

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



Curriculum Guide

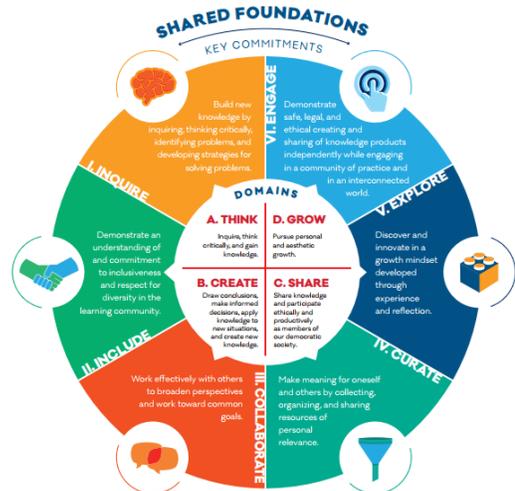
Elementary Library

Grade K-5

Priority Areas

1. Library is unique and essential part of a school.
2. Learners should be prepared for life beyond the school and aid the development of life-long learners.
3. Reading and literature is integral to personal and academic success.
4. Everyone has the right to access information and learn.
5. Access must be equitable and technologies should be integrated into programs to establish 21st Century skills.

Adapted from AASL: National School Library Standards for Learners, School Librarians, and School Libraries. American Library Association, Chicago, 2018.



Practice Standards

- Think
- Create
- Share
- Grow

Content Standards

- Inquire
- Include
- Collaborate
- Curate
- Explore
- Engage





Concepts

Inquire

Build new knowledge by inquiring, thinking critically, identifying problems and developing strategies for solving problems that can be applied in all learning environments.

Include

Demonstrate an understanding of a commitment to inclusiveness and respect for diversity in the learning community.

Collaborate

Work effectively with others to broaden perspectives and work towards common goals.

Curate

Make meaning for one self and others by collecting, organizing and sharing resources of personal relevance.

Explore

Discover and innovate in a growth mindset developed through experience and reflection.

Engage

Demonstrate, safe, legal and ethical sharing of knowledge products while engaging in a community of practice and interconnected world.

Essential Questions

- What is your topic and what do you know already, want to know and learned?
- What resources can you access for information?

- Do you have access to multiple resources that represent world views?
- Do resources show multiple perspectives?
- Does your resource include bias?
- Does the library include high quality and high-interest literature, for equality, diversity, social-emotional health and well-being?

- How can you share and build your knowledge during the process (work together)?
- How can you share your knowledge at the completion of the process (multimedia, presentation tools)?
- Which resources and information can you use to contribute to shared learning?
- What are there barriers to access, collection, share information?

- What is the main idea /purpose of my work?
- What resources will I need to gather information?
- How will I evaluate resources to know I have accurate information?
- How do I access good sites/resources?
- How will I collect my information? What format, template or strategy will I use?
- Who do I need to give credit to? Did I cite all resources used?

- What strategy can I use to problem solve my issues?
- What am I interested in learning about?
- What am I wondering and what do I need to know?
- What do I need to do my best work?
- What do I need to work on for next time?
- What can I create and design with the materials I have?

- How do I give credit and cite resources used?
- Why do I site resources and follow copyright laws?
- Do you have the right to use and share the information you gathered?
- What makes a resource trustworthy?
- How do I evaluate a website?
- Where can I go to access reliable information?

Resources

- Elementary Library Media Teachers Reading Public Library Librarians, District specialists
- American Association of School Librarians (AASL) Standards
- DESE State Standards and Frameworks
- Educational Databases and websites
- Open Circle Program
- Typing Program
- Professional Journals and Resources
- Professional Journals and Resources: School Library Journal Hornbook, Literary News
- Professionally reviewed diverse, inclusive and new literature resources lists
- Reading Specialists
- Open Circle Curriculum

- Google Classroom
- School/town Websites
- Current digital media collaboration and sharing tools

- Educational databases
- Commonsense Media
- School-based library catalogs
- Reading Public Library Digital Resources
- Microsoft Suite and Google Classroom

- School-based Makerspace
- Hour of Code
- Open Circle Curriculum
- MA State Standards and Frameworks
- American Association of School Librarians (AASL) Standards
- Self assessments/rubrics/teacher assessments

- Digital Citizenship and internet safety websites, programs and professional resources
- Literature/books connected to digital citizenship
- Creative Commons/Usage Rights

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Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Priority Areas

Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.

Mathematical Practice Standards

Mathematical Practice Standards are a set of skills/behaviors that are replicated in grades preK-12. These standards describe ways in which students engage with the mathematical content and the level of application grows increasingly complex as students progress vertically throughout their education.

Content Standards

The Content Standards describe what students should know and be able to do once within the area of mathematics.

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.

Resources

Resources identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The resources identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.