

Information Literacy/Library Media Course Content Checklist For Kindergarten

CONTENT STANDARD 1 - a student must identify the task and determine the resources needed.

ESSENTIAL VOCABULARY:

- keyword,
- print,

- topic,
- nonprint,

- resource,
- digital,

- plan,
- community resources

K11.0 Define the problem.

- .1 Identify the topic
- .2 Recognize task-related vocabulary and keywords
- .3 Recognize the problem or task
- .4 Discuss the steps needed to solve the problem or task

K12.0 Identify the types of information needed.

- .1 Explore possible resources (print, nonprint, digital, community resources)

K13.0 Choose from a range of resources.

- .1 Choose resources from a limited selection

CONTENT STANDARD 2 - A student must locate sources, use information, and present findings.

ESSENTIAL VOCABULARY:

- fiction,
- reference,
- number,
- current,
- spine,
- title page,
- scan,
- active listening,
- contextual

- nonfiction,
- library catalog,
- relevant,
- authority,
- spine label,
- copyright,
- guide words,
- main ideas,
- clues,

- periodicals
- database
- appropriate
- biased
- author
- table of contents
- captions
- details
- graphic organizer

- biography
- call
- detailed
- do
- illustrator
- skim,
- bold words
- headings,
- sequence

Information Literacy/Library Media Course Content Checklist For Kindergarten (cont.)

K21.0 Locate a resource needed to solve the problem.

- .1 Recognize the library personnel as a reference to assistance
- .2 Locate basic sections in the library (e.g., fiction, nonfiction, periodicals)
- .3 Recognize that books are placed in alphabetical order by author's last name
- .4 Introduce nonfiction by number

K22.0 Evaluate resources.

- .1 Explore fiction and nonfiction resources

K23.0 Locate information within the source.

- .1 Discuss parts of a book (e.g., author, illustrator, spine, title page)
- .2 View and listen for information

K24.0 Extract information from resources needed to solve problems.

- .1 Demonstrate active listening
- .2 Explore main ideas
- .3 Recognize picture clues
- .4 Listen and view for purpose
- .5 Listen and identify relevant information (e.g., main idea, details)
- .6 Retell key information
- .7 Credit sources

K25.0 Organize information to solve problems.

- .1 Sequence information

K26.0 Create a product that presents findings.

- .2 Design original work following established guidelines

Information Literacy/Library Media Course Content Checklist For Kindergarten (cont.)

CONTENT STANDARD 3 - A student must evaluate the product and learning process.

ESSENTIAL VOCABULARY: review

K31.0 Assess the quality of the product.

- .1 Compare product to criteria
- .2 Reflect on final product
- .3 Explore ideas for improvement of the product

K32.0 Describe the process.

- .1 Retell the steps that were used
- .2 Discuss how well the process worked

CONTENT STANDARD 4 - A student must use information safely, ethically and legally.

ESSENTIAL VOCABULARY:

- | | | | |
|------------------------------------|-----------------------------------|---|---------------------------------|
| <input type="checkbox"/> copyright | <input type="checkbox"/> fair use | <input type="checkbox"/> district technology use guidelines | <input type="checkbox"/> plan |
| <input type="checkbox"/> do | <input type="checkbox"/> author | <input type="checkbox"/> illustrator | <input type="checkbox"/> artist |
| <input type="checkbox"/> composer | | | |

K41.0 Legally obtain and use information.

- .1 Define ownership
- .2 Discuss the concept of intellectual property
- .3 Follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules)
- .4 Comply with district technology use policy
- .5 Return books on time and in good condition

K42.0 Identify the owner of ideas and information.

- .1 Recognize that an idea has an owner
- .2 Recognize that information comes from a source
- .3 Credit sources (format e.g., book, person, digital resource)

Information Literacy/Library Media Course Content Checklist For Kindergarten (cont.)

K43.0 Participate and collaborate in intellectual and social networks following safe and effective practices.

- .1 Interact appropriately in social situations (e.g., blended learning, etc.)
- .2 Explain the need for Internet safety
- .3 Explain appropriate online behavior

CONTENT STANDARD 5 - A student must pursue personal interests through literature and other creative expressions.

ESSENTIAL VOCABULARY:

- | | | | |
|--|---|---|----------------------------------|
| <input type="checkbox"/> plan | <input type="checkbox"/> do | <input type="checkbox"/> review | <input type="checkbox"/> genre |
| <input type="checkbox"/> Caldecott Award | <input type="checkbox"/> Treasure State Award | <input type="checkbox"/> Newbery Award | |
| <input type="checkbox"/> Young Readers' Choice Award | | <input type="checkbox"/> Inter-library loan (ILL) | <input type="checkbox"/> e-books |

K51.0 Use a variety of digital and print formats for pleasure and personal growth.

- .1 Identify personal interests
- .2 Locate personal interest print materials using call numbers
- .3 Explore a variety of available resources related to interest

K52.0 Introduce a variety of genres for pleasure and personal growth.

- .1 Discover types of genres (e.g., fairy tales, folktales, mysteries, etc.)
- .2 Respond to materials from a variety of genres
- .3 Explore award winning literature (e.g., Caldecott, Treasure State, etc.)
- .4 Explore a variety of genres for pleasure.

K53.0 Access and understand multiple resources from diverse cultures including Montana American Indians (go to www.opi.mt.gov/IndianEd for model lessons).

- .1 View and listen to available cultural resources (e.g., print, nonprint, database, online references, indexes, community)
- .2 View and listen to a variety of cultural materials (including Montana American Indians)

K54.0 Access libraries to seek information for personal interest.

- .1 Explore community resources (e.g., school library, public library, college library, museum, community members, etc.)

Information Literacy/Library Media Course Content Checklist For First Grade

CONTENT STANDARD 1 - a student must identify the task and determine the resources needed.

ESSENTIAL VOCABULARY:

- | | | | |
|----------------------------------|-----------------------------------|-----------------------------------|--|
| <input type="checkbox"/> keyword | <input type="checkbox"/> topic | <input type="checkbox"/> resource | <input type="checkbox"/> plan |
| <input type="checkbox"/> print | <input type="checkbox"/> nonprint | <input type="checkbox"/> digital | <input type="checkbox"/> community resources |

111.0 Define the problem.

- .1 Identify the topic
- .2 Recognize task-related vocabulary and keywords
- .3 Recognize the problem or task
- .4 Discuss the steps needed to solve the problem or task

112.0 Identify the types of information needed.

- .1 Discuss possible resources (print, nonprint, digital, community resources)

113.0 Choose from a range of resources.

- .1 Choose resources from a limited selection

CONTENT STANDARD 2 - A student must locate sources, use information, and present findings.

ESSENTIAL VOCABULARY:

- | | | | |
|--------------------------------------|---|---|--|
| <input type="checkbox"/> fiction | <input type="checkbox"/> nonfiction | <input type="checkbox"/> periodicals | <input type="checkbox"/> biography |
| <input type="checkbox"/> reference | <input type="checkbox"/> dictionary | <input type="checkbox"/> encyclopedia | <input type="checkbox"/> library catalog |
| <input type="checkbox"/> database | <input type="checkbox"/> call number | <input type="checkbox"/> relevant | <input type="checkbox"/> appropriate |
| <input type="checkbox"/> detailed | <input type="checkbox"/> current | <input type="checkbox"/> authority | <input type="checkbox"/> biased |
| <input type="checkbox"/> do | <input type="checkbox"/> spine | <input type="checkbox"/> spine label | <input type="checkbox"/> author |
| <input type="checkbox"/> illustrator | <input type="checkbox"/> title page | <input type="checkbox"/> copyright | <input type="checkbox"/> table of contents |
| <input type="checkbox"/> skim | <input type="checkbox"/> scan | <input type="checkbox"/> guide words | <input type="checkbox"/> captions |
| <input type="checkbox"/> bold words | <input type="checkbox"/> headings | <input type="checkbox"/> active listening | <input type="checkbox"/> main ideas |
| <input type="checkbox"/> details | <input type="checkbox"/> contextual clues | <input type="checkbox"/> graphic organize | <input type="checkbox"/> sequence |

121.0 Locate a resource needed to solve the problem.

- .1 Locate major sections in the library (e.g., fiction, nonfiction, biography, reference, periodicals)
- .2 Locate resources using a library catalog and/or database

- .3 Locate resources using a call number

Information Literacy/Library Media Course Content Checklist For First Grade (cont.)

122.0 Evaluate resources.

- .1 Compare fiction and nonfiction resources

123.0 Locate information within the source.

- .1 Identify parts of a book (e.g., spine, spine label, title page, copyright)
- .2 Read, view and listen for information
- .3 Recognize guide words/captions/bold words/headings

124.0 Extract information from resources needed to solve problems.

- .1 Demonstrate active listening
- .2 Identify main ideas and details
- .3 Recognize contextual clues
- .4 Construct meaning from text by reading for purpose
- .5 Summarize information using appropriate tools (e.g., graphic organizer, etc.)
- .6 Credit sources

125.0 Organize information to solve problems.

- .1 Organize information (e.g., graphic organizer, sort notes, etc.)

126.0 Create a product that presents findings.

- .1 Design original work following established guidelines

CONTENT STANDARD 3 - A student must evaluate the product and learning process.

ESSENTIAL VOCABULARY: review

131.0 Assess the quality of the product.

- .1 Compare product to criteria
- .2 Judge final product
- .3 Generate ideas for improvement of the product

132.0 Describe the process.

- .1 Explain the steps that were used in his/her own words

- .2 Describe how well the process worked.

Information Literacy/Library Media Course Content Checklist For First Grade (cont.)

CONTENT STANDARD 4 - A student must use information safely, ethically and legally.

ESSENTIAL VOCABULARY:

- | | | | |
|------------------------------------|---------------------------------------|---|------------------------------------|
| <input type="checkbox"/> copyright | <input type="checkbox"/> use | <input type="checkbox"/> district technology use guidelines | <input type="checkbox"/> plan |
| <input type="checkbox"/> do | <input type="checkbox"/> author | <input type="checkbox"/> illustrator | <input type="checkbox"/> artist |
| <input type="checkbox"/> composer | <input type="checkbox"/> photographer | <input type="checkbox"/> performers | <input type="checkbox"/> producers |

141.0 Legally obtain and use information.

- .1 Discuss the concept of intellectual property
- .2 Follow copyright and fair use guidelines
- .3 Follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules)
- 4 Comply with district technology use policy

142.0 Identify the owner of ideas and information.

- .1 Discuss concept of plagiarism
- .2 Predict sources (e.g., title, author)

143.0 Participate and collaborate in intellectual and social networks following safe and effective practices.

- .1 Interact appropriately in social situations (e.g., blended learning, etc.)
- .2 Discuss Internet safety and distinguish between safe/non-safe sites
- .3 Display appropriate online behavior

CONTENT STANDARD 5 - A student must pursue personal interests through literature and other creative expressions.

ESSENTIAL VOCABULARY:

- | | | | |
|---|---|---|--------------------------------|
| <input type="checkbox"/> plan | <input type="checkbox"/> do | <input type="checkbox"/> review | <input type="checkbox"/> genre |
| <input type="checkbox"/> Caldecott Award | <input type="checkbox"/> Treasure State Award | <input type="checkbox"/> Newbery Award, Young Readers' Choice Award | |
| <input type="checkbox"/> Inter-library loan (ILL) | <input type="checkbox"/> e-book | | |

151.0 Use a variety of digital and print formats for pleasure and personal growth.

- .1 Identify personal interests
- .2 Locate personal interest print materials using call numbers
- .3 Explore a variety of available resources related to interest

Information Literacy/Library Media Course Content Checklist For First Grade (cont.)

152.0 Use a variety of genres for pleasure and personal growth.

- .1 Recognize types of genres (e.g., fairy tales, folktales, mysteries, etc.)
- .2 Locate and select materials from a variety of genres
- .3 Explore award winning literature (e.g., Caldecott, Treasure State, etc.)
- .4 Explore a variety of genres for pleasure

153.0 Access and understand multiple resources from diverse cultures including Montana American Indians (go to www.opi.mt.gov/IndianEd for model lessons).

- .1 Examine available cultural resources (e.g., print, nonprint, database, online references, indexes, community)
- .2 Examine a variety of cultural resources (including Montana American Indian resources)

154.0 Access libraries to seek information for personal interest.

- .1 Locate and use community resources (e.g., school library, public library, college library, museum, community members, etc.)
- .2 Explore online and electronic libraries and resources (e.g., ILL, e-books, etc.)

Information Literacy/Library Media Course Content Checklist For Second Grade

CONTENT STANDARD 1 - a student must identify the task and determine the resources needed.

ESSENTIAL VOCABULARY:

- | | | | |
|----------------------------------|-----------------------------------|-----------------------------------|--|
| <input type="checkbox"/> keyword | <input type="checkbox"/> topic | <input type="checkbox"/> resource | <input type="checkbox"/> plan |
| <input type="checkbox"/> print | <input type="checkbox"/> nonprint | <input type="checkbox"/> digital | <input type="checkbox"/> community resources |
| <input type="checkbox"/> do | | | |

211.0 Define the problem.

- .1 Identify the topic
- .2 Recognize task-related vocabulary and keywords
- .3 Recognize the problem or task
- .4 Discuss the steps needed to solve the problem or task

212.0 Identify the types of information needed.

- .1 Discuss possible resources (print, nonprint, digital, community resources)

213.0 Choose from a range of resources.

- .1 Choose resources from a limited selection

CONTENT STANDARD 2 - A student must locate sources, use information, and present findings.

ESSENTIAL VOCABULARY:

- | | | | |
|--------------------------------------|---|--|--|
| <input type="checkbox"/> fiction | <input type="checkbox"/> nonfiction | <input type="checkbox"/> periodicals | <input type="checkbox"/> biography |
| <input type="checkbox"/> reference | <input type="checkbox"/> dictionary | <input type="checkbox"/> encyclopedia | <input type="checkbox"/> library catalog |
| <input type="checkbox"/> database | <input type="checkbox"/> call number | <input type="checkbox"/> do | <input type="checkbox"/> relevant |
| <input type="checkbox"/> appropriate | <input type="checkbox"/> detailed | <input type="checkbox"/> current | <input type="checkbox"/> authority |
| <input type="checkbox"/> biased | <input type="checkbox"/> spine | <input type="checkbox"/> spine label | <input type="checkbox"/> author |
| <input type="checkbox"/> illustrator | <input type="checkbox"/> title page | <input type="checkbox"/> copyright | <input type="checkbox"/> table of contents |
| <input type="checkbox"/> skim | <input type="checkbox"/> scan | <input type="checkbox"/> guide words | <input type="checkbox"/> captions |
| <input type="checkbox"/> bold words | <input type="checkbox"/> headings | <input type="checkbox"/> active listening | <input type="checkbox"/> main ideas |
| <input type="checkbox"/> details | <input type="checkbox"/> contextual clues | <input type="checkbox"/> graphic organizer | <input type="checkbox"/> sequence |
| <input type="checkbox"/> index | <input type="checkbox"/> glossary | <input type="checkbox"/> <i>Introduce: Boolean/limiter</i> | |

Information Literacy/Library Media Course Content For Second Grade (cont.)

221.0 Locate a resource needed to solve the problem.

- .1 Locate major sections in the library (e.g., fiction, nonfiction, biography, reference, periodicals)
- .2 Locate resources using a library catalog and/or database
- .3 Locate resources using a call number

222.0 Evaluate resource.

- .1 Compare fiction and nonfiction resources

223.0 Locate information within the source.

- .1 Identify parts of a book (e.g., spine, spine label, title page, copyright, index, glossary)
- .2 Read, view and listen for information
- .3 Recognize guide words/captions/bold words/headings

224.0 Extract information from resources needed to solve problems.

- .1 Demonstrate active listening
- .2 Identify main ideas and details
- .3 Recognize contextual clues
- .4 Construct meaning from text by reading for purpose
- .5 Summarize information using appropriate tools (e.g., graphic organizer, etc.)
- .6 Credit sources

225.0 Organize information to solve problem.

- .1 Organize information (e.g., graphic organizer, sort notes, etc.)

226.0 Create a product that presents findings.

- .1 Design original work following established guidelines

Information Literacy/Library Media Course Content For Second Grade (cont.)

CONTENT STANDARD 3 - A student must evaluate the product and learning process.

ESSENTIAL VOCABULARY: review

231.0 Assess the quality of the product.

- .1 Compare product to criteria
- .2 Judge final product
- .3 Generate ideas for improvement of the product

232.0 Describe the process.

- .1 Explain the steps that were used in his/her own words
- .2 Describe how well the process worked

CONTENT STANDARD 4 - A student must use information safely, ethically and legally.

ESSENTIAL VOCABULARY:

- | | | | | |
|---------------------------------------|--------------------------------------|---|-------------------------------------|-----------------------------|
| <input type="checkbox"/> copyright | <input type="checkbox"/> fair use | <input type="checkbox"/> district technology use guidelines | <input type="checkbox"/> plan | <input type="checkbox"/> do |
| <input type="checkbox"/> author | <input type="checkbox"/> illustrator | <input type="checkbox"/> artist | <input type="checkbox"/> composer | |
| <input type="checkbox"/> photographer | <input type="checkbox"/> performers | <input type="checkbox"/> producers, etc. | <input type="checkbox"/> plagiarism | |

241.0 Legally obtain and use information.

- .1 Discuss the concept of intellectual property
- .2 Follow copyright and fair use guidelines
- .3 Follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules)
- .4 Comply with district technology use policy

242.0 Identify the owner of ideas and information.

- .1 Discuss concept of plagiarism
- .2 Credit sources (e.g., title, author)

243.0 Participate and collaborate in intellectual and social networks following safe and effective practices.

- .1 Interact appropriately in social situations (e.g., blended learning, etc.)
- .2 Discuss Internet safety and distinguish between safe/non-safe sites

- .3 Display appropriate online behavior

Information Literacy/Library Media Course Content For Second Grade (cont.)

CONTENT STANDARD 5 - A student must pursue personal interests through literature and other creative expressions.

ESSENTIAL VOCABULARY:

- | | | | | |
|---|--|--|----------------------------------|--|
| <input type="checkbox"/> plan | <input type="checkbox"/> do | <input type="checkbox"/> review | <input type="checkbox"/> genre | <input type="checkbox"/> Caldecott Award |
| <input type="checkbox"/> Treasure State Award | <input type="checkbox"/> Newbery Award | <input type="checkbox"/> Young Readers' Choice Award | <input type="checkbox"/> e-books | |

251.0 Use a variety of digital and print formats for pleasure and personal growth.

- .1 Identify personal interests
- .2 Locate personal interest print materials using call numbers
- .3 Explore a variety of available resources related to interest

252.0 Use a variety of genres for pleasure and personal growth.

- .4 Recognize types of genres (e.g., fairy tales, folktales, mysteries, etc.)
- .5 Locate and select materials from a variety of genres
- .6 Explore award winning literature (e.g., Caldecott, Treasure State, etc.)
- .7 Explore a variety of genres for pleasure

253.0 Access and understand multiple resources from diverse cultures including Montana American Indians (go to www.opi.mt.gov/IndianEd for model lessons).

- .1 Examine available cultural resources (e.g., print, nonprint, database, online references, indexes, community)
- .2 Examine a variety of cultural resources (including Montana American Indian resources)

254.0 Access libraries to seek information for personal interest.

- .1 Locate and use community resources (e.g., school library, public library, college library, museum, community members, etc.)
- .2 Explore online and electronic libraries and resources (e.g., e-books, etc.)

Information Literacy/Library Media Course Content For Third Grade

CONTENT STANDARD 1 - a student must identify the task and determine the resources needed.

ESSENTIAL VOCABULARY:

- | | | | | |
|---|--|-----------------------------------|--|--|
| <input type="checkbox"/> keyword | <input type="checkbox"/> topic | <input type="checkbox"/> resource | <input type="checkbox"/> plan | <input type="checkbox"/> task definition |
| <input type="checkbox"/> print | <input type="checkbox"/> nonprint | <input type="checkbox"/> digital | <input type="checkbox"/> community resources | |
| <input type="checkbox"/> information seeking strategies | <input type="checkbox"/> task definition | | | |
- Super 3 (plan, do, review) – go to www.Big6.com for further clarification

311.0 Define the problem.

- .1 Identify the topic
- .2 Recognize task-related vocabulary and keywords
- .3 Recognize the problem or task
- .4 Discuss the steps needed to solve the problem or task

312.0 Identify the types of information needed.

- .1 Discuss and identify possible resources (print, nonprint, digital, community resources)

313.0 Choose from a range of resources.

- .1 Determine relevant resources to solve the problem or task

CONTENT STANDARD 2 - A student must locate sources, use information, and present findings.

ESSENTIAL VOCABULARY:

- | | | | | |
|---|---------------------------------------|--|---|--|
| <input type="checkbox"/> fiction | <input type="checkbox"/> nonfiction | <input type="checkbox"/> periodicals | <input type="checkbox"/> biography | <input type="checkbox"/> reference |
| <input type="checkbox"/> dictionary | <input type="checkbox"/> encyclopedia | <input type="checkbox"/> atlas | <input type="checkbox"/> library | <input type="checkbox"/> catalog |
| <input type="checkbox"/> database | <input type="checkbox"/> call number | <input type="checkbox"/> location and access | <input type="checkbox"/> relevant | <input type="checkbox"/> appropriate |
| <input type="checkbox"/> detailed | <input type="checkbox"/> current | <input type="checkbox"/> authority | <input type="checkbox"/> biased | |
| <input type="checkbox"/> information seeking strategies | <input type="checkbox"/> spine | <input type="checkbox"/> spine label | <input type="checkbox"/> author | |
| <input type="checkbox"/> illustrator | <input type="checkbox"/> title page | <input type="checkbox"/> copyright | <input type="checkbox"/> table of contents | <input type="checkbox"/> skim |
| <input type="checkbox"/> scan | <input type="checkbox"/> guide words | <input type="checkbox"/> captions | <input type="checkbox"/> bold words | <input type="checkbox"/> headings |
| <input type="checkbox"/> active listening | <input type="checkbox"/> main ideas | <input type="checkbox"/> details | <input type="checkbox"/> contextual clues | <input type="checkbox"/> graphic organizer |
| <input type="checkbox"/> use of information | <input type="checkbox"/> sequence | <input type="checkbox"/> synthesis | <input type="checkbox"/> <i>Introduce Boolean/limiter</i> | |

Information Literacy/Library Media Course Content For Third Grade (cont.)

321.0 Locate a resource needed to solve the problem.

- .1 Locate resources using search techniques (e.g., keywords, Boolean/limiter, phrase, title, author, subject)
- .2 Locate resources using a library catalog and/or database
- .3 Locate resources using a call number

322.0 Evaluate resources.

- .1 Discuss if the resource is useful (relevant, appropriate, detailed, current, authority, biased)

323.0 Locate information within the source.

- .1 Identify index/table of contents/glossary
- .2 Read, view or listen for information
- .3 Use guide words/captions/bold words/heading

324.0 Extract information from resources needed to solve problems.

- .1 Demonstrate active listening
- .2 Recognize main ideas/details
- .3 Recognize and utilize contextual clues
- .4 Construct meaning from text by reading for purpose
- .5 Identify relevant information (e.g., through note taking, graphic organizers, etc.)
- .6 Summarize information
- .7 Cite sources (e.g., title/author/copyright)

325.0 Organize information to solve problems.

- .1 Organize information (e.g., graphic organizer, sort notes, etc.)

326.0 Create a product that presents findings.

- .1 Design original work following established guidelines

Information Literacy/Library Media Course Content For Third Grade (cont.)

CONTENT STANDARD 3 - A student must evaluate the product and learning process.

ESSENTIAL VOCABULARY:

- self-evaluation teacher evaluation peer evaluation evaluation

331.0 Assess the quality of the product.

- .1 Compare product to criteria
 .2 Judge final product (e.g., self, teacher, peers)
 .3 Generate ideas for improvement of the product

332.0 Describe the process.

- .1 Summarize the steps of the process
 .2 Describe how well the process worked.

CONTENT STANDARD 4 - A student must use information safely, ethically and legally.

ESSENTIAL VOCABULARY:

- copyright fair use district technology use guidelines
 location and access use of information author
 illustrator artist composer
 plagiarism

Introduce:

- task definition* *use of information* *synthesis* *.edu*
 blended learning *intellectual networks* *social networks* *.com*
 .org

341.0 Legally obtain and use information.

- .1 Discuss the concept of intellectual property
 .2 Follow copyright and fair use guidelines
 .3 Follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules)

- .4 Comply with district technology use policy

Information Literacy/Library Media Course Content For Third Grade (cont.)

342.0 Identify the owner of ideas and information.

- .1 Define concept of plagiarism
 .2 Cite sources (e.g., title/author/copyright)

343.0 Participate and collaborate in intellectual and social networks following safe and effective practices

- .1 Interact appropriately in social situations (e.g., blended learning, etc.).
 .2 Discuss Internet safety and distinguish between safe/non-safe sites
 .3 Display appropriate online behavior

CONTENT STANDARD 5 - A student must pursue personal interests through literature and other creative expressions.

ESSENTIAL VOCABULARY:

- | | | | | |
|--|---|---|---|----------------------------------|
| <input type="checkbox"/> print | <input type="checkbox"/> nonprint, | <input type="checkbox"/> database, | <input type="checkbox"/> online references, | <input type="checkbox"/> indexes |
| <input type="checkbox"/> genre | <input type="checkbox"/> Caldecott Award | <input type="checkbox"/> Treasure State Award | <input type="checkbox"/> Newbery Award | |
| <input type="checkbox"/> Young Readers' Choice Award | <input type="checkbox"/> fairy tales | <input type="checkbox"/> folktales, | <input type="checkbox"/> mysteries | <input type="checkbox"/> print |
| <input type="checkbox"/> nonprint | <input type="checkbox"/> database | <input type="checkbox"/> online references | <input type="checkbox"/> indexes | |
| <input type="checkbox"/> community | <input type="checkbox"/> location and access | <input type="checkbox"/> use of information | <input type="checkbox"/> e-books | |
| <input type="checkbox"/> school library | <input type="checkbox"/> public library | <input type="checkbox"/> college library | <input type="checkbox"/> museum | |
| <input type="checkbox"/> community members | <input type="checkbox"/> information seeking strategies | | | |

Introduce:

- task definition* *use of information* *synthesis* *Inter-library loan (ILL)*

351.0 Use a variety of digital and print formats for pleasure and personal growth.

- .1 Identify personal interests
 .2 Locate personal interest print materials using call numbers
 .3 Identify available resources related to interest

352.0 Use a variety of genres for pleasure and personal growth.

- .1 Recognize types of genres (e.g., fairy tales, folktales, mysteries, etc.)
 .2 Locate and select materials from a variety of genres
 .3 Explore award winning literature (e.g., Caldecott, Newbery, Treasure State, Young Reader's Choice, Coretta Scott King, etc.)
 .4 Correlate personal interest to a genre.

Information Literacy/Library Media Course Content For Third Grade (cont.)

353.0 Access and understand multiple resources from diverse cultures including Montana American Indians (go to www.opi.mt.gov/IndianEd for model lessons).

- .1 Examine available cultural resources
- .2 Examine a variety of cultural materials (including Montana American Indians)

354.0 Access libraries to seek information for personal interest.

- .1 Locate and use community resources (e.g., school library, public library, college library, museum, community members, etc.)
- .2 Access online and electronic libraries and resources (e.g., ILL, e-books, etc.)

Information Literacy/Library Media Course Content For Fourth Grade (cont.)

CONTENT STANDARD 2 - A student must locate sources, use information, and present findings.

ESSENTIAL VOCABULARY:

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> fiction | <input type="checkbox"/> nonfiction | <input type="checkbox"/> periodicals | <input type="checkbox"/> biography |
| <input type="checkbox"/> reference | <input type="checkbox"/> dictionary | <input type="checkbox"/> encyclopedia | <input type="checkbox"/> atlas |
| <input type="checkbox"/> thesaurus | <input type="checkbox"/> subject | <input type="checkbox"/> almanac | <input type="checkbox"/> Boolean/limiter |
| <input type="checkbox"/> library catalog | <input type="checkbox"/> database | <input type="checkbox"/> call number | <input type="checkbox"/> location and access |
| <input type="checkbox"/> relevant | <input type="checkbox"/> appropriate | <input type="checkbox"/> detailed | <input type="checkbox"/> current |
| <input type="checkbox"/> authority | <input type="checkbox"/> biased | <input type="checkbox"/> information seeking strategies | <input type="checkbox"/> spine |
| <input type="checkbox"/> spine label | <input type="checkbox"/> author | <input type="checkbox"/> illustrator | <input type="checkbox"/> title page |
| <input type="checkbox"/> copyright | <input type="checkbox"/> table of contents | <input type="checkbox"/> skim | <input type="checkbox"/> scan |
| <input type="checkbox"/> guide words | <input type="checkbox"/> captions | <input type="checkbox"/> bold words | <input type="checkbox"/> headings |
| <input type="checkbox"/> active listening | <input type="checkbox"/> main ideas | <input type="checkbox"/> details | <input type="checkbox"/> contextual clues |
| <input type="checkbox"/> graphic organizer | <input type="checkbox"/> use of information | <input type="checkbox"/> organization: sequence, | <input type="checkbox"/> alphabetical |
| <input type="checkbox"/> chronological | <input type="checkbox"/> cause/effect, etc. | <input type="checkbox"/> synthesis | |

421. Locate a resource needed to solve the problem

- .1 Locate resources using search techniques (e.g., keywords, Boolean/limiter, phrase, title, author, subject)
- .2 Locate resources using a library catalog and/or database
- .3 Locate resources using a call number

422.0 Evaluate resources

- .1 Determine if the resource is useful (relevant, appropriate, detailed, current, authority, biased)

423.0 Locate information within the source

- .1 Utilize index/table of contents/glossary if applicable
- .2 Skim and/or scan for information
- .3 Use guide words/captions/bold words/headings

Information Literacy/Library Media Course Content For Fourth Grade (cont.)

424.0 Extract information from resources needed to solve problems

- .1 Demonstrate active listening
- .2 Recognize main ideas/details
- .3 Recognize and utilize contextual clues
- .4 Construct meaning from text by reading for purpose
- .5 Compile information (note taking, graphic organizers, etc.)
- .6 Summarize information
- .7 Cite source (e.g., title/author/copyright)

425.0 Organize information to solve problems

- .1 Organize and select relevant information (e.g., graphic organizer, sort notes, etc.)

426.0 Create a product that presents findings

- .1 Design original work following established guidelines

CONTENT STANDARD 3 - A student must evaluate the product and learning process.

ESSENTIAL VOCABULARY: evaluation

431.0 Assess the quality of the product

- .1 compare product to criteria
- .2 Judge final product (e.g., self, teacher, peers)
- .3 Generate ideas for improvement of the product

432.0 Describe the process

- .1 Summarize the steps of the process
- .2 Determine whether the prescribed process was followed
- .3 Describe how well the process worked.

Information Literacy/Library Media Course Content For Fourth Grade (cont.)

CONTENT STANDARD 4 - A student must use information safely, ethically and legally.

ESSENTIAL VOCABULARY:

- | | | |
|--|--|---|
| <input type="checkbox"/> copyright | <input type="checkbox"/> fair use | <input type="checkbox"/> district technology use guidelines |
| <input type="checkbox"/> intellectual property (copyrights, trademarks, patents) | <input type="checkbox"/> use of information | <input type="checkbox"/> acceptable use policies |
| <input type="checkbox"/> location and access | <input type="checkbox"/> composer | <input type="checkbox"/> author |
| <input type="checkbox"/> illustrator | <input type="checkbox"/> artist | <input type="checkbox"/> task definition |
| <input type="checkbox"/> blended learning | <input type="checkbox"/> intellectual networks | <input type="checkbox"/> social networks |
| <input type="checkbox"/> .com | <input type="checkbox"/> .edu | <input type="checkbox"/> .org. |
| | | <input type="checkbox"/> synthesis |

441.0 Legally obtain and use information

- .1 Respect the concept of intellectual property by following copyright and fair use guidelines
- .2 Follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules)
- .3 Comply with district technology use policy

442.0 Identify the owner of ideas and information

- .1 Explain concept of plagiarism
- .2 Predict sources for print and nonprint resources (e.g., title/author/copyright)

443.0 Participate and collaborate in intellectual and social networks following safe and effective practices

- .1 Interact appropriately in social situations (e.g., blended learning, etc.)
- .2 Explain the need for Internet safety
- .3 Display appropriate online behavior

Information Literacy/Library Media Course Content For Fourth Grade (cont.)

CONTENT STANDARD 5 - A student must pursue personal interests through literature and other creative expressions.

ESSENTIAL VOCABULARY:

- | | | | | |
|---|---|--|---|--|
| <input type="checkbox"/> task definition | <input type="checkbox"/> use of information | <input type="checkbox"/> synthesis | <input type="checkbox"/> genre | <input type="checkbox"/> Caldecott Award |
| <input type="checkbox"/> Treasure State Award | <input type="checkbox"/> Newbery Award | <input type="checkbox"/> Young Readers' Choice Award | <input type="checkbox"/> fairy tales | |
| <input type="checkbox"/> folktales | <input type="checkbox"/> mystery | <input type="checkbox"/> location and access | <input type="checkbox"/> inter-library loan (ILL) | |
| <input type="checkbox"/> e-books | <input type="checkbox"/> information seeking strategies | | | |

451.0 Use a variety of digital and print formats for pleasure and personal growth

- .1 Identify personal interests
- .2 Locate personal interest print materials using call numbers
- .3 Identify available resources related to interest (e.g., print, nonprint, database, online references, indexes)

452.0 Use a variety of genres for pleasure and personal growth

- .1 Define types of genres in own words (e.g., fairy tales, folktales, mystery, etc.)
- .2 Locate and select materials from a variety of genres
- .3 Identify award winning literature (e.g., Caldecott, Newbery, Treasure State, Young Reader's Choice, Coretta Scott King, etc.)
- .4 Correlate personal interest to a genre

453.0 Access and understand multiple resources from diverse cultures including Montana American Indians (go to www.opi.mt.gov/IndianEd for model lessons)

- .1 Identify and locate available cultural resources (e.g., print, nonprint, database, online references, indexes, community)
- .2 Compare and contrast a variety of cultural materials (including Montana American Indians)

454.0 Access libraries to seek information for personal interest

- .1 Locate and use community resources (e.g., school library, public library, college library, museum, community members, etc.)
- .2 Access online and electronic libraries and resources (e.g., ILL, e-books, etc.)