

ODE SCHOOL LIBRARY GUIDELINES ~GRADE 5~

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. 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.
- _____ 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.*

- _____ 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.*

- _____ 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.*

- _____ 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).
- _____ 5. Apply primary and secondary sources to investigate a person, place, thing or event, and identify each source as primary or secondary.
- _____ 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.*

- _____ 1. Generate a topic, assigned or personal interest, and develop open-ended questions for research.
- _____ 2. Brainstorm possible keywords or resources.
- _____ 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.
- _____ 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.
- _____ 8. Communicate findings orally, visually or in writing and draw conclusions about findings.
- _____ 9. Evaluate the research project and process.

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. 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.

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

- _____ 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.

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. 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.
- _____ 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.

- _____ 1. Employ "use and function" of the various text elements and organizational structure 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).