

# MEDIA/TECHNOLOGY INSTRUCTION KINDERGARTEN

## Purpose

Media/Technology instruction in Kindergarten is designed to introduce students to the organization of the Media Center and Technology Lab. The sequence of introduction and reinforcement of library skills and computers as learning tools continues throughout grades K-5. The Media/Technology program will also help develop an appreciation for reading for pleasure and information.

## Student Outcomes

**STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.**

### A. Concepts about Print

6. Demonstrate understanding of the function of a book and its parts, including front and back and title page.

### D. Fluency

1. Practice reading behaviors such as retelling, reenacting, or dramatizing stories.
3. Attempt to follow along in book while listening to a story read aloud.
4. Listen and respond attentively to literary texts (e.g., nursery rhymes) and functional texts (e.g., science books).

### E. Reading Strategies (before, during, and after reading)

3. Use picture clues to aid understanding of story content.
4. Relate personal experiences to story characters' experiences, language, customs, and cultures with assistance from teacher.

### G. Comprehension Skills and Response to Text

1. Respond to a variety of poems and stories through movement, art, music, and drama.
2. Verbally identify the main character, setting, and important events in a story read aloud.
3. Identify favorite books and stories.
4. Retell a story read aloud using main characters and events.
6. Make predictions based on illustrations or portions of stories.

### H. Inquiry and Research

1. Locate and know the purposes for various literacy areas of the classroom and the library/media center.
2. Choose books related to topics of interest.

**STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.**

- D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)
1. Communicate personal response to literature through drawing, telling, or writing.

**STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.**

- A. Discussion
3. React to stories, poems, and songs.
- C. Word Choice
2. Suggest rhyming words during word play, songs, or read-aloud.

**STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.**

- A. Active Listening
2. Listen to identify main characters and events in stories.
- B. Listening Comprehension
1. Suggest rhyming words during word play, songs, or read-aloud.
  2. Answer questions correctly about books read aloud.

**STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.**

- A. Constructing Meaning
1. Make predictions about visual information (e.g., pictures in books).
  2. Discuss favorite characters from books, film, and television.
- B. Visual and Verbal Messages
2. Show understanding of purpose for pictures in books.

**STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY ) ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.**

- A. Basic Computer Skills and Tools
1. Use basic technology vocabulary.
  9. Use basic computer icons.
- B. Application of Productivity Tools:  
Social Aspects
1. Discuss the common uses of computer applications and identify their advantages and disadvantages.

2. Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including: Internet access, personal security, and safety issues.
  3. Practice appropriate Internet etiquette.
- Problem Solving and Decision Making
9. Solve problems individually and/or collaboratively using computer applications.

## Content

- Book Skills
  - Care of books
  - Responsibility for books borrowed
  - Follow circulation procedures
  - Recognition of authors, titles, and illustrators
  - How to choose a book
  - Book location skills in Easy Section
- Literature appreciation
  - Author/Illustrator studies
  - Caldecott Medal and other award books
  - Animal Stories
- Computer Skills
  - Basic technology vocabulary

## Materials

- Books and Non-print materials
- Computers

## Evaluation

- Students will be expected to follow directions.
- Students will be expected to select appropriate reading materials.
- Students will be expected to complete directed Media/Tech activities.
- Students will be expected to develop good standards of library citizenship.
- Students will be expected to properly use computer hardware/software.

# MEDIA/TECHNOLOGY INSTRUCTION

## First Grade

### Purpose

Media/Technology instruction in First Grade is designed to introduce students to the organization of the Media Center and Technology Lab. The sequence of introduction and reinforcement of library skills and computers as learning tools continues throughout grades K-5. The Media/Technology program will also help develop an appreciation for reading for pleasure and information.

### Student Outcomes

**STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.**

#### A. Concepts about Print

3. Locate and identify the title, author, and illustrator of a book or reading selection.

#### D. Fluency

1. Answer questions correctly that are posed about stories read.
3. Read with fluency both fiction and nonfiction that is grade-level appropriate.

#### G. Comprehension Skills and Response to Text

1. Draw simple conclusions from information gathered from pictures, print, and people.
2. Demonstrate familiarity with genres of text, including storybooks, expository texts, poetry, and newspapers.
6. Read regularly in independent-level materials.

#### H. Inquiry and Research

3. Be exposed to and read a variety of fiction and nonfiction, and produce evidence of reading.

**STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.**

#### A. Writing as a Process (prewriting, drafting, revising, editing, post writing)

10. Begin to use simple computer writing applications during some parts of the writing process.

**STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.**

B. Listening Comprehension

3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.

**STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.**

A. Constructing Meaning

2. Distinguish between "pretend" and "real" in the media.
6. Begin to recognize the work of a favorite illustrator.

**STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY ) ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.**

A. Basic Computer Skills and Tools

1. Use basic technology vocabulary.
9. Use basic computer icons.

B. Application of Productivity Tools

Social Aspects

1. Discuss the common uses of computer applications and identify their advantages and disadvantages.
2. Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including: Internet access, copyrighted materials, on-line library resources, personal security and safety issues.
3. Practice appropriate Internet etiquette.

Problem Solving and Decision Making

9. Solve problems individually and/or collaboratively using computer applications.

Content

- Book Skills
  - Care of books
  - Responsibility for books borrowed
  - Follow circulation procedures for materials
  - Recognition of authors, titles, and illustrators
  - Awareness of alphabetical order of easy books
  - How to choose a book
  - Book location skills in Easy Section-Fiction/Non-Fiction
  - Recognition of the system for organizing library materials
- Literature appreciation
  - Author/Illustrator studies

- Caldecott Medal and other Award Books
- Fiction/Non-Fiction
- Children as Authors
- Computer Skills
  - Basic technology vocabulary
  - Log-on procedures
  - Introduction to Keyboarding Skills
  - Multimedia Applications

## Materials

- Books and Non-print materials
- Computers
- Printers
- Type to Learn
- Internet Explorer
- Kid Pix
- Storybook Weaver
- Wiggle Works

## Evaluation

- Students will be expected to follow directions.
- Students will be expected to complete directed Media/Tech activities.
- Students will be expected to select appropriate reading materials.
- Students will be expected to develop good standards of library citizenship.
- Students will be expected to properly use computer hardware/software.

# MEDIA/TECHNOLOGY INSTRUCTION

## Second Grade

### Purpose

Media/Technology instruction in Second Grade is designed to introduce students to the organization of the Media Center and Technology Lab. The sequence of introduction and reinforcement of library skills and computers as learning tools continues throughout grades K-5. The Media/Technology program will also help develop an appreciation for reading for pleasure and information.

### Student Outcomes

**STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.**

#### A. Concepts about Print

3. Locate and identify the title, author, and illustrator of a book or reading selection.

#### D. Fluency

1. Answer questions correctly that are posed about stories read.
3. Read with fluency both fiction and nonfiction that is grade-level appropriate.

#### G. Comprehension Skills and Response to Text

1. Draw simple conclusions from information gathered from pictures, print, and people.
2. Demonstrate familiarity with genres of text, including storybooks, expository texts, poetry, and newspapers.
6. Read regularly in independent-level materials.

#### H. Inquiry and Research

3. Be exposed to and read a variety of fiction and nonfiction, and produce evidence of reading.

**STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.**

#### A. Writing as a Process (prewriting, drafting, revising, editing, post writing)

10. Begin to use simple computer writing applications during some parts of the writing process.

**STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.**

#### B. Listening Comprehension

3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.

**STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.**

A. Constructing Meaning

2. Distinguish between "pretend" and "real" in the media.
6. Begin to recognize the work of a favorite illustrator.

**STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY ) ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.**

A. Basic Computer Skills and Tools

1. Use basic technology vocabulary.
9. Use basic computer icons.

B. Application of Productivity Tools

Social Aspects

1. Discuss the common uses of computer applications and identify their advantages and disadvantages.
2. Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including: Internet access, copyrighted materials, on-line library resources, personal security and safety issues.
3. Practice appropriate Internet etiquette.

Problem Solving and Decision Making

9. Solve problems individually and/or collaboratively using computer applications.

## Content

- Book Skills
  - Care of books
  - Responsibility for books borrowed
  - Follow circulation procedures
  - Recognition of authors, titles, and illustrators
  - How to choose a book
  - Identify alphabetical order of easy books
  - Book location skills in Easy Section-Fiction/Non-Fiction
- Information Skills
  - Identify Index – Non-Fiction materials
  - Introduction to Web Catalog
- Literature appreciation
  - Author/Illustrator studies
  - Caldecott Medal and other award Books
  - Fiction/Non-Fiction

- Cross Curricular Literature – Math, Social Studies, Science, Health
- Computer Skills
  - Basic technology vocabulary
  - Log-on procedures
  - Introduction to Keyboarding Skills
  - Multimedia Applications
  - Introduction to the Web Catalog

## Materials

- Books and Non-Print materials
- Computers
- Printers
- Type to Learn
- Internet Explorer
- Kid Pix
- Storybook Weaver
- Wiggle Works

## Evaluation

- Students will be expected to follow directions.
- Students will be expected to select appropriate reading materials.
- Students will be expected to complete directed Media/Tech activities.
- Students will be expected to develop good standards of library citizenship.
- Students will be expected to properly use computer hardware/software.

# MEDIA/TECHNOLOGY INSTRUCTION

## Third Grade

### Purpose

Media/Technology instruction in Third Grade is designed to introduce students to the organization of the Media Center and Technology Lab. The sequence of introduction and reinforcement of library skills and computers as learning tools continues throughout grades K-5. The Media/Technology program will also help develop an appreciation for reading for pleasure and information.

### Student Outcomes

**STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.**

#### A. Concepts about Print

3. Locate and identify the title, author, and illustrator of a book or reading selection.

#### D. Fluency

1. Answer questions correctly that are posed about stories read.
3. Read with fluency both fiction and nonfiction that is grade-level appropriate.

#### G. Comprehension Skills and Response to Text

1. Draw simple conclusions from information gathered from pictures, print, and people.
2. Demonstrate familiarity with genres of text, including storybooks, expository texts, poetry, and newspapers.
6. Read regularly in independent-level materials.

#### H. Inquiry and Research

3. Be exposed to and read a variety of fiction and nonfiction, and produce evidence of reading.

**STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.**

#### A. Writing as a Process (prewriting, drafting, revising, editing, post writing)

10. Begin to use simple computer writing applications during some parts of the writing process.

**STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.**

#### B. Listening Comprehension

3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.

**STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.**

A. Constructing Meaning

2. Distinguish between "pretend" and "real" in the media.
6. Begin to recognize the work of a favorite illustrator.

**STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY ) ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.**

A. Basic Computer Skills and Tools

1. Use basic technology vocabulary.
9. Use basic computer icons.

B. Application of Productivity Tools

Social Aspects

1. Discuss the common uses of computer applications and identify their advantages and disadvantages.
2. Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including: Internet access, copyrighted materials, on-line library resources, personal security and safety issues.
3. Practice appropriate Internet etiquette.

Problem Solving and Decision Making

9. Solve problems individually and/or collaboratively using computer applications.

## Content

- Book Skills
  - Care of books
  - Responsibility for books borrowed
  - Follow circulation procedures
  - Recognition of authors, titles, and illustrators
  - Identify alphabetical order of Fiction books
  - Recognize the system for organizing library materials – Dewey Classification System
- Information Skills
  - Index and Table of Contents – Non-Fiction materials
  - Complete simple searches using Web Catalog
  - Locate reference materials including encyclopedias
  - Access information using technology including Grolier Multimedia
- Literature appreciation
  - Author/Illustrator studies

- Explore genres
- Non-Fiction
- Biography
- Magazines/Periodicals
- Select appropriate materials for reading enjoyment
- Computer Skills
  - Basic technology vocabulary
  - Log-on procedures
  - Keyboarding Skills
  - Multimedia Applications
  - Web Catalog
  - Word Processing
  - Skills Reinforcement

## Materials

- Books and Non-Print materials
- Computers
- Printers
- Type to Learn/Mavis Beacon
- Grolier Multimedia
- Encyclopedias
- Microsoft Word
- Internet Explorer
- Storybook Weaver

## Evaluation

- Students will be expected to follow directions.
- Students will be expected to select appropriate reading materials.
- Students will be expected to complete directed Media/Tech activities.
- Students will be expected to develop good standards of library citizenship.
- Students will be expected to properly use computer hardware/software.
- Students will be expected to work cooperatively in groups.

# MEDIA/TECHNOLOGY INSTRUCTION

## Fourth Grade

### Purpose

Media/Technology instruction in Fourth Grade is designed to introduce students to the organization of the Media Center and Technology Lab. The sequence of introduction and reinforcement of library skills and computers as learning tools continues throughout grades K-5. The Media/Technology program will also help develop an appreciation for reading for pleasure and information.

### Student Outcomes

**STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.**

#### A. Concepts about Print/Text

1. Identify differences of various print formats, including newspapers, magazines, books, and reference resources.
3. Identify and locate features that support text meaning (e.g., maps, charts, illustrations).

#### G. Comprehension Skills and Response to Text

8. Recognize differences among forms of literature, including poetry, drama, fiction, and nonfiction.
13. Read regularly in materials appropriate for their independent reading level.

#### H. Inquiry and Research

1. Use library classification systems, print or electronic, to locate information.
2. Investigate a favorite author and produce evidence of research.
3. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.

**STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.**

#### A. Writing as a Process (prewriting, drafting, revising, editing, post writing)

10. Begin to use simple computer writing applications during some parts of the writing process.

**STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.**

B. Listening Comprehension

3. Recall information from listening to stories, poems, television, and film.
5. Respond appropriately to questions about stories read aloud.

**STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.**

A. Constructing Meaning

2. Distinguish between "pretend" and "real" in the media.
6. Begin to recognize the work of a favorite illustrator.

**STANDARD 6.1: ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.**

A. Social Studies Skills

5. Distinguish between an eyewitness account and a secondary account of an event.
6. Distinguish fact from fiction.

**STANDARD 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.**

E. International Education: Global Challenges, Cultures, and Connections

10. Use technology to learn about students and their families in other countries through classroom links, email, and Internet research.

**STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY ) ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.**

A. Basic Computer Skills and Tools

1. Use basic technology vocabulary.
2. Use basic features of an operating system (e.g. accessing programs, identifying and selecting a printer, finding help)
3. Input and access text and data, using appropriate keyboarding techniques or other input devices.
4. Produce a simple finished document using word processing software.
5. Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template.
6. Create and present a multimedia presentation using appropriate software.
7. Create and maintain files and folders.
8. Use a graphic organizer.
9. Use basic computer icons.

## B. Application of Productivity Tools

### Social Aspects

1. Discuss the common uses of computer applications and identify their advantages and disadvantages.
2. Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including: Internet access, copyrighted materials, on-line library resources, personal security and safety issues.
3. Practice appropriate Internet etiquette.

### Problem Solving and Decision Making

9. Solve problems individually and/or collaboratively using computer applications.

## Content

- **Book Skills**
  - Care of books
  - Responsibility for books borrowed
  - Follow circulation procedures
  - Identify alphabetical order of Fiction books
  - Recognize and use the system for organizing library materials – Dewey Classification System
- **Information Skills**
  - Complete searches using Web Catalog
  - Locate reference materials including almanacs and encyclopedias
  - Access information using technology including Grolier Multimedia and on-line almanacs
  - Introduction to note taking
  - Complete New Jersey State project using research skills
  - Copyright
- **Literature appreciation**
  - Author/Illustrator studies
  - Explore genres
  - Non-Fiction
  - Select appropriate materials for reading enjoyment
  - Biography
  - Newbery and other award books
  - Magazines/Periodicals
- **Computer Skills**
  - Basic technology vocabulary
  - Log-on procedures
  - Keyboarding Skills
  - Multimedia Applications
  - Complete a New Jersey project using technology
  - Web Catalog
  - Web Evaluation

- Word Processing
- Skills Reinforcement

## Materials

- Books and Non-Print materials
- Computers
- Printers
- Mavis Beacon
- Grolier Multimedia
- Encyclopedias
- Almanacs
- Microsoft Word
- Microsoft Publisher
- Internet Explorer

## Evaluation

- Students will be expected to follow directions.
- Students will be expected to select appropriate reading materials.
- Students will be expected to complete directed Media/Tech activities.
- Students will be expected to develop good standards of library citizenship.
- Students will be expected to properly use computer hardware/software.
- Students will be expected to work cooperatively in groups.

# MEDIA/TECHNOLOGY INSTRUCTION

## Fifth Grade

### Purpose

Media/Technology instruction in Fifth Grade is designed to introduce students to the organization of the Media Center and Technology Lab. The sequence of introduction and reinforcement of library skills and computers as learning tools continues throughout grades K-5. The Media/Technology program will also help develop an appreciation for reading for pleasure and information.

### Student Outcomes

**STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.**

#### A. Concepts about Print/Text

1. Use a text index appropriately.

#### G. Comprehension Skills and Response to Text

2. Identify genre by their distinctive elements (e.g. tall tale-exaggeration).
5. Recognize persuasive and propaganda techniques used to influence readers.
16. Read regularly in materials appropriate for their independent reading level.

#### H. Inquiry and Research

1. Use library classification systems, print or electronic, to locate information.
2. Develop and revise questions for investigations prior to, during, and after reading.
3. Use multiple sources to locate information relevant to research questions.
4. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.
5. Draw conclusions from information gathered from multiple sources.
6. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.
8. Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.

**STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.**

- A. Writing as a Process (prewriting, drafting, revising, editing, post writing)
  - 12. Use computer writing applications during the writing process.
- C. Mechanics, Spelling, and Handwriting
  - 9. Use computer writing applications during most of the writing process.

**STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.**

- A. Active Listening
  - 1. Listen actively for a variety of purposes such as enjoyment and obtaining information.

**STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.**

- A. Constructing Meaning
  - 1. Respond to and evaluate the use of illustrations to support text.
  - 3. Distinguish between factual and fictional visual representations.
- B. Visual and Verbal Messages
  - 6. Compare and contrast media sources, such as film and book versions of a story.
  - 7. Understand the uses of technology (e.g., the Internet for research).
- C. Living with Media
  - 1. Express and justify preferences for media choices.

**STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY ) ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.**

- A. Basic Computer Skills and Tools
  - 1. Use basic technology vocabulary.
  - 2. Use basic features of an operating system (e.g., accessing programs, identifying and selecting printer, finding help).
  - 3. Input and access text and data, using appropriate keyboarding techniques or other input devices.
  - 4. Produce a simple finished document using word processing software.
  - 5. Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template.
  - 6. Create and present a multimedia presentation using appropriate software.
  - 7. Create and maintain files and folders.
  - 9. Use basic computer icons.
- B. Application of Productivity Tools
  - Social Aspects
    - 1. Discuss the common uses of computer applications and identify their advantages and disadvantages.

2. Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including: Internet access, copyrighted materials, on-line library resources, personal security and safety issues.
  3. Practice appropriate Internet etiquette.
  4. Recognize the ethical and legal implications of plagiarism of copyrighted materials.
- Information Access and Research
5. Recognize the need for accessing and using information.
  6. Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.
  7. Locate specific information by searching a database.
  8. Recognize accuracy and/or bias of information.
- Problem Solving and Decision Making
9. Solve problems individually and/or collaboratively using computer applications.

## Content

- **Book Skills**
  - Care of books
  - Responsibility for books borrowed
  - Follow circulation procedures
  - Identify alphabetical order of Fiction books
  - Recognize and use the system for organizing library materials – Dewey Classification System
- **Information Skills**
  - Complete searches using Web Catalog
  - Locate reference materials including atlases, almanacs and encyclopedias
  - Access information using technology including Grolier Multimedia and on-line almanacs and atlases
  - Research process (such as Big 6)
  - Web Evaluation
  - Copyright
- **Literature appreciation**
  - Author/Illustrator studies
  - Explore genres
  - Non-Fiction
  - Select appropriate materials for reading enjoyment
  - Biography
  - Newbery and other award books
  - Magazines/Periodicals
- **Computer Skills**
  - Basic technology vocabulary
  - Log-on procedures
  - Keyboarding Skills

- Multimedia Applications
- Introduction to Power Point
- EBSCOhost
- Web Feet
- Search Engines
- Web Catalog
- Web Evaluation
- Word Processing
- Skills Reinforcement

## Materials

- Books and Non-Print materials
- Computers
- Printers
- Mavis Beacon
- Grolier Multimedia
- Web Feet
- Encyclopedias
- Almanacs
- Atlases
- Microsoft Word
- Microsoft Publisher
- Microsoft PowerPoint
- Internet Explorer

## Evaluation

- Students will be expected to follow directions.
- Students will be expected to select appropriate reading materials.
- Students will be expected to complete directed Media/Tech activities.
- Students will be expected to develop good standards of library citizenship.
- Students will be expected to properly use computer hardware/software.
- Students will be expected to work cooperatively in groups.

Revised August 2009

Reviewed and revised: August 2010