LIBRARY GUIDELINES

Grades 3-5

Information Literacy

Effective school library media programs provide information literacy skills instruction.

Information literacy is the ability to locate, process, evaluate and utilize information. School library media programs provide information resources in a variety of formats and readability levels. The school library media specialist teaches students how to access, use and evaluate information resources efficiently and ethically based on academic or personal need. This instruction should be correlated to specific academic content standards and taught as an integrated process.

Benchmark A: Access the library media center facility, staff and resources whenever an academic or personal information need arises, and demonstrate appropriate use of library materials.

Grade Three

Library Awareness

1. Visit the library media center for academic or personal information needs.

2. Ask the library media specialist or library staff member for assistance, as needed.

3. Explore all areas of the library media center (e.g., biography section, reference section, multimedia production center).

Lifelong Learning

4. Describe various formats of library media center materials (e.g., print, nonprint, audio, video).

5. Use correct procedures to check library books and materials out and in.

6. Return books and materials on time.

7. Use proper care of books and library media center materials appropriately.

8. Understand that when students visit the public library, the public librarian will assist them with information needs.

Grade Four

Library Awareness

1. Understand that the library media center is always open through the library Web site.

2. Describe information needs to the library media specialist or library staff member and ask for assistance, as needed.

3. Identify materials and equipment housed in various sections of the library media center and describe their purpose.

Lifelong Learning

4. Access library media center materials based on format (e.g., print, nonprint, audio, video).

5. Use a variety of library material formats to answer questions.

6. Follow proper procedure for checking library books and materials out and in, and return materials on time.

7. Demonstrate proper care of books and library media materials.

8. Understand the differences between the school library media center and the public library.

Grade Five

Library Awareness

1. Access the library facility and online library when needed.

2. Describe information needs to the library media specialist or library staff member and develop strategies to fulfill the need.

3. Select library media center materials based on format and need (e.g., print, nonprint, audio, video).

4. Use a variety of library material formats to answer questions and solve problems.

Lifelong Learning

5. Follow circulation procedures.

6. Participate in library activities appropriately and demonstrate responsible use of library materials.

7. Suggest ways to participate in library media center activities and reading celebrations.

8. Access the public library online when needed.

Benchmark B: Understand that school library books and materials are organized in a system, and use the system to locate items.

Grade Three

Library Organization

1. Understand that easy books and fiction books are organized on a shelf alphabetically by the author's last name.

2. Understand that information books are arranged on the shelf according to their subject using the Dewey Decimal System.

3. Know the difference between easy books, chapter books, fiction books and nonfiction books.

| *Library Catalog* | 4. Locate resources using a title, subject and/or author search in the library catalog. |

Grade Four

Library Organization	1. Locate easy and fiction books on the shelf using call numbers.
	2. Locate information using call letters.
	3. Understand that biography books are arranged on the shelf alphabetically by the last name of the person they are about.
	4. Understand that reference books are nonfiction books that may be used to find answers (e.g., dictionary, encyclopedia, almanac).
Library Catalog	5. Locate resources using a title, subject and/or author search in the library catalog.

Grade Five

Library Organization	1. Locate easy, fiction, biography and information books on the shelf using call numbers/letters.
	2. Recognize Dewey Decimal Classification headings and become familiar with books found in several classes (e.g., sports books are in the 700s).
	3. Know that reference material is available in a variety of formats (e.g., print, electronic, online).
	4. Search the library catalog by title, subject, author and keyword to locate library materials and needed information.

Benchmark C: Explore and use various forms of literature for schoolwork and personal enjoyment.

Grade Three

Reading Encouragement	1. Listen to stories read by library media center staff.
	2. Discuss characters, plot, setting and themes in reading material.
	3. Participate in choral speaking, creative dramatics and other literary enrichment activities.
	4. Understand that books may be written in a series.
	5. Read for pleasure and information.
	6. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

Grade Four

| *Reading Encouragement* | 1. Listen to stories, books and other informational items read by library media center staff. |

2. Identify simple fictional genres (e.g., fantasy, mystery, romance, historical fiction, science fiction).

3. Read for pleasure and information and identify characters, plot, setting and themes in reading material.

4. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

Grade Five

Reading Encouragement

1. Read for pleasure and information and discuss the impact that plot, theme and events have on characters in reading material.

2. Identify simple fictional genres (e.g., fantasy, mystery, romance, historical fiction, science fiction).

3. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

> **Benchmark D:** Describe types of information including facts, opinions, primary/secondary sources; and formats of information including number, text, sound, visual, multimedia; and use information for a purpose.

Grade Three

Understanding Information

1. Distinguish between the concepts of information (organized data and facts) and data (raw facts and figures) and identify examples of each.

2. Recognize that information gathering is based on a need (e.g., gather information to learn more about a topic or gather information to answer questions).

Primary/Secondary Sources

3. Identify primary source information, (first-hand information about a person, place or event), and secondary source information, second-hand information interpreted by another person about a person, place, thing or event (e.g., primary sources such as diaries, letters, objects and photographs; and secondary sources such as textbooks, biographies).

Grade Four

Understanding Information

1. Collect information (organized data and facts) and data (raw facts and figures) and identify answers to questions (e.g., locate data in a newspaper article, identify information on a sign).

2. Discuss and define the difference between fact and opinion (e.g., fact: the cafeteria served pizza today; opinion: the pizza was good.)

3. Identify ways information can be presented (e.g., text, visual information on a map, information displayed in pictures or as graphics).

Primary/Secondary Sources	4. Use primary source material to describe a person, place, thing or event (e.g., oral history, diary entries, photos, news articles, video files).
Reference Sources	5. Use the following reference sources to find information:

    a.   Dictionary (e.g., keywords, entry, parts of speech, definition);
    b.   Encyclopedia (e.g., keywords, entry, charts and graphs);
    c.   Maps (e.g., locate cities, states, countries).

Grade Five

Understanding Information	1. Develop a systematic plan for organizing information using a basic organizing concept (e.g., subject, chronology, date).
	2. Choose a variety of formats for presenting information (e.g., pictures, texts, slides).
	3. Understand that there are conditions where information cannot be used (e.g., copyright restrictions on the use of cartoon characters; copying a classmate's project).
	4. Distinguish between relevant and irrelevant information in an information source (e.g., information matches question to be answered, facts apply to the topic).
Primary/Secondary Sources	5. Apply primary and secondary sources to investigate a person, place, thing or event, and identify each source as primary or secondary.
Reference Sources	6. Locate information in reference sources, including:

    a.   Subject-specific dictionaries and encyclopedias (e.g., animals, authors, presidents, science, space);
    b.   Atlas/globe;
    c.   Almanac;
    d.   Thesaurus.

Benchmark E: Apply a research process to decide what information is needed, find sources, use information and check sources.

Grade Three

Decide	1. Brainstorm available resources and/or possible keywords to use as search terms.
	2. Develop a plan for gathering information.
Find	3. Locate materials in library.
	4. Summarize and draw conclusions about information gathered.
Use	5. Take simple notes and organize information into a logical sequence.
	6. Make a list of resources used.

	7. Communicate findings orally, visually or in writing and draw conclusions about findings
Check	8. Evaluate the research project.

Grade Four

Decide	1. Identify a topic and questions for research.
	2. Brainstorm possible keywords or resources.
Find	3. Develop a search strategy that uses appropriate and available resources.
	4. Explore a variety of resources such as school, public or community resources.
Use	5. Summarize and draw conclusions about information gathered.
	6. Take simple notes and organize information into a logical sequence.
	7. Make a list of resources used.
Check	8. Communicate findings orally, visually or in writing and draw conclusions about findings.
	9. Evaluate the research project.

Grade Five

Decide	1. Generate a topic, assigned or personal interest, and develop open-ended questions for research.
	2. Brainstorm possible keywords or resources.
Find	3. Develop a search strategy that uses appropriate and available resources including narrowing or broadening the search topic/question.
	4. Explore a variety of resources such as school, public or community resources.
Use	5. Use peer-evaluation techniques and authentic assessments to analyze information.
	6. Skim, take notes, paraphrase and organize information using graphic organizers.
	7. Create a list of resources using a simple bibliographic format.
Check	8. Communicate findings orally, visually or in writing and draw conclusions about findings.
	9. Evaluate the research project and process.

LIBRARY GUIDELINES

Grades 3-5

Technology Literacy

Effective school library media programs provide technology literacy skills instruction in the use of library-based technologies.

Technology literacy skills include the appropriate and ethical use of technology for information access, retrieval, production and dissemination via electronic resource networks and the Internet.

Benchmark A: Use the online public access catalog to locate school library materials for classroom assignments and personal interests.

Grade Three

Online Public Access Catalog

1. Use the author, title and subject search features of the OPAC to locate school library materials.

2. Understand that each item in the OPAC has a bibliographic record which contains information about that item (e.g., age, summary, location, availability).

3. Understand that call numbers and call letters identified on the bibliographic record in the OPAC indicate the physical location of the material.

Grade Four

Online Public Access Catalog

1. Search the OPAC by author, title, subject and keyword.

2. Read the OPAC bibliographic record and identify components (e.g., age, summary, location, availability).

3. Identify the call numbers/letters of an item by reading the bibliographic record, then locate the physical item in the library.

4. Determine the status/availability of the item by viewing the bibliographic record in the OPAC (e.g., see if the item is checked out).

Grade Five

Online Public Access Catalog

1. Locate and retrieve library materials by searching the OPAC.

2. Select an item of interest by reading the summary located in the bibliographic record.

3. Describe various components of the OPAC bibliographic record.

4. Place materials on hold through the OPAC.

5. Access the OPAC remotely via username and password (e.g., login to the OPAC from the classroom or from home).

Benchmark B: Use the Internet to find, use and evaluate information.

Grade Three

Internet Concepts

1. Label Internet browser elements and explain their function (e.g., toolbar and buttons, favorites/bookmarks, history).

Beginning Searching

2. Type a simple search term in a teacher- or librarian-selected search engine to find general information.

3. Review the home page of a teacher- or librarian-selected Web site.

4. Read the list of results retrieved from a simple search performed in a search engine and select one of the search results to review the information retrieved.

5. Access the school Web page and the school library Web site.

Grade Four

Beginning Searching

1. Choose a search engine or directory specifically designed for students to locate information on the Internet.

2. Type a simple search term in the search engine or directory to find facts and answer questions.

3. Read the list of results from the search engine or directory to locate potential Web sites relevant to the search topic.

Web Site Evaluation

4. Choose a Web site and examine the information for facts by identifying information on the Web site:

   a. Author;
   b. Title;
   c. Date produced;
   d. Special features (images, puzzles, activities);
   e. Available products, services or resources.

Grade Five

Internet Concepts

1. Explain the elements and meaning of a Web site URL (e.g., name of the site, domain and extensions for specific pages).

Beginning Searching

2. Type a teacher- or librarian-selected URL into the address line of a Web browser to access a search engine and a Web directory.

3. Perform a search in an age-appropriate search engine or a Web directory by typing in one or more search terms.

4. Read list of results from the search and select potentially relevant Web sites.

Website Evaluation

5. Identify information on the Web site (e.g., URL extensions, author, title, date produced, special features (images, puzzles, activities), products, services, resources).

6. Examine the information retrieved from the Web site for the author's expertise, the accuracy of the information presented and the bias.

Benchmark C: Understand how to access technology-based school library materials, including library networks and electronic resources, for research.

Grade Three

Electronic Resources

1. Use school library technology-based resources to learn about classroom assignments and discover areas of interest.

2. Demonstrate appropriate library network login and logoff procedure.

3. Use appropriate access code (username, password) to gain access to online resource (e.g., district network resources, subscription—fee-based, databases, and resources that can be accessed remotely?outside the school and/or from home).

4. Use age-appropriate Internet resources and fee-based (subscription resources) delivered by the Internet.

Grade Four

Electronic Resources

1. Use library computers and software (e.g., use menus to select and open programs, control volume, follow printing directions).

2. Understand that technology-based resources may be delivered in a variety of ways (e.g., stand-alone software, network software, Internet resources).

3. Demonstrate use of online fee-based (subscription or pay-per-use) electronic resources (e.g., state and/or district provided resources such as magazine databases, encyclopedias, dictionaries).

Grade Five

Electronic Resources

1. Identify and describe the purpose of various technology-based school library resources (e.g., computer network, multimedia resources).

2. Understand that technology-based resources may be organized by format or topic (e.g., database of magazine articles, electronic photos, digital video).

3. Examine coverage of information in magazine databases, online biography sources and subject guide sources.

4. Use a username and password to access school library and electronic resource databases remotely from the classroom or home.

L I B R A R Y   G U I D E L I N E S

Grades 3-5

Media Literacy

Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.

Media literacy encompasses the use of communication competencies and critical thinking skills, including the ability to access, interpret, evaluate and communicate information delivered in a variety of medium formats. Media-based resources include print and nonprint materials that use image, text, language, sound and motion to convey informational communications and messages.

Benchmark A: Explain the intended effect of media communications and messages when delivered and received by various audiences and for various purposes.

Grade Three

Communicating With Media
1. Know the formats and characteristics of familiar media and discuss how formats are used to gain attention of the audience (e.g., host/hostess, contestant, consumer, audience).

2. List and label the various ways in which people are presented and represented through costume and setting in a variety of media communications delivered and received.

Media Messages
3. Recognize what type of information is delivered through a specific media message and chosen format (e.g., informational, recreational, personal greeting).

Grade Four

Communicating With Media
1. Interpret how an author's and/or artist's intent and choice of visual and text components in media communications and formats appeal to feelings and senses, suggest mood and meaning and influence audience understanding.

2. Differentiate between fact and opinion and relevant and irrelevant information found in media communications.

Media Messages
3. List reasons for the communication and delivery of information by individuals, groups, businesses and organizations.

Grade Five

Communicating With Media
1. Explain how multimedia visual and text components, production techniques, language choice, and facts and opinion are used in various combinations to shape listener, viewer and audience perception.

2. Summarize an author's and/or artist's intent based on the choice and use of multimedia components to appeal to feelings and senses, suggest mood and meaning and inform or influence audience understanding.

Media Messages

3. Identify the intent behind the communication and delivery of information by individuals, groups, businesses and organizations.

Benchmark B: Examine a variety of elements and components used to create and construct media communications for various audiences and for various purposes.

Grade Three

Media Elements

1. List and describe the various visual elements and techniques used to design and construct a central idea in print and nonprint media documents and presentations (e.g., color, graphic symbol, sound and motion, camera angles, light and shadow).

2. Identify the roles of various people who help create a print or nonprint media communications, messages and mediums (e.g., writer, artist, editor).

Grade Four

Media Elements

1. Apply and demonstrate how various text elements and organizational structures are used to construct and support a central idea of print and nonprint media documents and presentations (e.g., boldface and italic text fonts, text size, cause and effect, chronological sequence).

2. Explore the roles of various people and careers involved in the construction of media communications, messages and mediums (e.g., director, producer, actor, writer, illustrator, photographer).

Grade Five

Media Elements

1. Employ "use and function" of the various text elements and organizational structures used to construct and support a central idea of print or nonprint media documents and presentations (e.g., font characteristics, paragraph alignment, figurative language).

2. Examine through simulation the roles of various people and careers involved in the construction of a media message (e.g., director, producer, actor, illustrator, photographer).