

# Library

## Pre-school - Grade 1

| <u>Skills &amp; Learning Objectives</u>   | <u>Content</u>   | <u>BSS Difference</u>  |
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| LIBRARY RULES                             | <ul style="list-style-type: none"> <li>● Quiet voices</li> <li>● Purpose of the library</li> <li>● Library book care</li> <li>● Checkout procedure/policies</li> </ul>   | <ul style="list-style-type: none"> <li>● Students are taught the importance of Christian behavior (sharing, treating each other kindly, listening to and including other people during free reading time)</li> </ul> |
| READING STANDARDS FOR LITERATURE          | <ul style="list-style-type: none"> <li>● Parts of the book</li> <li>● Author/Illustrator roles</li> <li>● Relationship between illustrations/text</li> <li>● Story elements (character and setting)</li> <li>● Begin to recognize types of texts (storybooks, poems, informational texts)</li> <li>● Select books appropriate to interest by using simple scanning techniques (cover, illustrations)</li> <li>● Begin to understand genre</li> </ul> | <ul style="list-style-type: none"> <li>● Collection has many titles dedicated to acting like good Christians (sharing, treating others kindly)</li> </ul>  |
| READING STANDARDS FOR INFORMATIONAL TEXTS | <ul style="list-style-type: none"> <li>● Difference between fact/fiction</li> <li>● Introduced to the terms fiction and nonfiction and how some books are meant to entertain</li> </ul>  | <ul style="list-style-type: none"> <li>● Nonfiction collection includes Bibles, Bible stories, Biographies of Saints and other Catholics</li> </ul>  |

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|   | and others to inform   |  |
| INQUIRY / RESEARCH STANDARDS                  | <ul style="list-style-type: none"> <li>• Make connections to what they read (text to self)</li> <li>• Compare/contrast adventures and experiences of characters in familiar stories</li> <li>• Identify basic similarities/differences between two texts on the same topic (illustrations, content)</li> <li>• Ask and answer questions about key details in a text</li> <li>• Ask and answer questions about unknown words in a text</li> </ul>                   | <ul style="list-style-type: none"> <li>• Can read nonfiction books about Catholic holidays, famous Catholics (Saint Francis, Mother Teresa, Pope John Paul II)</li> </ul>      |
| LITERATURE APPRECIATION / LISTENING STANDARDS | <ul style="list-style-type: none"> <li>• Select an appropriate book of interest for personal enjoyment</li> <li>• Understand storytime behavior and listening expectations</li> <li>• Appreciate reading for pleasure and for learning</li> <li>• Listen to traditional folklore such as nursery rhymes and fairy tales</li> <li>• Listen to fiction in picture book formats</li> <li>• Listen to nonfiction (biographies, informational books, poetry)</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to books that exemplify character traits important in a Catholic education (honesty, integrity, faithfulness, etc.)</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Engage with the work of various authors and illustrators</li> <li>• Actively engage in group discussions</li> </ul> |  |
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## Grade 2 - 3

| <u>Skills &amp; Learning Objectives</u> | <u>Content</u>  | <u>BSS Difference</u>   |
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| READING STANDARDS FOR LITERATURE        | <ul style="list-style-type: none"> <li>• Define the difference between fiction and nonfiction and identify the location of each in the library</li> <li>• Continue to identify the parts of a book (title page, dust jacket, endpapers) and its features (table of contents, author summary, book summary)</li> <li>• Compare and contrast two or more versions of the same story by different authors or from different cultures</li> <li>• Read and listen to various genres of fiction and identify key features in each (realistic fiction, historical fiction, fantasy, parody, etc.)</li> <li>• Learn how to use the library catalog to use call number to locate materials and become a</li> </ul> | <ul style="list-style-type: none"> <li>• We are able to read aloud bible stories and books about saints and other religious heroes</li> <li>• 2nd graders spend several weeks hearing various Little Red Riding Hood stories from around the world and compare and contrast the versions</li> </ul> |

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|  | <p>more independent user of the library</p> <ul style="list-style-type: none"> <li>● Identify story elements such as character, setting, plot, visualizing, and problem/solution</li> <li>● Begin to identify the main idea in a text</li> <li>● Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud</li> <li>● Begin to identify beginning, middle, and end of a story</li> </ul>                                     |   |
| <p>READING STANDARDS FOR INFORMATIONAL TEXTS</p> | <ul style="list-style-type: none"> <li>● Use text and illustrations to extract information</li> <li>● Begin to seek out important details from a reading and practice notetaking skills</li> <li>● Choose appropriate information for classroom projects</li> <li>● Read and identify various types of nonfiction (e.g. how-to books, informational picture books, “all about” books, question and answer)</li> <li>● Begin to use print and nonprint dictionaries, encyclopedias, atlases and other reference</li> </ul> | <ul style="list-style-type: none"> <li>● We have a variety of interesting nonfiction texts to choose from, and the librarian often selects nonfiction texts to read aloud</li> <li>● Nonfiction collection includes Bibles, Bible stories, Biographies of Saints and other Catholics</li> </ul> |

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|  | <p>materials</p> <ul style="list-style-type: none"> <li>• Understand nonfiction text features (e.g. captions, bold print, glossary, index, maps) to locate key facts in a text efficiently</li> <li>• Ask and understand such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text</li> </ul>   |   |
| <p>INQUIRY / RESEARCH STANDARDS</p>                  | <ul style="list-style-type: none"> <li>• Begin to identify keywords and search terms when there is an information need</li> <li>• Begin to organize information with guidance using techniques such as concept maps and KWL charts</li> <li>• Recall information from experiences to answer questions and make connections (text-to-self, text-to-text, and text-to-world)</li> <li>• Recognize the need for citing sources and record simple citations</li> <li>• Ask and answer who, what, where, when, why and how to demonstrate understanding of a key details in a text</li> </ul> | <ul style="list-style-type: none"> <li>• After readalouds, students are encouraged to discuss if characters are exemplifying virtues important in a Catholic education (honesty, patience, peacefulness, kindness, etc.)</li> </ul> |
| <p>LITERATURE APPRECIATION / LISTENING STANDARDS</p> | <ul style="list-style-type: none"> <li>• Become more familiar with how the books are shelved to</li> </ul>   | <ul style="list-style-type: none"> <li>• Librarian gets to know the students year after year and their reading tastes to better</li> </ul>  |

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|  | <p>be able to locate books</p> <ul style="list-style-type: none"><li>● Select a “Just Right” book using the “5 Finger Rule”</li><li>● Listen to and read traditional folklore such as trickster tales, fables, and tall tales</li><li>● Listen to a variety of multicultural stories and compare/contrast</li><li>● Begin to develop individual taste in series, author, and genre reading</li><li>● Broaden awareness of the works of various authors and illustrators</li><li>● Study in depth a piece of award-winning literature (Caldecott Award)</li><li>● Recognize texts in various formats (magazines, books, nonprint, electronic resources, newspapers)</li><li>● Identify words in stories or poems that suggest feelings or appeal to the senses</li><li>● Follow agreed-upon rules for discussions (listening to others, speaking one at a time) and build on the conversations of others</li><li>● Share different points of view and opinions and respect the views and opinions of others</li></ul> | <p>recommend books they will enjoy</p> <ul style="list-style-type: none"><li>● We stress the importance of good manners and compassion when other people are speaking</li><li>● Listen to books that exemplify character traits important in a Catholic education (honesty, integrity, faithfulness, etc.)</li><li>● Students are encouraged to participate in reading activities such as the A-Z Reading Challenge (all grades) and Battle of the Books (Grade 3 and up)</li></ul> |
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|                                   | <ul style="list-style-type: none"> <li>• Listen to books that exemplify character traits (honesty, integrity, perseverance, etc.) and discuss what these traits mean and how they are demonstrated</li> <li>• Watch book trailers and author interviews to introduce new books and excite the reader</li> </ul> |  |
| INTERNET USE AND SAFETY STANDARDS | <ul style="list-style-type: none"> <li>• Learn the proper care of electronic devices</li> <li>• Use the library's iPads to access the library catalog</li> </ul>  |  |

## Grades 4 - 5

| <u>Skills &amp; Learning Objectives</u> | <u>Content</u>  | <u>BSS Difference</u>   |
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| READING STANDARDS FOR LITERATURE        | <ul style="list-style-type: none"> <li>• Recognize various literary elements within works</li> <li>• Use clues from the text and illustrations to determine important ideas and make inferences</li> <li>• Compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters (books from a series)</li> <li>• Discuss how figurative language enhances a story</li> <li>• Read fables and folktales from</li> </ul> | <ul style="list-style-type: none"> <li>• We are able to read aloud bible stories and books about saints and other religious heroes</li> </ul> |

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|   | <p>diverse cultures, and determine their central message, lesson, or moral</p> <ul style="list-style-type: none"> <li>● Acknowledge differences in the points of view of characters (speak in a different voice for each character when reading dialogue aloud)</li> <li>● Encourage students to love reading and to become lifelong readers and library users</li> </ul>   |   |
| <p>READING STANDARDS FOR INFORMATIONAL TEXT</p> | <ul style="list-style-type: none"> <li>● Become effective users of information</li> <li>● Explain how specific images (diagrams, graphs, photographs) contribute to and clarify a text</li> <li>● Use print and/or nonprint resources and select the most appropriate</li> <li>● Use reference material to answer questions and perform research</li> <li>● Access information efficiently and effectively to inquire, think critically, and gain knowledge</li> <li>● Understand the organization of the nonfiction section</li> </ul> | <ul style="list-style-type: none"> <li>● We have a variety of interesting nonfiction texts to choose from, and the librarian often selects nonfiction texts to read aloud</li> </ul>  |
| <p>INQUIRY/RESEARCH STANDARDS</p>               | <ul style="list-style-type: none"> <li>● Decide what facts and details to include in note taking and learn to paraphrase</li> <li>● Identify various reference materials and determine the best source to use for an information need</li> <li>● Become skilled at using navigational tools to find information within a source (table of contents, glossary, index,</li> </ul>   | <ul style="list-style-type: none"> <li>● Saints research project is an important part of our fifth grade research component. Students are able to execute research skills while becoming more familiar with the heroes of the Catholic church</li> <li>● After readalouds, students are encouraged to discuss if characters are exemplifying virtues important in a Catholic education (honesty, peacefulness, patience, kindness, etc.)</li> </ul> |



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|  | <p>FAQ's, etc.)</p> <ul style="list-style-type: none"> <li>● Recognize the need for citing sources and learn proper formatting for bibliographies</li> <li>● Demonstrate teamwork by working productively with others</li> </ul>  |  |
| <p>LITERATURE APPRECIATION / LISTENING STANDARDS</p> | <ul style="list-style-type: none"> <li>● Participate in guided discussions about literature to share opinions and responses</li> <li>● Continue to develop individual taste in series, author, and genre reading</li> <li>● Listen to stories that exemplify various character traits (honesty, integrity, perseverance, compassion, etc.) and discuss</li> <li>● Continue to read multicultural stories from around the world</li> <li>● Continue to read folktales from around the world and differentiate between the various types (fairy tales, fables, porquois tales, tall tales, mythology, trickster tales)</li> <li>● Watch book trailers and author interviews to introduce new books and excite the reader</li> </ul> | <ul style="list-style-type: none"> <li>● Librarian gets to know the students year after year and their reading tastes to better recommend books they will enjoy</li> <li>● We stress the importance of good manners and compassion when other people are speaking</li> <li>● Students are encouraged to participate in reading activities such as the A-Z Reading Challenge and Battle of the Books</li> </ul> |
| <p>INTERNET USE AND SAFETY STANDARDS</p>             | <ul style="list-style-type: none"> <li>● Utilize the Student Resources page and understand it includes authoritative and useful information</li> <li>● Filter searches to find images in the public domain</li> </ul>   |  |

## Grades 6-8

| <b><u>Skills &amp; Learning Objectives</u></b> | <b><u>Content</u></b>  | <b><u>BSS Difference</u></b>  |
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| READING STANDARDS FOR LITERATURE               | <ul style="list-style-type: none"> <li>● Share booktalks and encourage students to love reading and to become lifelong library users</li> <li>● Recognize the point of view or opinion of the author</li> <li>● Continue to discuss story elements (theme, flat/round characters, allegory, etc.)</li> <li>● Read literature from a diversity of places and perspectives</li> <li>● Encourage students to explore our collection of ebooks</li> <li>● Read and record a picture book, practicing reading with fluency, accuracy, and expression</li> </ul> | <ul style="list-style-type: none"> <li>● Recorded picture books are shared with classes from the lower grades; older students become reading role models</li> </ul> |
| READING STANDARDS FOR INFORMATIONAL TEXTS      | <ul style="list-style-type: none"> <li>● Navigate within print and electronic resources to locate and access information, utilizing skim and scan techniques</li> <li>● Recognize that resources are created for a variety of purposes (entertain, inform, persuade)</li> </ul>  |   |

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| INQUIRY/RESEARCH STANDARDS                      | <ul style="list-style-type: none"> <li>● Avoid plagiarism by learning to properly format a bibliography using sites such as Easybib</li> <li>● Be able to identify and use the most appropriate websites for a purpose (authoritative, accurate, current, objectives)</li> </ul>   |  |
| LITERATURE APPRECIATION/<br>LISTENING STANDARDS | <ul style="list-style-type: none"> <li>● Participate in discussions about literature to share opinions</li> <li>● Continue to develop individual taste in series, author and genre reading</li> <li>● Identify award-winning literature</li> <li>● Suggest books to peers using the review feature of the library catalog</li> </ul> | <ul style="list-style-type: none"> <li>● Students are encouraged to share their opinions in a safe and supportive environment</li> <li>● Students are encouraged to participate in reading activities such as the A-Z Reading Challenge and Battle of the Books</li> </ul> |
| INTERNET USE AND SAFETY STANDARDS               | <ul style="list-style-type: none"> <li>● Access/download content only from ethical and reputable sources</li> <li>● Utilize the Student Resources page and understand it includes authoritative and useful information</li> <li>● Filter searches to find images in the public domain</li> </ul>                                     |  |