theater b. story retelling</p>
<p>7. Literary awards, authors, &</p>			<p>4.1.1. Read, view, and listen for pleasure and</p>	<p>TCOS 14</p>		<p>a. Caldecott & Newberry Awards</p>

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<p>illustrators</p>		<p>personal growth.</p> <p>4.1.2. Read widely and fluently to make connections with self, the world, and previous reading.</p> <p>4.1.4. Seek information for personal learning in a variety of formats and genres.</p> <p>4.3.3. Seek opportunities for pursuing personal and aesthetic growth.</p>		<p>b. author & illustrator visits and videos</p>
<p>8. Reading Practice and book selection</p>	<p>Grade 3: 3</p> <p>Grade 4: 3,4,5,6</p> <p>Grade 5: 2,3,4</p>	<p>1.1.2. Use prior and background knowledge as context for new learning.</p> <p>4.1.1. Read, view, and listen for pleasure and personal growth.</p> <p>4.1.2. Read widely and fluently to make connections with self, the world, and previous reading.</p> <p>4.1.3. Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.2.2. Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety</p>		<p>a. 5 finger rule b. self-selection c. picking a “just-right” book d. reading motivation e. author studies f. Judy Freeman’s 10 Ways to Pick a Book</p>

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			<p>of formats and genres, and displaying a willingness to go beyond academic requirements.</p> <p>4.2.4. Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> <p>4.4.1. Identify own areas of interest.</p> <p>4.4.6. Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.</p>			
Technology						
1. Information Skills instruction	<p>Grade 3: 12</p> <p>Grade 4: 12</p> <p>Grade 5: 1</p>	Steps 1-6	<p>1.1.2. Use prior and background knowledge as context for new understanding.</p> <p>1.1.4. Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.2.2. Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.2.4. Maintain a critical stance by questioning the validity and accuracy of all</p>	TCOS 1 - 9		<p>a. Reinforce technology course of study</p> <p>b. vocabulary</p> <p>c. care of LMC computers</p> <p>d. Navigating the web</p>

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			<p>information.</p> <p>1.2.6. Demonstrate emotional resilience by persisting in information searching despite challenges.</p> <p>1.3.2. Seek divergent perspectives during information gathering and assessment.</p> <p>1.4.3. Monitor gathered information, and assess for gaps or weaknesses.</p>			
2. Identifying the correct resource(s)	<p>Grade 3: 12</p> <p>Grade 4: 12</p> <p>Grade 5: 1</p>	<p>Step 2: Determine the range of possible sources and select the best source</p> <p>Step 4: Use of information</p>	<p>1.1.4. Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.8. Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>1.2.3. Demonstrate creativity by using multiple resources and formats.</p> <p>1.3.5. Use information technology responsibly.</p> <p>2.1.4. Use technology and other information tools to analyze and organize information.</p>	TCOS 10 - 19		a. Information Skills instruction
3. Using electronic resources to locate	Grade 3: 12	Step 3: Locate sources	1.1.4. Find, evaluate, and select appropriate sources	TCOS 14,15		<p>a. Destiny</p> <p>b. AVL, nettrekker,</p>

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information	<p>Grade 4: 12</p> <p>Grade 5: 1</p>	Step 4: Engage the information in a source	<p>to answer questions.</p> <p>1.1.5. Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</p> <p>1.2.2. Demonstrate confidence and self-direction b making independent choices in the selection or resources and information.</p> <p>1.4.3. Monitor gathered information, and assess for gaps or weaknesses.</p> <p>3.4.2. Assess the quality and effectiveness of the learning product.</p>		and other databases
4. Evaluating appropriate electronic resources	<p>Grade 3: 12</p> <p>Grade 4: 12</p> <p>Grade 5: 1</p>	Step 5: Synthesis	<p>1.1.4. Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5. Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</p> <p>1.2.2. Demonstrate confidence and self-direction b making independent choices in the selection or resources and information.</p>	TCOS 16	a. Primary v. secondary sources

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			<p>1.4.3. Monitor gathered information, and assess for gaps or weaknesses.</p> <p>3.4.2. Assess the quality and effectiveness of the learning product.</p>		
5. Creating a variety of technology-based products		<p>Step 5: Synthesis Step 6: Evaluation</p>	<p>1.2.3. Demonstrate creativity by using multiple resources and formats.</p> <p>2.1.4. Use technology and other information tools to analyze and organize information.</p> <p>2.1.6. Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.4. Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.3.4. Create products that apply to authentic, real-world contexts.</p>	TCOS 10,11,12	<p>a. PowerPoint b. podcasts c. PhotoStory & Movie Maker d. Word documents</p>