

ODE SCHOOL LIBRARY GUIDELINES ~GRADE 6~

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

Benchmark A: *Understand the function of the school library media center, recognize other types of libraries, and use a variety of libraries to meet informational and personal needs.*

- _____ 1. Describe information needs to the library media specialist or library staff member and develop strategies to fulfill the need.
- _____ 2. Recommend books and library materials to include in the school library media center.
- _____ 3. Understand that public library items may be placed on hold, reserved or ordered to meet information needs.

Benchmark B: *Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible use and ethical behavior when using library media materials.*

- _____ 1. Select library media center materials based on information need.
- _____ 2. Use a variety of library material formats as part of the research-process (e.g., print, nonprint, electronic, video, audio).
- _____ 3. Follow appropriate procedures when borrowing library material (e.g., follow check-out and check-in procedures and return materials on time).
- _____ 4. Locate fiction books alphabetically by author and information books by Dewey Decimal number.
- _____ 5. Understand the function of the library reference collection.
- _____ 6. Locate resources using a title, subject or author and keyword search in the library catalog.
- _____ 7. Understand that parents must sign the district Acceptable Use Policy (AUP) and that it sets the expectation for appropriate usage of school materials (e.g., books, textbooks, computers, the Internet).

- _____ 8. Understand the concept of intellectual property (e.g., author's ownership of work).
- _____ 9. Demonstrate awareness of cultural diversities, differing opinions and points of view.

Benchmark C: *Select literature by genre based on need and personal enjoyment.*

- _____ 1. Listen to booktalks and other informational items read by library media center staff.
- _____ 2. Read for pleasure and information.
- _____ 3. Compare the actions of and consequences that events had on characters in reading material.
- _____ 4. Participate in choral speaking, creative dramatics and other literary enrichment activities.
- _____ 5. Select books from favorite genre and series.
- _____ 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: *Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.*

- _____ 1. Identify main ideas and supporting facts to select relevant information to answer questions.
- _____ 2. Determine that information located can be used legally and choose appropriately (e.g., locate copyright information for print and graphic information and check for copyright restrictions).
- _____ 3. Check copyright and publication dates to determine currency of information.
- _____ 4. Investigate the authority of an online information source to determine the author's qualification to be an expert about a topic (e.g., famous scientist versus a sixth-grader's Web site, well-known organization versus personal Web site).

Benchmark E: *Conduct research and follow a research process model that includes the following: develop essential question; identify resources; select, use and analyze information; synthesize and generate a product; and evaluate both process and product.*

- _____ 1. Generate questions to be answered or a position to be supported when given a topic (e.g., thesis statement).
- _____ 2. Brainstorm potential resources and identify possible keywords to use as search terms.
- _____ 3. Narrow or broaden search topic/question according to how many resources are located.
- _____ 4. Seek information from a variety of viewpoints.
- _____ 5. Understand how to access electronic resources at school and from home.
- _____ 6. Explore a variety of resources such as school, public or community resources.
- _____ 7. Use peer-evaluation techniques and authentic assessments to analyze information.
- _____ 8. Take notes, organize information into logical sequences and create a draft product (e.g., report, research paper, presentation).
- _____ 9. List information sources used in a district-adopted or teacher-prescribed format (e.g., Modern Language Association, American Psychological Association).
- _____ 10. Communicate findings orally, visually or in writing and draw conclusions about findings.
- _____ 11. Evaluate the information seeking process and discuss the quality of the product created for the 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, subject and keyword search features of the OPAC to locate school library materials.
- _____ 2. Understand the difference between the subject and keyword search in the OPAC.
- _____ 3. Use the OPAC to determine call letters/numbers for library materials (e.g., use to locate library material, identify call letters/numbers and retrieve the material from library).
- _____ 4. Access the OPAC remotely via username and password (e.g., login to the OPAC from the classroom or from home).

Benchmark B: *Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources.*

- _____ 1. Explain the function of a Web browser (e.g., what is the difference between the browser software and a page on the Internet?).
- _____ 2. Incorporate place searching when searching for information using assigned directories and search engines.
- _____ 3. Use phrase searching in appropriate search engines to improve results.
- _____ 4. Evaluate Web information for:
 - a. Author's expertise;
 - b. Accuracy of information presented;
 - c. Parameters of coverage;
 - d. Currency of information.
- _____ 5. Explain the difference between a subscription (fee-based database) and the free Internet.
- _____ 6. Compare the range of information available from multiple information databases (e.g., examine the purpose and scope of each database and how it would be used for a particular assignment).

Benchmark C: *Select, access and use appropriate electronic resources for a defined information need.*

- _____ 1. Demonstrate search techniques for subscription (fee-based) databases (e.g., author, title, subject).
- _____ 2. Use online library catalog to choose and locate a variety of resources on a topic.

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: *Comprehend that media communications deliver information and messages to a specific audience for a specific purpose, and analyze the intended impact of media communications and messages when delivered and received by a specific audience.*

- _____ 1. Discuss why print and nonprint media communications are directed toward specific listeners and viewers.
- _____ 2. List various multimedia practices used in communications and messages to influence and persuade thought, feeling, behavior and key viewpoints of specific listeners and viewers (e.g., exaggerated claims, subliminal text, close-ups, time lapse, repetition).
- _____ 3. Recognize examples of opinion, bias and stereotyping found in print and nonprint media communications created by students and by others.

Benchmark B: *Analyze various combinations of media components and production techniques used to create and construct media communications for specific audiences and purposes.*

- _____ 1. Explore why various physical combinations of media components, production techniques and medium formats are chosen and utilized in construction of media communications for specific audiences (e.g., visual design, text structures, language choice, sound and motion, and production special effects).