

**Howard County Public School System
Library Media**

**Essential Curriculum
Grades PreK-1**

Goal 1: The students at all grade levels Pre-K-1 will demonstrate an appreciation of literature as a reflection of human experience and reading as a pleasurable activity.

Literature Appreciation

Objective – The student will be able to:

- a. Identify relationships between text and situations in real life.
 1. Listen to, read, and discuss stories that provide examples of characters interacting with each other and solving problems that reflect human experiences.
 2. Make text-to-self connections.
 3. Explore and discuss use of story structure concepts (characters, setting, goal, action to reach goal, conflict or problem, and resolution) as a means of comparing and contrasting different narrative works of literature.
 4. Use informational materials to build background knowledge.
- b. Use libraries to facilitate development of good reading habits.
 1. Utilize circulation procedures and policies to access reading materials.
 2. Choose, browse, select, and enjoy library materials.
 - (Method: Collaborate with teachers to provide time for students to interact with books from the library media center.)
- c. Experience the pleasure of recreational reading.
 1. Discover the pleasure of reading by listening to and independently reading books.
 - (Method: Sponsor reading incentive activities.)
 - (Method: Share experiences from own life demonstrating the pleasure of reading.)
 2. Use age-appropriate periodicals for recreational reading.
- d. Recognize the connection between reading and being a lifelong learner.
 1. Recognize the connection between the ability to read and success in daily life.
 - (Method: Share age-appropriate examples demonstrating the importance of lifelong learning and reading in the context of daily life.)
 2. Develop age-appropriate skills for independent learning.
 - (Method: Model skills needed to become an independent learner.)
 3. Take ownership of learning by setting goals focusing on aspects of becoming an independent, lifelong learner.

Goal 2: The students at all grade levels PreK-1 will demonstrate the ability to use resources, in a wide variety of formats, to locate information to meet an identified need.

Locate Information

Objective – The student will be able to:

- a. Define and re-define an information need by formulating compelling/effective questions.
 1. Explore ways to express questions in order to determine the information need.
 - (Method: Model refining an inappropriate question; i.e., too broad, too specific, etc.)
 - (Method: Introduce concept of keywords for finding answers.)
 2. Generate effective questions related to units being studied.
 - (Method: Model how to analyze criteria of an assignment to generate compelling questions.)
 3. Practice generating effective questions related to topics of personal interest.
- b. Use systems of classification to identify, locate, and retrieve materials to meet current need.
 1. Explore the organizational systems used to arrange resources on the shelves.
 - (Method: Demonstrate how materials are arranged in the everybody and fiction sections by author and in the nonfiction section by Dewey number.)
 2. Recognize the difference between the content of narrative (fiction) and expository (nonfiction) materials.
 - (Method: Provide experiences for students to explore pairs of age-appropriate books on the same topic – one fiction and the other nonfiction.)
- c. Match resources to topic of interest or need.
 1. Select materials to match topics of interest or need.
 - (Method: Help students establish the habit of determining if they need fiction or nonfiction about the topic to meet their need.)
 - (Method: Model strategies for finding necessary materials, i.e., browsing, asking for help, using the automated catalog.)
 - (Method: Share appropriate examples of own need for information and how you located the needed information.)
 2. Explore age-appropriate computer/online resources to locate information to meet the current need.
 - (Method: Model locating relevant information using age-appropriate computer/online/digital resources.)
 3. Explore parts of a book and their functions.
 4. Recognize that there are advantages and disadvantages to using print, nonprint, and computer/online/digital resources.

- (Method: Model and provide guided practice for students selecting the most appropriate resource from several possible resources.)

Goal 3: The students at all grade levels PreK-1 will demonstrate the ability to collect information relevant to the current information need.

Collect Information

Objective – The student will be able to:

- a. Use print resources effectively and efficiently.
 1. Explore and discuss use of print resources.
 - (Method: Discuss ease of using a book – no equipment needed – and role of author, illustrator, and publisher in producing a book.)
 2. Discover the importance of utilizing effective search terminology and strategies when using print resources.
 - (Method: Model use of an index and the table of contents.)
 - (Method: Model “reading” pictures to gather information.)
- b. Use nonprint resources effectively and efficiently.
 1. Explore and discuss use of nonprint resources.
 - (Method: Discuss pros and cons of using nonprint resources.)
 2. Discover the importance of utilizing effective search strategies when using nonprint resources.
 - (Method: Model appropriate search strategies for using nonprint resources.)
- c. Use computer/online/digital resources effectively and efficiently.
 1. Explore and discuss use of age-appropriate computer/online/digital resources.
 2. Discover the importance of utilizing effective search terminology and strategies when using computer/online/digital resources.
- d. Evaluate the content of specific print resources to determine accuracy and relevance of content.
 1. Explore the importance of evaluating print sources of information for accuracy.
 2. Discuss how to recognize answers to questions when using print resources.
 - (Method: Model and verbalize your own thought process for recognizing the information you are looking for when you find it.)
- e. Evaluate the content of specific nonprint resources to determine accuracy and relevance of content.
 1. Discuss the importance of evaluating nonprint sources of information for accuracy.
 - (Method: Introduce concepts related to accepted criteria; i.e., credentials of the author/illustrator, copyright date, etc., for evaluating accuracy of content on nonprint resources.)
 2. Discuss how to recognize answers to questions when using nonprint resources.
 - (Method: Model and verbalize your process for recognizing information when it is found.)

- f. Evaluate the content of specific computer/online/digital resources to determine accuracy and relevance of content.
 1. Discuss the importance of evaluating computer/online/digital sources of information for accuracy.
 - (Method: Introduce concepts related to accepted criteria; i.e., credentials of the author/illustrator, copyright date, etc., for evaluating accuracy of content of computer/online/digital resources.)
 2. Discuss how to recognize answers to questions when using computer/online/digital resources.
 - (Method: Model and verbalize your thought process for recognizing information when it is found.)
- g. Use appropriate graphic organizers to record relevant information.
 1. Discuss reasons to record information.
 2. Discuss ways to record information.
 - (Method: Model how to record relevant information using visuals and words.)
- h. Use original words to capture concepts and avoid plagiarism.
 1. Practice capturing key concepts using own words.
 2. Participate in class/group note-taking activities.
 - (Method: Model and discuss making notes in your own words rather than copying whole sentences.)
- i. Record appropriate bibliographic information to cite sources.
 1. Discuss the importance of citing sources of information.
 2. Practice citing information sources.
 - (Method: Model age-appropriate ways to cite a source used to gather relevant information.)

Goal 4: The students at all grade levels PreK-1 will demonstrate the ability to use appropriate print, nonprint and computer/online/digital formats to organize and manage data/information.

Organize and Manage Data/Information

Objective – The student will be able to:

- a. Identify appropriate formats for displaying and managing data/information.
 1. Explore interpreting data/information in a variety of formats.
 2. Explore recording data/information in a variety of formats.
 - (Method: Model recording and interpreting data and information in a variety of formats including text, visuals, webs, graphic organizers, and graphs.)
- b. Interpret data/information displayed in a variety of formats.
 1. Explore and discuss data/information presented in a variety of age-appropriate formats.
 2. Explore strategies for interpreting age-appropriate displays of data/information, i.e., graphs, webs, visuals, text, etc.
- c. Match appropriate strategy/format with structure of content to be organized.
 - (Method: Explore the concept of matching appropriate strategy with structure or content of the data/information to be organized; i.e., alphabetical order, chronological order, part to whole, general to specific, main idea and supporting details, compare/contrast, cause and effect, categorizing, etc.)

Goal 5: The students at all grade levels PreK-1 will demonstrate the ability to interpret information to generate new understanding and knowledge.

Interpret Information

Objective – The student will be able to:

- a. Analyze content of data/information and resources.
 1. Identify and discuss the main events in a variety of resources.
 - (Method: Model how to summarize main points in a story, passage, or video segment to determine the ideas being communicated.)
 2. Explore and discuss how a character's or author's point of view impacts a story.
 - (Method: As appropriate, model how to identify examples of author's or character's point of view and how it impacts the story, passage, or video segment.)
- b. Apply critical thinking and problem solving strategies.
 1. Explore and discuss strategies for identifying patterns and relationships.
 2. Explore and discuss strategies for drawing conclusions.
 3. Explore and discuss strategies for making valid inferences.
 4. Explore and discuss strategies for visualizing.
 5. Explore and discuss strategies for divergent thinking.
 6. Explore and discuss strategies for making personal connections with information.

Goal 6: The students at all grade levels Pre-K-1 will demonstrate the ability to communicate findings/conclusions using a variety of formats.

Share Findings/Conclusions

Objective – The student will be able to:

- a. Make decisions to facilitate effective communication of ideas.
 1. Explore and discuss options for sharing information findings.
 - (Method: Model options for presenting findings in oral, written, visual, or multimedia formats.)
 2. Discuss how to choose the most appropriate format for sharing findings in the context of the current need.
 - (Method: Collaborate with teachers to provide opportunities for students to meet content area outcomes by sharing information orally, in writing, and with visuals.)
- b. Apply best practices related to content and layout of presentations.
 1. Share information in age-appropriate oral, visual, written, and multimedia presentations.
 - (Method: Demonstrate importance of layout and a logical flow of content in all formats: oral, written, visual, and multimedia.)
 2. Evaluate products created to communicate findings/conclusions.
 - (Method: Collaborate with teachers to develop rubric for evaluating products.)
- c. Evaluate the research process.
 1. Reflect on the research experience.
 2. Provide feedback about the research experience.
 - (Method: Collaborate with teachers to develop feedback tools.)

Goal 7: The students at all grade levels PreK-1 will demonstrate responsible attitudes toward the use of information and resources.

Ethical Use of Information and Resources

Objective – The student will be able to:

- a. Demonstrate proper care and handling of media and equipment in all formats.
- b. Exhibit respect for the intellectual property rights of others.
 1. Explore and discuss the concept of plagiarism as taking something that does not belong to you.
 - (Method: When appropriate, model putting information in your own words rather than copying from the source. Model using quotes and citing when necessary.)
 2. Explore and discuss the concept of copyright as a legal protection of someone's work.
 - (Method: As appropriate, discuss the reason for copyright laws as a means of protecting the rights of the individual who created the text, sound, or visual.)
 3. Explore and discuss how to cite sources.
 - (Method: When appropriate, model ethical use of information, including identifying source of materials used with students.)
- c. Utilize safe practices when working online.
 1. Discuss safety issues related to the use of the Internet.
 2. Follow safe Internet practices.