

Grade 3 Library Guidelines

Information Literacy

Effective school library media programs provide information literacy skills instruction.

Information literacy is the ability to locate, process, evaluate and utilize information. School library media programs provide information resources in a variety of formats and readability levels. The school library media specialist teaches students how to access, use and evaluate information resources efficiently and ethically based on academic or personal need. This instruction should be correlated to specific academic content standards and taught as an integrated process.

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.

Library Awareness	Date Achieved
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).	
Lifelong Learning	
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.

Library Organization	Date Achieved
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.	
Library Catalog	
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.

Reading Encouragement	Date Achieved
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.

Understanding Information	Date Achieved
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).	
Primary/Secondary Sources	
3. Identify primary source information—first-hand information about a person, place or event, and secondary source information second-hand information interpreted 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.

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

Technology Literacy

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

Technology literacy skills include the appropriate and ethical use of technology for information access, retrieval, production and dissemination via electronic resource networks and the Internet.

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

Online Public Access Catalog	Date Achieved
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.

Internet Concepts	Date Achieved
1. Label Internet browser elements and explain their function (e.g., toolbar and buttons, favorites/bookmarks, history).	
Beginning Searching	
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.

Electronic Resources	Date Achieved
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.

Media literacy encompasses the use of communication competencies and critical thinking skills, including the ability to access, interpret, evaluate and communicate information delivered in a variety of medium formats. Media-based resources include print and nonprint materials that use image, text, language, sound and motion to convey informational communications and messages.

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

Communicating with Media	Date Achieved
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.	
Media Messages	
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.

Media Elements	Date Achieved
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).	