

K-5 Pacing Guide for NC Information Skills Curriculum with Activities and Strategies

This pacing guide is based on one by the Rowan-Salisbury Schools Media Services, and is used with permission.

Objective	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Goal 1: The learner will explore sources and formats for reading, listening and viewing purposes.						
1.01 Participate in read-aloud, storytelling, booktalking and voluntary reading experiences.	Sponsor school-wide book fair. Participate in NC Children's Picture Book Award. Introduce favorite authors, characters, and story elements through storytelling, puppets, props, and flannel boards. Authors might include: Norman Bridwell, Audrey and Don Wood, Frank Asch, Eve Bunting, H.A. Rey, Dr. Seuss, Marc Brown, Pat Hutchins, and Lois Ehlert. Expose students to easy picture books, easy non-fiction, alphabet books and counting books.	Sponsor school-wide book fair. Participate in NC Children's Picture Book Award. Reinforce favorite authors, characters, and story elements through storytelling, puppets, props, and flannel boards. Authors might include: Arnold Lobel, Steven Kellogg, Jonathan London, Jan Brett, Rosemary Wells, Harry Allard, David McPhail, Kevin Henkes, Don Freeman, Mercer Mayer, Bernard Most, Leo Lionni, Dr. Seuss, Edward Marshall, James Marshall, and Eric Carle. Expose students to easy picture books, easy non-fiction, and easy chapter books.	Sponsor school-wide book fair. Participate in NC Children's Picture Book Award. Expose students to storytellers such as Jackie Torrence and participate in County Storytelling Festival. Focus on informational books (non-fiction). Expose students to easy chapter books. Authors might include: Barbara Park, Mary Pope Osborne, Suzie Kline, James Preller, James Marshall, Patricia Sharmat, Patricia Reilly Giff, Chris Van Allsburg, and Peggy Parish. Discuss Caldecott Award winners.	Sponsor school-wide book fair. Participate in NC Children's Jr. Book Award. Participate in school-wide reading program. Expose students to fantasy, fairy tales, folktales, biographies, fables and poetry.	Sponsor school-wide book fair. Participate in NC Children's Jr. Book Award. Participate in school-wide reading program. Expose students to legends, fairy tales, fables, fantasies, autobiographies, diaries, journals, and poetry.	Sponsor school-wide book fair. Participate in NC Children's Jr. Book Award. Participate in school-wide reading program. Expose students to tall tales, myths, magazines, newspapers, and poetry.

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1.02 Demonstrate competence and self-motivation as a beginning reader and a fluent reader.	Self-selection of easy books. Introduce book elements (front and back of book, title, title page, spine, begins at left side and moves right, etc.) Encourage students to booktalk books of their choice.	Self-selection of easy, non-fiction and fiction books. Reinforce book elements. Retell segments of story. Encourage students to booktalk books of their choice.	Self-selection of easy, non-fiction and fiction books. Introduce Dewey system. Reinforce book elements and introduce publisher, table of contents, and index. Encourage students to choose books that they are interested in.	Introduce Dewey System by 100s and 10s. Self-selection of entire media center. Display and booktalk selected books throughout the year. Encourage students to booktalk books of their choice.	Continue to teach Dewey System by looking at the decimals in the numbers. Self-selection of the entire media center. Display and booktalk selected books throughout the year. Encourage students to booktalk books of their choice.	Review Dewey. Self-selection of entire media center. Display and booktalk selected books throughout the year. Encourage students to booktalk books of their choice.
1.03 Demonstrate appropriate care of resources.	Model appropriate care and talk about removing and replacing books on the shelf using shelfmarkers. Read books that demonstrate appropriate book care. Create book marks, teach rules for book care during orientation to media center.	Model appropriate care and talk about removing and replacing books on the shelf using shelfmarkers. Read books that demonstrate appropriate book care such as The Library Dragon. Create book marks, teach rules for book care during orientation to media center.	Model appropriate care and talk about removing and replacing books on the shelf using shelfmarkers. Read books that demonstrate appropriate book care such as The Librarian from the Black Lagoon. Create book marks, teach rules for book care during orientation to media center	Review appropriate care of all types of resources. Remind students about use of shelfmarkers.	Review appropriate care of all types of resources. Remind students about use of shelfmarkers.	Review appropriate care of all types of resources. Remind students about use of shelfmarkers. Utilize students as media helpers.

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1.04 Acknowledge ownership of ideas.	Definition and identification of author and illustrator. Ownership of their work.	Definition and identification of author and illustrator. Ownership of their work.	Identification of sources for information. Create simple citations. Respect for intellectual property and rights of creator.	Review and discuss respect for intellectual property and rights of creator. Create appropriate citations.	Review and discuss respect for intellectual property and rights of creator. Create appropriate citations.	Review and discuss respect for intellectual property and rights of creator. Create appropriate citations.
1.05 (K-2) Demonstrate sense of story; (3-5) Identify elements of composition.	Identify characters, beginning, middle, and end of story, as well as setting. Make predictions.	Identify characters, beginning, middle, and end of story. Discuss problem/solution, plot, limited detail, sequencing, and setting. Make predictions.	Identify characters, beginning, middle, and end of story. Discuss problem/solution, plot, limited detail, sequencing, and setting. Make predictions.	Identify characters. Discuss main idea, problem/solution, plot, setting, point of view, perspective, fact/opinion and author's purpose. Make predictions and draw inferences and conclusions.	Identify characters. Discuss main idea, problem/solution, plot, setting, point of view, perspective, theme, fact/opinion and author's purpose and craft. Make predictions and draw inferences and conclusions.	Identify characters. Discuss main idea, problem/solution, plot, setting, point of view, perspective, theme, fact/opinion and author's purpose and craft. Make predictions and draw inferences and conclusions.
1.06 (K-2) Demonstrate familiarity with a variety of book types and resources; (3-5) Identify characters of various genres.	Easy non-fiction, picture books, folktales, counting books, alphabet books, wordless books (The Red Book), concept books, and NC Children's Book Award.	Easy non-fiction, picture books, folktales, concept books, and NC Children's Book Award.	Non-fiction, chapter books, Caldecott, NC Children's Book Award, simple biographies, and fairy/folk tales.	Fiction (including realistic fiction), fantasy, fairy/folk tales, biographies, fables and poetry.	Historical fiction, ghost stories, NC resources, legends, fables, fantasy, autobiographies, diaries, journals, and poetry.	Science fiction, tall tales, myths, magazines, newspapers, and poetry.
1.07 Follow AUP for electronic resources			Structured searching, identified URLs.	Structured searching, identified URLs, and online resources such as NCWISE OWL.	Structured searching, identified URLs, and online resources such as NCWISE OWL.	Structured searching, identified URLs, and online resources such as NCWISE OWL.

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1.08 (K-2) Select resources both within and outside the school for personal and informational purposes; (3-5) Select and use independently a variety of resources and formats.	Students self-select books for enjoyment. Introduce the public library (especially for summer reading).	Students self-select books for enjoyment. Introduce the public library (especially for summer reading).	Identification of sources for information. Create simple citations. Respect for intellectual property and rights of creator. Introduce NCWISE OWL and encourage use of public library.	Acclimate students to library facilities in both the public library and media center. Compare and contrast resources and their use. Use NCWISE OWL and structured searches.	Compare and contrast resources for their appropriate use. Explore other sources of information such as the Chamber of Commerce, State Tourism, and National Parks Service. Continue to use NCWISE OWL and structured searches and discuss search strategies to find appropriate resources.	Select resources to find information, answer questions, and address research topics. Use online resources, structured searches, and America the Beautiful series. Discuss search strategies to find appropriate resources.
1.09 (K-2) Demonstrate awareness that resources convey meaning and come in a variety of formats; (3-5) Recognize that ideas are produced in a variety of formats.	Print, audio, graphical, and video formats.	Print, audio, graphical, and video formats.	Print, audio, graphical, and video formats. Add web-based formats as well.	Print, audio, graphical, and video formats. Human resources, magazines and software.	Print, audio, graphical, web-based, and video formats. Human resources, magazines and software.	Print, audio, graphical, web-based, and video formats. Human resources, magazines and software.
1.10 Identify characteristics and advantages of various media formats for a specific task.	Introduce differences and similarities between formats (print/video).	Introduce differences and similarities between formats (print/video).	Introduce differences, similarities, and advantages between formats (print / video / web).	Introduce differences, similarities, and advantages between formats (print / video / web / human / magazines / software).	Introduce differences, similarities, and advantages between formats (print / video / web / human / magazines / software).	Introduce differences, similarities, and advantages between formats (print / video / web / human / magazines / software).

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1.11 Explore primary and secondary resources.				Define primary and secondary resources. Explore and identify.	Define primary and secondary resources. Explore and identify. Use sources to gather information for research topics.	Define primary and secondary resources. Explore and identify. Use sources to gather information for research topics.

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Goal 2: The learner will identify and use criteria for excellence to evaluate information and formats.						
2.01 Identify published criteria of excellence for resources.	NC Children's Book Award	NC Children's Book Award	NC Children's Book Award and Caldecott	NC Children's / Jr. Book Award, Caldecott, Coretta Scott King	NC Children's Jr. Book Award, Caldecott, Coretta Scott King, Laura Ingalls Wilder, Newberry Awards books	NC Children's Jr. Book Award, Caldecott, Coretta Scott King, Laura Ingalls Wilder, Newberry Awards books
2.02 Apply identified criteria to select resources.	Students make observations about why some resources are more appealing than others.	Students continue to make observations and develop standards for print and other resources.	Students continue to make observations and develop standards for print and other resources. Evaluate standards used in selecting Caldecott Awards.	Students continue to make observations and develop standards for print and other resources. Evaluate standards used in selecting award-winning books.	Students create their own standards for evaluating books.	Students create their own standards for evaluating books
2.03 Recognize diversity of ideas and thoughts by exploring a variety of resource formats.	Compare a variety of formats (fiction, non-fiction, easy books, book/video of same title.)	Compare a variety of formats (fiction, non-fiction, easy books, book/video of same title.)	Compare a variety of formats (fiction, non-fiction, easy books, book/video of same title, electronic resources).	Explore various forms of genre (realistic fiction, humor, mystery, etc.) for different characteristics and compare/contrast to other forms of literature. Compare a variety of resources for similarities and differences.	Explore various forms of genre (realistic fiction, humor, mystery, etc.) for different characteristics and compare/contrast to other forms of literature. Compare a variety of resources for similarities and differences.	Explore various forms of genre (realistic fiction, humor, mystery, etc.) for different characteristics and compare/contrast to other forms of literature. Compare a variety of resources for similarities and differences.

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2.04 Develop and communicate personal criteria for selecting resources for information needs and enjoyment.	Students will articulate the reasons why they like and choose particular titles.	Students will articulate the reasons why they like and choose particular titles.	Students will articulate the reasons why they like and choose particular titles. Introduce students to OPAC.	Review use of OPAC. Discuss ways to identify reliable sources of information including print and non print.	Review use of OPAC. Discuss ways to identify reliable sources of information including print and non print.	Review use of OPAC. Discuss ways to identify reliable sources of information including print and non print.
2.05 (K-2) Recognize the power of media to influence; (3-5) Determine usefulness of IR.				Discuss and compare methods used to present information in local newspaper reports, TV news reports, and magazine reports on specific topics. Examine each for purpose, pov, bias, stereotypes and audience.	Discuss and compare methods used to present information in local newspaper reports, TV news reports, and magazine reports on specific topics. Examine each for purpose, pov, bias, stereotypes and audience.	Discuss and compare methods used to present information in local newspaper reports, TV news reports, and magazine reports on specific topics. Examine each for purpose, pov, bias, stereotypes and audience.
2.06 Recognize the power of media to influence.	Discuss with students the differences between cartoons and commercials and the commercials that are shown during cartoons. Discuss what makes the place or product being advertised appealing	Discuss with students the differences between cartoons and commercials and the commercials that are shown during cartoons. Discuss what makes the place or product being advertised appealing	Discuss with students the differences between cartoons and commercials and the commercials that are shown during cartoons. Discuss what makes the place or product being advertised appealing	Show students examples of newspaper, magazine, and TV advertisements. Discuss how they make the products look appealing. Classify ads by type (bandwagon, testimonial, emotional appeal, plain folks, generalizations).	Students work in groups to classify ads and discuss/evaluate the ad's claims of fact/fiction. Who does it appeal to and why? Have students make posters classifying ads by sales technique used.	Make an ad for a product, book, video, character, author, presidential candidate. Students make posters, TV ads, or other products for their ad.

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Goal 3: The learner will relate ideas and information to life experiences						
3.01 Describe personal cultural heritage and environment.	Read multicultural titles to students	Read multicultural titles to students. Identify, discuss, and compare settings and characters.	Read multicultural titles to students. Identify, discuss, and compare settings and characters. Relate to personal heritage and environment.	Read multicultural titles to students. Identify, discuss, and compare settings and characters. Relate to personal heritage and environment. Read books on immigration (When Jessie Comes Across the Sea, Grandfather's Journey, Watch the Stars Come Out)	Read multicultural titles, NC folktales, and legends. Have students develop a Native American project. Gather information about NC Native American Tribes (food, location, shelter, lifestyle).	Read multicultural titles, tall tales, African American stories, North American Indians, etc.
3.02 Collect and compare information about diverse cultures, environments, and peoples.	Introduce students to books with a variety of characters with different families, backgrounds, jobs, and ethnicity.	Introduce students to books with a variety of characters with different families, backgrounds, jobs, and ethnicity.	Introduce students to books with a variety of characters with different families, backgrounds, jobs, ethnicity, religion, and neighborhoods.	Read widely from multicultural titles in the collection. Share information and compare customs, setting, and characters to our own town and people. (Too Many Tamales, Grandfather's Journey, How My Parents Learned to Eat, Little House books).	Read from NC collection. Listen to recordings that exemplify music of NC folk songs.	Examine African American stories, stories from colonial period, and historical fiction.
3.03 Identify bias and stereotypes.			Evaluate gender roles of characters for similarities & differences.	Use print and non-print resources to identify bias and stereotypes	Use print and non-print resources to identify bias and stereotypes	Use print and non-print resources to identify bias and stereotypes

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<p>3.04 (K-2) Relate cultural similarities and differences to personal life experiences; (3-5) Relate cultural similarities and differences to personal heritage and environments.</p>			<p>Use multicultural books as a focus for discussion of personal life experiences (Uncle Jed's Barbershop, Tar Beach, Aunt Harriet's Underground Railroad in the Sky).</p>	<p>Read stories about holiday traditions around the world. Read, discuss and identify traditions, similarities and differences.</p>	<p>Read stories about holiday traditions around the world. Read, discuss and identify traditions, similarities and differences.</p>	<p>Read stories about holiday traditions around the world. Read, discuss and identify traditions, similarities and differences.</p>
<p>3.05 (K-2) Describe how information and ideas are influenced by prior knowledge and personal experience; (3-5) Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political economic and historical events.</p>	<p>Give students an opportunity to relate personal experiences to books and media.</p>	<p>Give students an opportunity to relate personal experiences to books and media.</p>	<p>Give students an opportunity to relate personal experiences to books and media. Explore student communities and how these communities influence the way they understand information and ideas.</p>	<p>Have students share prior knowledge they have before reading stories. After reading, discuss if prior knowledge influenced their understanding of the story, enjoyment, and predictions.</p>	<p>Have students share prior knowledge they have before reading stories. After reading, discuss if prior knowledge influenced their understanding of the story, enjoyment, and predictions.</p>	

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Goal 4: The learner will explore and use research processes to meet information needs						
4.01 Identify information needs and formulate questions about those needs.	Students will be introduced to the Picture books section.	Students will review the Picture books section and will be introduced to Fiction and Non-fiction sections of the media center.	Students will review the Picture books section and will be introduced to Fiction and Non-fiction sections of the media center. Limited use of Reference section.	Introduce different types of information needs (personal, informational, curricular). Brainstorm possible resources and where to locate information.	Students formulate three questions about a given topic. (Animals--eat, live, size?)	Given a topic, list the best sources and formulate five questions about the topic.
4.02 Describe several research models	KWL (Know, Want to know, Learned)	Thinking maps, KWL, and graphic organizers.	Thinking maps, KWL, and graphic organizers. Note taking and BIG 3.	Thinking maps, KWL, and graphic organizers. Note taking and BIG 6.	Thinking maps, KWL, and graphic organizers. Note taking and BIG 6.	Thinking maps, KWL, and graphic organizers. Note taking and BIG 6.
4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.	Model appropriate search strategies for finding books and information. Teach students the areas of the library (organization). Model search strategies on Athena.	Model appropriate search strategies for finding books and information. Teach students the areas of the library (organization). Model search strategies on Athena.	Introduce simple encyclopedias, dictionaries, and appropriate websites.	Review Athena and how to locate resources in the library. Identify, discuss, and model when and how to use reference materials, including websites.	Review Athena and how to locate resources in the library. Identify, discuss, and model when and how to use reference materials, including websites.	Review Athena and how to locate resources in the library. Identify, discuss, and model when and how to use reference materials, including websites.
4.04 Follow AUP in accessing information.			Visit websites and identify elements that make them good (information, organization, images, links). Model citations to students for websites and reference materials	Visit websites and identify elements that make them good (information, organization, images, links). Model citations to students for websites and reference materials	Visit websites and identify elements that make them good (information, organization, images, links). Model citations to students for websites and reference materials	Visit websites and identify elements that make them good (information, organization, images, links). Model citations to students for websites and reference materials

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4.05 Gather information.	Model use of graphic organizers and thinking maps to organize data.	Model use of graphic organizers and thinking maps to organize data.	Students use a variety of graphic organizers and thinking maps to record and organize data. Introduce students to Athena.	Students use a variety of graphic organizers and thinking maps to record and organize data. Introduce/review reference materials and online sources. Review Athena.	Students use a variety of graphic organizers and thinking maps to record and organize data. Introduce/review reference materials and online sources. Review Athena.	Students use a variety of graphic organizers and thinking maps to record and organize data. Introduce/review reference materials and online sources. Review Athena.
4.06 Comply with the Copyright Law (PL 94-553)	Students routinely identify author and illustrator.	Students routinely identify author and illustrator.	Model, identify and discuss information sources and the importance of citing them correctly. Discuss summarizing and rephrasing instead of copying information from resources.	Model, identify and discuss information sources and the importance of citing them correctly. Discuss summarizing and rephrasing instead of copying information from resources.	Model, identify and discuss information sources and the importance of citing them correctly. Discuss summarizing and rephrasing instead of copying information from resources.	Model, identify and discuss information sources and the importance of citing them correctly. Discuss summarizing and rephrasing instead of copying information from resources.
4.07 Organize and use information.	Use information collected and convey the information learned orally or pictorially.	Use information collected and convey the information learned orally or pictorially.	Students organize data using the BIG 3 or other research method to convey the information learned orally, written or pictorially.	Students organize data using the BIG 6 or other research method to convey the information learned orally, written or pictorially.	Students organize data using the BIG 6 or other research method to convey the information learned orally, written or pictorially.	Students organize data using the BIG 6 or other research method to convey the information learned orally, written or pictorially.

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4.08 Credit sources of information.	Students will identify title, author, and illustrator.	Students will identify title, author, and illustrator.	Students will identify title, author, and illustrator. Also page number, volume, copyright date and publisher.	Have students cite resources for research projects throughout the year.	Have students cite resources for research projects throughout the year. Have students work in groups to complete a bibliography card for each resource and arrange the cards in alphabetical order.	Have students cite resources by completing a bibliography page with each report.
4.09 Present information in a variety of formats.	Students will retell stories, draw pictures, reenact familiar stories, puppet plays and finger plays.	Students will retell stories, draw pictures, reenact familiar stories, puppet plays and skits.	Students will perform short skits, written mini research reports, make a video or a multimedia project.	Students will perform short skits, written mini research reports, make a video or a multimedia project.	Students will perform short skits, written mini research reports, make a video or a multimedia project.	Students will perform short skits, written mini research reports, make a video or a multimedia project.
4.10 Evaluate the product.	Discussion of stories, pictures, and reenactments.	Discussion of stories, pictures, and reenactments. Evaluate through the checklist.	Discussion of stories, report, video or multimedia project. Evaluate through the checklist.	Discussion of stories, report, video or multimedia project. Evaluate through the checklist. Introduce students to simple rubrics to illustrate important components of a project.	Discussion of products. Review and model use of rubrics. Identify positive elements of the product. Identify elements that might be improved. Evaluate the quality, variety, appropriateness, and number of resources used to develop the product. Identify which resources were most/least helpful and why.	Discussion of products. Review and model use of rubrics. Identify positive elements of the product. Identify elements that might be improved. Evaluate the quality, variety, appropriateness, and number of resources used to develop the product. Identify which resources were most/least helpful and why.

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Goal 5: The learner will communicate reading, listening, and viewing experiences						
5.01 Respond to reading, listening, and viewing experiences orally, artistically, or dramatically.	Students will retell stories, act out stories, and answer oral questions.	Students will retell stories, act out stories, and answer oral/written questions. They will also draw alternative endings.	Students will retell stories, act out stories, and answer oral/written questions. They will also draw alternative endings.	After hearing a book/story read aloud, students will make a bookmark to illustrate main points.	Compare the print and non-print versions of the same story through class discussion, graphic organizers, or posters.	Let students serve on a mock book award panel to select the "new" winner. Students will present arguments for their choice of the winner.
5.02 (K-2) Produce media in various formats; (3-5) Produce media in formats appropriate to audience/purpose.	Students will produce illustrations, Big Books, and pattern books.	Students will produce illustrations, Big Books, and pattern books.	Students will produce illustrations, video recordings, books, and multimedia projects.	Students will produce posters "advertising" the media center and its services.	Show students pamphlets from organizations to illustrate what they include. Have them produce one for the media center and its services.	Ask students to assist in making a multimedia presentation to use for kindergarten media center orientation.
5.03 Acknowledge resources used in products of all formats.	Students will identify title, author, and illustrator.	Students will identify title, author, and illustrator.	Students will identify title, author, and illustrator. Also page number, volume, copyright date and publisher.	Conduct a scavenger hunt where students find answers to questions on a worksheet using print resources.	Conduct a scavenger hunt where students find answers to questions on a worksheet using print and non-print resources.	Conduct a scavenger hunt where students find answers to questions on a worksheet using Internet resources.
5.04 Collaborate with others to identify information problems and to design, develop, and evaluate information products and solutions.		Students will work in groups.	Students will work in groups.	Provide students with information to create bibliographies for different sources. Have students work in groups to create bibliography cards.	Provide students with information to create bibliographies for different sources. Have students work in groups to create bibliography cards.	Provide students with information to create bibliographies for different sources. Have students work in groups to create bibliography cards.
5.05 Apply fair use copyright guidelines.				Discuss the importance of copyright and honesty.	Discuss copyright and how it applies to all areas of media.	Discuss plagiarism; have students brainstorm guidelines about use of copyrighted materials.

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Kindergarten through 2nd grade: In these grades the curriculum provides structured, supervised learning experiences that include selection of materials for pleasure and for information.						
3rd through 5th grade: In these grades the curriculum provides an introduction to independent learning experiences that include more in-depth research strategies and application of more personal and evaluative criteria to reading for pleasure.						
WEBSITES:						
NCWISE OWL www.ncwiseowl.org						
American Memory memory.loc.gov						
Smithsonian www.smithsonian.org						
Primary Document Source www.jackdraw.com						
Landmark Project www.landmark-project.com						
World Fact Book www.cia.gov						
Children's Picture Book Award www.ncslma.org						