Introduction to the Seaview Elementary School Library Media Program

The Library Media Center at Seaview Elementary School is the hub of educational resources utilized by students and staff members. In a partnership between staff, administration, our Board of Education, and the community, we are creating an environment that fosters lifelong learning by stimulating a love of reading for recreational and informational literacy purposes. Our goal is to promote confidence, inquiry, and critical thinking while supporting ethical global citizens for the 21st Century.

The Library Media Program at Seaview Elementary School is offered to all students in grades K-4. Our program embodies the concept of preparing our students to become effective and efficient users and producers of ideas, information, and intellectual properties. With literacy as a core, our Library Media Program facilitates and extends overall literacy through interdisciplinary projects.

Methods of Instruction:

Students participate in a variety of literacy activities through cross curricular tasks. Student activities may be whole group, small group or individual, and are designed to explore and extend research and literacy skills/strategies that are taught in our students' classrooms and homes. Core Standards will be taught through the integration of technology, art, writing, and various other media formats.

Methods of Assessment:

Students are assessed through a variety of informal and formal activities.
- Exit Tickets
- Teacher Observation
- Performance (ability to use library resources to find information)
- Participation
- Projects
- Quizzes
- Tests

STUDENT OUTCOME OBJECTIVES
Grade 1

	C.C.C.S.	CCSS:ELA
I. Library Media Center (LMC) Orientation		
A. to know the purpose of the LMC	6.7	
B. to know the role of the Library Media Specialist	6.7	
C. to practice proper library behavior		
D. to demonstrate appropriate care of books and materials	6.7	
E. to sign out and check in books	6.7	
II. Library Media Center (LMC) Arrangement		
A. to identify library areas: story corner, circulation desk, work area, stacks	6.7	
B. to locate student periodicals, picture books, and special collections	6.7	
C. to use guide letters on library shelves		
D. to identify purpose and use of call number	6.7	
E. to locate books in E section by call number	6.7	
III. Parts of Books		
A. to identify cover, spine, spine label, pocket and card, computer bar code		RI.5
B. to locate title page		RI.6
C. to identify title, author, illustrator, and publisher		RI.5
IV. Listening Skills		
A. to follow oral directions		RI.10
B. to listen attentively to narrative texts		RI.10
C. to listen attentively to informational texts		RI.10
D. to identify main characters, supporting characters, and setting		RL.3
E. to sequence events in a story		RL.3
F. to use picture clues to aid understanding of story content		RL.1
G. to predict next event or outcome		RL.2
H. to retell story in own words		RL.2
I. to collaborate on an original story, developed logically		
V. Literature Appreciation		
A. to develop favorite stories, books, authors, and illustrators		
B. to distinguish fact and fiction	6.1	
C. to develop awareness of diverse cultures and customs through holiday and folk stories	6.5	
D. to recognize awards given for excellence in children's books and their purpose, esp. the Caldecott Medal		
E. to express opinions of books, supported by details from text, illustrations		RI.1
F. to answer simple questions posed from stories read		RL.1
G. to draw pictures to support writing, telling		RL.7