

LIBRARY GUIDELINES

Grades K-2

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: Locate the school library media center, recognize library staff members and participate in library activities.

Kindergarten

Library Awareness

1. Locate the school library media center and recognize library staff members.
2. Identify items found in the library media center (e.g., books, magazines, computers).
3. Understand that many activities take place in the library media center (e.g., reading, movies, puppet plays, storytelling, studying, exploring).

Lifelong Learning

4. Know that there is a library in the community—public library—that students may visit with their parents.

Grade One

Library Awareness

1. Locate the school library media center and recognize library staff members by name.
2. Discuss the roles of the library media center staff members and compare them to classroom teachers. (The librarian helps me find books and information.)
3. Understand that the library media center has materials that everyone may use.
4. Participate in library media center activities (e.g., story time, readers theatre).

Lifelong Learning

5. Know that the public library has books and materials that students may use and borrow.

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Grade Two

Library Awareness

1. Visit the library media center when needed for classroom projects or personal reading.
2. Understand the roles of various library media center staff members (What does the librarian do?).
3. Participate in library media center activities and reading celebrations (e.g., story time, Children's Book Week, Read Across America Day).

Lifelong Learning

4. Know that the public library has many activities for students (e.g., book clubs, guest speakers, summer reading programs).

Benchmark B: Recognize that the school library media center has a variety of books and materials that may be used and borrowed, and understand the importance of proper care of these materials.

Kindergarten

Library Awareness

1. Explore areas of the library media center with assistance from library media staff and classroom teachers (e.g., easy books, story area, listening centers, computer lab).
2. Select books with guidance from the library media staff and classroom teacher.

Circulation

3. Checkout books with help from the library media staff and classroom teacher.
4. Know that books may be taken home but must be returned.

Responsible Use

5. Discuss proper care of library books.

Grade One

Library Awareness

1. Browse areas of the library media center with assistance from library media staff and classroom teachers (e.g., easy books, story area, listening centers, computer lab).

Circulation

2. Look at easy books and select books to checkout.
3. Know how to checkout books.
4. Know when to return books and where to put them.

Responsible Use

5. Discuss proper care of library books and materials.

Grade Two

Library Awareness

1. Know that library media center materials are provided in several formats (e.g., print, nonprint, audio, video, multimedia).

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Circulation

2. Locate sections of the library media center based on need or activity (e.g., story area, listening centers, computer lab).
3. Select books and other library media materials to borrow.
4. Use correct procedure to checkout books and materials.
5. Return books and materials on time.

Responsible Use

6. Demonstrate proper care of books and other library media center materials.

Benchmark C: Understand that library books and materials are housed in specific areas of the library media center.

Kindergarten

Library Organization

1. Know that storybooks are in the easy book section.
2. Know that the library catalog gives access to information about all of the books and materials in the school library media center.

Grade One

Library Organization

1. Know that books are placed in order on the bookshelves.
2. Know that some books are true and others are make-believe (e.g., nonfiction and fiction).
3. Use the library catalog to find books, with teacher or librarian assistance.

Grade Two

Library Organization

1. Understand that easy books are arranged alphabetically by the author's last name.
2. Understand that nonfiction books are arranged on the shelf by numbers.
3. Know the difference between easy books, chapter or fiction books and nonfiction books.
4. Explore library media center materials using the library catalog, with assistance.

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Benchmark D: Read and listen to stories for schoolwork and personal enjoyment.

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1. Listen to stories read by library media center staff.
2. Look at books and read for pleasure.
3. Use picture clues to help understand reading material.
4. Know that there are many types of books (e.g., story books, rhyming books, counting books).

Grade One

1. Listen to stories, look at books and read for pleasure.
2. Ask questions to help understand information found in reading material.
3. Participate in literary-enrichment activities (e.g., story time, puppet theatre, draw and tell stories).
4. Know that authors write books and illustrators draw pictures in books.

Grade Two

1. Listen to books read aloud, explore library materials and read for pleasure.
2. Discuss characters and retell events and facts presented in the reading material.
3. Participate in literary-enrichment activities (e.g., choral speaking, creative dramatics and other library enrichment activities).
4. Identify simple literary styles (e.g., standard, rhyming, alliteration).
5. Read Caldecott Award books and understand that the book award is given for the best book illustrations.

Benchmark E: Understand what information is and use a process to find information.

Kindergarten

Understanding Information

1. Identify what information is and recognize that it can be represented in a variety of ways (e.g., numbers, words, pictures, sounds).

Decide

2. Decide what information is needed.

Find

3. Find the information with the assistance of the teacher or librarian (e.g., using books or observations).

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Use

4. Use the information by sharing ideas and experiences.

Grade One

Understanding Information

1. Talk about the difference between factual information and fiction (e.g., what is real and what is pretend or make-believe).

Decide

2. Decide what information is needed (e.g., brainstorm needs by deciding what you already know, what you need to know, and what you want to learn).

Find

3. Find information about the topic by using library materials.

Use

4. Use the information and communicate findings orally, visually or in writing.

Check

5. Check work by discussing the process used to find the information.

Grade Two

Understanding Information

1. Tell about the purposes of information use (e.g., information is helpful in solving problems).

2. Distinguish between fact and fiction (e.g., discuss and compare fact-based documents about a topic with stories about the same topic).

Decide

3. Ask questions to investigate problems or topics (e.g., use brainstorming or graphic organizers to decide what information is needed about the topic).

Find

4. Find information about a question using library resources.

Use

5. Use information to communicate findings orally, visually or in writing and draw conclusions about findings.

Check

6. Check the work and explain the process used to find information.

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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: Understand that school library materials may be provided in electronic formats that are organized in a system and that access to the system may be provided electronically.

Kindergarten

1. Know that the school library has technology-based resources (e.g., computer, television, sound devices).
2. View/listen to multimedia library resources (e.g., listening station, video, DVD).
3. Understand directions for using library technology.

Grade One

1. Use library computers, software and multimedia materials with assistance.
2. Know that information about library resources is stored in the online public access catalog.

Grade Two

1. Logon to library network/computer system with assistance (e.g., know username and password).
2. Explore the online public access catalog with assistance (e.g., locate OPAC icon, open OPAC, browse entries).

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Benchmark B: Apply basic Internet browser and navigation skills to search for information on the Internet.

Kindergarten

Internet Concepts

1. Talk about the Internet as an information source.
2. Use Web page functions:
 - a. Scroll up and down page;
 - b. Click on links;
 - c. Use back button.

Grade One

Internet Concepts

1. List types of information available on the Internet (e.g., school Web site, local information, animals, maps).
2. Use teacher- or librarian-selected Web sites to find information or learn new things.
3. Use browser tools and buttons:
 - a. Forward and back button;
 - b. Home button;
 - c. Choose a link from the bookmarks or favorites list.

Grade Two

Internet Concepts

1. Demonstrate the use of browser elements including the toolbar, buttons, favorites or bookmarks, and tell their function.
2. Access the school Web page and the school library Web site.
3. Search for information in an online encyclopedia using a topical search (e.g., choose from a list of topics moving from broad—animals to more specific—panda).
4. Read information from a Web site assigned by teacher and identify the name and topic of the Web site.

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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: Explore the intended effect of media communications and messages when delivered and received for personal and various other purposes.

Kindergarten

Communicating With Media

1. List personal reasons for creating media communications and messages (e.g., tell a story, to ask for something, to make someone happy).

Media Messages

2. View familiar information in everyday messages (e.g., birthday greeting, holiday greeting, toy advertisement, road sign, warning label).

Grade One

Communicating With Media

1. Ask and answer questions about why people communicate through media (e.g., recognize the reason for the message).

Media Messages

2. Recognize familiar information in messages communicated through media (e.g., use context clues and graphic symbols that help to understand the purpose, function and important idea in media communications).

Grade Two

Communicating With Media

1. Discuss how various elements of print and nonprint medium formats are used to gain the attention of various audiences, and affect their feelings and thoughts (e.g., size, color, shape, sound and voice, motion).
2. Ask and answer questions concerning the purpose and function of print and nonprint media communications created by a variety of people (e.g., why, who, where, when and how).

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Benchmark B: Distinguish between a variety of elements used to create and construct media communications for personal and various other purposes.

Kindergarten

Media Elements

1. Recognize a variety of print and nonprint formats used in the delivery of media messages (e.g., book, television, film, radio, CD-ROM, DVD, e-mail, Web pages, photographs, charts and graphs).

Grade One

Media Elements

1. Recognize printed text, symbols, shapes and other graphics used in media communications.
2. Identify a variety of sounds, voice tones and facial expressions used to convey emotion.
3. Explain how clothing and costume are used to convey factual and fictional information.

Grade Two

Media Elements

1. Identify various media communications and messages in print and nonprint formats (e.g., newspaper, television news broadcast, commercial, radio announcements).
2. Sort and label a variety of sounds, voice tones and face expressions used to illustrate emotion (e.g., loud, soft, silent, happy, whiny, sad, angry).
3. Identify characteristics of motion and movement (e.g., fast, slow, smooth, jerky).