

ODE SCHOOL LIBRARY GUIDELINES ~GRADE 1~

INFORMATION LITERACY—Effective school library media programs provide information literacy skills instruction.

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

- _____ 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 (e.g., 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).
- _____ 5. Know that the public library has books and materials that students may use and borrow.

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.*

- _____ 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).
- _____ 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.
- _____ 5. Discuss proper care of library books and materials.

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

- _____ 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.

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

- _____ 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.

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

- _____ 1. Talk about the difference between factual information and fiction (e.g., what is real and what is pretend or make-believe).
- _____ 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).
- _____ 3. Find information about the topic by using library materials.
- _____ 4. Use the information and communicate findings orally, visually or in writing.
- _____ 5. Check work by discussing the process used to find the information.

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

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.*

- _____ 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.

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

- _____ 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.

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.

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

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

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

- _____ 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.