

ODE SCHOOL LIBRARY GUIDELINES ~GRADE 4~

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 of personal information need arises, and demonstrate appropriate use of library materials.*

- _____ 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.
- _____ 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.

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

- _____ 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).
- _____ 5. 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, 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).

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. 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).
- _____ 4. Use primary source material to describe a person, place, thing or event (e.g., oral history, diary entries, photos, news articles, video files).
- _____ 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).

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

- _____ 1. Identify a topic and questions for research.
- _____ 2. Brainstorm possible keywords or resources.
- _____ 3. Develop a search strategy that uses appropriate and available resources.
- _____ 4. Explore a variety of resources such as school, public or community resources.
- _____ 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.
- _____ 8. Communicate findings orally, visually or in writing and draw conclusions about findings.
- _____ 9. 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. 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).

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

- _____ 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.
- _____ 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.

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

- _____ 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, encyclopedia, dictionaries).

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. 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.
- _____ 3. List reasons for 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.

- _____ 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).