

ODE SCHOOL LIBRARY GUIDELINES

~GRADE 3~

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

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.*

- _____ 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).
- _____ 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.

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

- _____ 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.
- _____ 4. Locate resources using a title, subject and/or author search in the library catalog.

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

- _____ 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).

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.*

- _____ 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).
- _____ 3. Identify primary source information—first-hand information about a person, place or event, and secondary source information second-hand information 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).

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

- _____ 1. Brainstorm available resources and/or possible keywords to use as search terms.
- _____ 2. Develop a plan for gathering information.
- _____ 3. Locate materials in library.
- _____ 4. Summarize and draw conclusions about information gathered.
- _____ 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.
- _____ 8. Evaluate the research project.

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

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

- _____ 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.

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

- _____ 1. Label Internet browser elements and explain their function (e.g., toolbar and buttons, favorites/bookmarks, history).
- _____ 2. Type a simple search term in a teacher- or librarian-selected search engine to find general information (e.g., weather).
- _____ 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.

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

- _____ 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.

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

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

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

- _____ 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).