Kindergarten-Fifth Grade Disclosure Statement

**PHILOSOPHY:** The primary purpose of our Cosgriff library program is to teach students to access, evaluate, and apply information. We want to encourage reading for information, enrichment, pleasure, and to aid students in making informed choices of consumers of media.

**CLASSROOM DISCIPLINE POLICY:** In order for our library to be a safe and positive learning environment, the students are expected to be on task, to work quietly, and listen attentively at appropriate times. Positive reinforcement is emphasized to teach these behaviors. . Some students enjoy learning in a setting away from others and for those students, I will place them on one of the islands throughout the library, where they are close enough for group interaction and yet far enough away to facilitate learning to the best of their ability.

**ESSENTIAL AGREEMENTS:**

* Follow directions the first time they are given
* Be respectful to oneself, to your neighbors, and to our library materials
* Raise your hand and wait for permission to speak

**CONSEQUENCES:**

* The first time you break one of the essential agreements, you will get a warning.
* If the undesired behavior persists, then the second time you are told to please stop, your parents will be called after school and the behavior issue will be discussed.
* If by the third warning, the undesired behavior hasn’t stopped, the student will be sent to the office with a referral paper and the parents will be called.

**Kindergarten students** are allowed to check out 1 library book for one week, **First/Second grade students** are allowed to check out 2 library books for one week, **Third-Fifth grade students** are allowed to check out 3 library books for 1 week. If a student loses a book, they will be expected to pay for the lost book or else buy an exact copy of the book to replace the one they lost.

**ASSESSMENTS:** Students will be given a variety of assessments, projects, research projects, and fun activities to learn the K-5th grade library core. Part of the grade for library is not only the activities, projects, participation in the reading program and tests that they will routinely have, but also participation in the classroom discussions. If a student misses an assignment, they will be responsible for coming to me to make up any missed work. If a student fails to make up the missed work, they will receive a zero. Kindergarten-second grade will not be receiving a grade for library course work.

**Kindergarten-Fifth Grade Standards:**

* Establish reading behaviors for lifelong learning and growth
* Select texts from a variety of formats and genres to read for enjoyment, acquire knowledge, and answer questions
* Gain understanding and make connections while reading and interacting with text
* Demonstrate perseverance and stamina when reading or listening to a variety of text
* Listen to, view, read, and integrate information to build a knowledge base
* Differentiate between literature (fiction) and informational (nonfiction) text
* Categorize text as literacy or informational
* Use selection criteria (e.g., interest, content) when choosing materials for a defined purpose
* Demonstrate knowledge of the physical features (e.g., cover, spine, title page, cursor, scroll bar) of reading materials, both electronic and print
* Read, view, and listen for information presented in a variety of formats (e.g., textual, visual, media)
* Identify the elements of a story
* Identify the roles, tools, and purposes of authors, illustrators, and other contributors to a text
* Exhibit library etiquette
* Understand the library layout, the library classification system, and the circulation process
* Contribute to a reading and learning community, including recommending reading materials to peers and respecting others’ reading choices
* Make use of personal, community, and global libraries, both physical and electronic
* Define an information problem
* Analyze the task to identify the information problem
* Seek clarification from teachers and others
* Select and narrow (or broaden) topics into a manageable focus
* Conceptualize the forma of the final product based on target audience and criteria for evaluation
* Identify the information sources (e.g., texts, places, people)
* Evaluate and select sources based on predetermined criteria (e.g., relevancy, currency, credibility)
* Locate identified sources
* Demonstrate how to navigate library catalogs, the Internet, and databases
* Apply effective location skills, asking for help as needed
* Revise4 and focus search as necessary to yield more effective results
* Access information within sources by using relevant tools (e.g., table of contents, indexes, keyword searches, sidebars, related subjects)
* Engage with information by reading, listening, and viewing sources in a variety of formats
* Use questions to guide reading, listening, and viewing of sources while building connections between prior knowledge and new information
* Analyze and make sense of information (e.g., identifying main ideas, supporting details, bias, point of view, misconceptions, conflicting information
* Select, extract, and record information that addresses the information problem, answers guiding questions, and meets evaluation criteria
* Apply critical thinking skills to evaluate and select information in terms of relevancy, currency, and credibility, including fact and opinion, bias, prejudice, and propaganda
* Validate and compare information in sources, noting differences, contradictions, and propaganda
* Use a variety of note-taking strategies, including summarizing and paraphrasing while noting sources
* Monitor gathered information for gaps and weaknesses and modify questions , sources or strategies as needed to elicit adequate information
* Organize information from multiple sources
* Organize, evaluate, and synthesize selected information to support conclusions
* Select the format of the learning product for the designated audience, and use technology or other tools to integrate, organize, and present information from multiple sources
* Follow ethical and legal guidelines in using and citing information to avoid plagiarism and copyright violations
* Apply evaluation criteria to create, revise, and finalize the learning product
* Collaborate with others to exchange ideas, make decisions, create products, and peer edit as appropriate
* Present a learning product using a variety of presentation techniques (e.g., writing, speaking, media) to communicate new understandings
* Evaluate the execution of the product for efficacy and quality, and identify areas needing improvement to determine how to proceed in the future
* Assess the product based on pre-established evaluation criteria
* Reflect upon how the product could be improved or modified
* Solicit, reflect, and act upon peer reviews and teacher comments about the product
* Identify areas of the processes that were successfully executed, as well those needing improvement, to determine how to proceed in the future
* Reflect upon how the process could e improved or modified
* Reflect upon and describe the level of personal satisfaction with the process and product
* Identify areas of personal growth, technology, and time management skills, including the ability to collaborate
* Define basic terms and concepts of media
* Recognize that media messages are intentionally constructed
* Recognize that people experience the same message differently
* Understand how the use of media can broaden experiences throughout life
* Identify and explain the rights and responsibilities with respect to media and digital citizenship
* Analyze techniques used to construct media messages
* Analyze the impact of media messages on a receiver
* Evaluate media messages for accuracy, authenticity, relevance, and source authority
* Evaluate and select media for personal and educational use
* Identify messages for presentation, using a multi-step process, by determining intent, content, audience, and length
* Develop and apply criteria for quality media productions
* Create, present, and evaluate the final product
* Understand and practice safe and responsible use of information and technology
* Identify issues with and consequences of misusing media

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_\_\_\_ Quarter \_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| **Conduct/Citizenship** | **N** | **S** | **H** |
| **Preparedness** | `1. **Rarely** has appropriate materials  2. **Rarely** contributes to class discussions and is actively disengaged, and distracting  3. Avoids opportunities to do well in class  4. Not an equal partner in cooperative activities | 1. **Usually** has appropriate materials  2. Contributes to class discussions, although at times is disengaged and distracted.  3. Sometimes takes advantage of opportunities to do well in class.  4. Can be an active contributor in cooperative activities. | 1. **Always** has appropriate materials and is ready to begin class.  2. Contributes to class discussions.  3. **Always** exceeds requir4ements and helps others, takes initiative in his/her own learning.  4. No late work during the quarter |
| **Respect** | 1. **Rarely** listens and participates appropriately.  2. **Rarely** respects property (desks, cubbies, books, materials) of others and school.  3. **Rarely** respects the opinions of others  4. **Rarely** promotes respect and shows courtesy appropriately to classroom expectations. | 1. **Usually** listens and participates appropriately  2. **Usually** respects property (desks, cubbies, books, materials) of others and school.  3. **Usually** respects opinions of others  4. Promotes respect and shows courtesy appropriate to classroom expectations. | 1. **Always** listens and participates appropriately  2. **Always** respects property of others (desks, cubbies, books, materials)and school  3. **Always** respects opinions of others  4. Promotes respect and shows courtesy appropriate to classroom expectations. |
| **Behavioral Choices** | 1. **Rarely** follows directions and school rules; uses language appropriately  2. **Rarely** demonstrates positive character traits (Christian Virtue and Social Skills)  3. **Rarely** works cooperatively  4. **Rarely** accepts responsibility for actions.  5. **Rarely** exercises self-control  6. Receives **one** or **more** disciplinary referrals during the quarter. | 1. **Usually** follows directions; follows school rules; uses appropriate language.  2. **Usually** demonstrates positive character traits (Christian Virtue and Social Skills)  3. **Usually** works cooperatively with others  4. **Usually** accepts responsibility for actions.  5. **Usually** exercises self-control  6. Receives **no** disciplinary referrals during the quarter | 1. **Always** follows directions; school rules; uses language appropriately  2. **Always** demonstrates positive character traits (Christian Virtue and Social Skills)  3. **Always** works cooperatively  4. **Always** accepts responsibility for actions  5. **Always** exercises self-control  6. Receives **no** disciplinary referrals during the quarter |
| **Week 1** |  |  |  |
| **Week 2** |  |  |  |
| **Week 3** |  |  |  |
| **Week 4** |  |  |  |
| **Week 5** |  |  |  |
| **Week 6** |  |  |  |
| **Week 7** |  |  |  |
| **Week 8** |  |  |  |
| **Week 9** |  |  |  |
| **Totals for the quarter** |  |  |  |