



## The Library Curriculum: Scope and Sequence

Below is an overview of the skills and concepts to be introduced at each grade level, with the understanding that the curriculum and program adapt in response to the needs and requirements of the classrooms. The library curriculum is strongly literature-based, and skill-building is usually embedded within our discussions and activities. The librarian has referred to the Pennsylvania Department of Education’s “Model Curriculum for Pennsylvania School Library Programs” and the American Association of School Librarians’ “Standards for the 21st Century Learner” for guidance when developing this scope and sequence.

### References:

[The Model Library Curriculum](#) published by the Pennsylvania Department of Education Standards Aligned System.

[Standards for the 21st Century Learner](#), by the American Association of School Librarians, 2007

In the table below, there are indicated points at which we expect typical students to have the skill or concept introduced (B), developed (D), and secure (S).

<b>Understanding How the Library Works</b>	<b>N</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Understand the process of checking out a book	B	D	S					
Understand the responsibilities of borrowing a library book	B	D	S	S				
Identify where the fiction and nonfiction books are located in library	B	B	D	S	S			
Identify and understand the call number on the spine of the book		B	D	S	S			
Understand library terms: browse, check-out, renew, catalog, database etc.	B	B	D	D	S	S	S	S
Locate book titles using the online catalog				B	D	D	S	S
Understand the organizational structure of the Dewey Decimal Classification System				B	D	D	S	S
Locate books in the nonfiction section by using the Dewey Decimal System			B	D	D	D	S	S

<b>Story</b>	<b>N</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Listen and comment - making text-text and text-self connections	B	B	D	D	S	S		
Give others the space to comment, and building on the conversation	B	B	D	D	S	S		
Understand story elements		B	B	D	D	S	S	S
Make predictions and inferences	B	B	B	D	D	S	S	S
Understand and identify literary genres				B	B	D	S	S

<b>The Elements of a Book</b>	<b>N</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Locate the author and illustrator in a book	B	B	D	D	D	S		
Understand the responsibilities of author and illustrator	B	B	D	D	D	S		
Identify the parts of a book (e.g. title page, end papers)	B	B	D	D	D	S		
Locate the copyright date in a book			B	D	D	S		
Understand how to care for a library book	B	B	D	D	D	S		

<b>Accessing and Using Information</b>	<b>N</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Find the “just right” book for your reading and/or grade level		B	B	D	D	S	S	S
Understand the difference between fiction and nonfiction	B	B	B	D	D	S		
Select a book for pleasure reading	B	B	B	D	D	D	S	S
Use the tools within a book to gather information - table of contents, index, etc.			B	D	D	D	S	S
Gather information from a nonfiction book to answer questions		B	B	D	D	S	S	S
Use the appropriate resource for your information need			B	D	D	D	S	S
Formulate a research question(s) and use information to answer questions		B	B	D	D	S	S	S
Gather information from a multiple sources to answer questions			B	D	D	D	S	S
Evaluate sources for credibility, relevance, currency and accuracy						B	D	S

Cite sources effectively						B	D	S
Present research findings effectively to audience			B	D	D	D	S	S
Safely use technology and demonstrate ethical online practices						B	D	S