K-12 Library

Alignment of Benchmarks and Indicators by Guideline

Library Management

Effective school library media programs support the mission and continuous improvement plan of the school district.

School library media program services support the evaluated needs of education stakeholders and are designed to impact student achievement. Library services are developed from research-based best practices and evaluated program data. Library program leadership is provided by credentialed school library media specialists.

Grades K-12

Benchmark A: Develop a library strategic plan that achieves a dynamic school library program and includes a mission and vision, measurable goals, operational management procedures, instructional strategies and an evaluation component.

Strategic Planning

1. Obtain and analyze building and district data that conceptualizes student needs, including:
   a. Mission statement;
   b. Continuous improvement plan;
   c. Proficiency results;
   d. Local report card.
2. Interpret and present national data (reports and studies) which inform the development of effective school library programs.
3. Identify and integrate research-based best practices which facilitate the design of effective instructional strategies.

Benchmark B: Engage education stakeholders in the process of identification of essential school library services.

Stakeholder Engagement

1. Involve district administration in the identification of school library program services (e.g., library supervisor, curriculum director, technology director, superintendent, school board members, building principal).
2. Form a school library advisory committee at the building level whose membership consists of a variety of education stakeholders

(e.g., principal, teachers, students, parents, community members, librarians).

3. Analyze library program needs identified by the library advisory committee and solicit feedback from library stakeholders (e.g., collect feedback via forums, focus groups, surveys, comment cards).

Benchmark C: Utilize a research-based process, in collaboration with teachers, to integrate the library program with academic content standards and the district curriculum.

Program Management

1. Provide library skills instruction which is integrated across the curriculum in the following areas:
   a. Information literacy;
   b. Technology literacy;
   c. Media literacy.
2. Collaborate with teachers to integrate library services and resources throughout the curriculum:
   a. Develop curriculum linkages between the library guidelines and the academic content standards;
   b. Facilitate the identification of resources used to implement the academic content standards including primary and secondary sources;
   c. Participate in building/district instructional initiatives.
3. Collaborate with teachers to assess student learning.
4. Assess the progress of and collect data on all library instructional activities.

Benchmark D: Provide a structured management process for school library program administration.

Program Management

1. Develop and document policies that guide the delivery of school library program services:
   a. Library program management;
   b. Budgetary procedures;
   c. Collection development plan;
   d. Selection and acquisition policy;
   e. Acceptable Usage Policy (AUP);
   f. Reconsideration policy;
   g. Library usage strategies;

h. Copyright and fair use policy;
i. Equipment operation and safety compliance.

2. Establish procedures to enable the efficient accomplishment of administrative tasks (e.g., material procurement, fines/fees, inventory control).

3. Collect and analyze data from school library services and use data to improve the library program (e.g., circulation statistics, facility usage statistics, expenditures, curricular area requests).

Benchmark E: Maintain a library program that is accessible by ALL students and staff when needed, all day, every day.

1. Establish library hours of operation that ensure that all students have access to the school library media center.

2. Develop a virtual presence for the school library.

Benchmark F: Define the role of the district school library supervisor, the credentialed/licensed school library media specialist and the classified school library paraprofessional and/or library clerk.

Staff Roles

1. Create or contribute to the development of job descriptions for credentialed and classified district and school library staff.

2. Utilize appropriate evaluation tools for credentialed and classified school library staff.

3. Participate in district mentoring activities and develop activities to assist with the mentoring of new library staff members.

4. Develop individual professional development plans within district guidelines for all library staff members.

5. Identify and participate in library-oriented professional development activities.

Benchmark G: Use effective communication strategies to publicize the school library media program to students, faculty, administrators, parents and community members.

Stakeholder Focus

1. Publicize school library activities.
2. Announce new materials and services to library stakeholders.
3. Present reports to building and district administration.
4. Communicate school library activities to parents and community members.
5. Utilize data-driven decision making to evaluate results of communication strategies.

Collection Development and Curriculum

Effective school library media programs support and enhance the curriculum and are an integral part of teaching and learning.

The school library media program provides all students with up-to-date resource collections consisting of print, nonprint and electronic materials that are aligned with the local curriculum, support Ohio's academic content standards and are selected with input from education stakeholders. The school library media specialist collaboratively plans curriculum-based school library activities, instruction and assessment with the classroom teacher.

Grades K-12

Benchmark A: Establish a collection development plan which identifies policies and procedures for the selection, evaluation, acquisition and maintenance of materials to be included in a high-quality school library collection.

Collection Development

1. Include education stakeholders in the collection development planning process (e.g., administrators, teachers, students, parents and community members).

2. Analyze the school Continuous Improvement Plan (CIP), mission statement, and instructional goals in order to assess curricular and personal information needs of students and teachers.

3. Conduct a needs assessment to identify strengths and weaknesses in the existing library collection, and create a collection development plan that identifies materials needed to support the local curriculum and academic content standards.

4. Provide a collection that meets the personal needs of students (e.g., consider curricular needs, student interest, formats for students with disabilities).

5. Identify criteria for the evaluation of materials (e.g., consider alignment with curriculum and academic content standards, literary quality, currency/copyright date, accuracy, reading level, appropriateness of material presented, bias, appeal, value, quality and format of the material).

6. Develop an acquisition policy that describes how library materials are acquired for the collection. (e.g., describe the process for obtaining materials).

7. Describe guidelines for purchasing materials (e.g., budgeting, requisition, purchasing, receiving, paying).

8. Design a collection maintenance program to keep the collection current, including procedures for:
   a. Inventory of materials;
   b. Replacement of worn or damaged material;
   c. Weeding inaccurate or outdated material;
   d. Relocating and/or appropriate storage of material;
   e. Repairing damaged material.

9. Establish procedures for both quantitative and qualitative evaluation of the collection (e.g., quantitative-collection value, collection age, curriculum alignment; qualitative - collection meets the needs of students and teachers).

10. Provide materials in a variety of formats (e.g., print, multimedia, multisensory, tactile, auditory, electronic).

11. Provide a collection that reflects the needs of students who learn at various rates and have different learning styles.

Benchmark B: Provide access to resources located within and outside the walls of the school building (local, state and regional networks).

1. Promote the use of state-provided electronic resources and select additional resources to support the curriculum.

2. Develop a library Web page in order to provide 24/7 access to school library materials and includes links to:
   a. Online Public Access Catalog (OPAC);
   b. School, district, and state electronic resources;
   c. Evaluated Web sites that support the local curriculum.

Benchmark C: Provide procedures for reconsideration of materials.

Material Reconsideration

1. List specific steps to be taken when materials are challenged (e.g., include the use of a written reconsideration form, identify whether the entire work is being challenged or only portions, determine if the complete work was read/viewed, or only excerpts, by the person submitting the challenge).

2. Establish guidelines for composition of a reconsideration committee and create a standing committee that reviews all challenged material, supplement the standing committee with appropriate curriculum designees based on the academic content area of the challenge (e.g., administrator, library media specialist, teacher, higher education faculty, student, parent, community member).

3. Develop guidelines for the reconsideration committee members to use as they review the challenged material (e.g., the reconsideration committee should be required to read or view the entire work).

3. Determine how the reconsideration committee will submit findings and or recommendations to the administration and/or school board for final reconsideration decision.

Benchmark D: Provide leadership and assistance to faculty in the area of instructional design, collection evaluation, library-based technologies, and acquisition and utilization of curriculum-based school library resources.

Collaboration

1. Demonstrate sound instructional design principles in the delivery of library instruction for both students and faculty.

2. Assist faculty with the integration of school library resources into the instructional process and include strategies for incorporating differentiated instruction practices into the design of lessons and activities.

3. Collaborate with teachers to design instruction that incorporates library resources and educational technology into teaching and learning.

4. Build awareness of statewide educational technology resources.

5. Meet with teachers to assist them in providing resources that will enhance their instruction.

6. Provide assistance in the teaching of various aspects of the lesson.

7. Collaborate with teachers to develop student assessments that include the evaluation of student activities performed in the school library.

8. Collaborate with teachers to develop assessment strategies that evaluate the usage of school library resources in teaching and learning.

LIBRARY GUIDELINES

Literacy and Reading Support

Effective school library media programs promote and encourage reading for academic achievement, lifelong learning and leisure pursuits.

School library media programs offer reading enrichment programming through participation in national and state reading celebrations and initiatives. The school library media specialist collaboratively plans reading activities with classroom teachers. School library media staff read to students, promote literature, reinforce reading skills and encourage independent reading for personal enjoyment.

Grades K-12

Benchmark A: Provide students with age-appropriate fiction and nonfiction reading material and assist in the location and selection of reading materials based on student reading level, interests and information needs.

Library Organization

1. Utilize a standard classification system to organize library materials (e.g., Dewey Decimal System or Library of Congress Classification System).
2. Catalog all library materials.

Reading Instruction

3. Provide reading material in a variety of formats and reading levels (e.g., print, nonprint, large print, audio, electronic, high-interest/low-level).
4. Develop displays and exhibits to promote reading.
5. Provide instruction on material selection strategies.
6. Provide instruction on knowledge of book structures and how these structures affect the gathering and organization of information (e.g., title page, glossary, bibliography, appendix, table of contents, index, footnotes, headings).
7. Provide instruction in the identification of primary and secondary sources.

Benchmark B: Read to students.

Reading Instruction

1. Select age-appropriate reading material for a variety of purposes (e.g., information, personal enjoyment, lifelong learning).
2. Ask targeted questions while reading to determine if meaning is clear.
3. Discuss pictures, illustrations, charts, tables and other graphs that explain the story.
4. Identify and discuss main ideas and details in fiction, nonfiction and poetry while reading.
5. Identify and discuss possible themes, likely motives, traits of characters and the effect of setting on fiction, nonfiction and functional reading selections while reading.
6. Identify and discuss cause and effect relationships, compare and contrast, fact vs. opinion, and sequencing through exposure to multiple sources while reading.
7. Speculate about authors' purposes, views and interests through evaluation of chronological order, order of importance and spatial order while reading.

Benchmark C: Tell stories and facilitate multidisciplinary reading experiences.

Reading Instruction

1. Tell stories utilizing the full range of storytelling methodologies (e.g., oral, draw and tell, props, voices, song, acting, characters, audience participation, puppetry, readers theatre).
2. Extend and enrich reading experiences through technology and multimedia activities.
3. Integrate reading with speaking, listening, viewing and writing experiences.
4. Provide reading experiences and opportunities for students to:
   a. Participate in discussions, respecting the contributions of others and using techniques to retain information;
   b. Draw logical inferences and conclusions from oral and visual communications;

c. Ask relevant questions concerning a speaker's content, delivery and purpose;
d. Respond to permissive messages with probing questions, challenges or affirmations regarding the evidence that supports the listener's claims and conclusions;
e. Evaluate the credibility of a speaker (e.g., hidden agenda, slanted or biased material);
f. Recognize discrepancies between speakers' verbal and nonverbal messages;
g. Work in group settings in which students employ group decision-making techniques including brainstorming and problem-solving.

Benchmark D: Provide readers advisory services.

Reader's Advisory

1. Promote the school library as a gateway to additional reading materials and information networks.
2. Instruct students in methods for obtaining material not available in their school library (e.g., interlibrary loan, public library, academic library).
3. Provide book talks.
4. Promote award-winning books.
5. Extend the reading experience by suggesting additional titles in a series, or identifying additional works within a genre or works with similar themes.

Benchmark E: Participate in state and national reading activities such as Children's Book Week, Teen Read Week, National Library Week, School Library Month, Right to Read Week.

Reading Promotions

1. Facilitate multidisciplinary reading activities.
2. Extend and enrich reading experience through technology and multimedia activities.
3. Collaborate with coordinators of reading initiatives, obtain participatory materials, and communicate initiatives to stakeholders.

Benchmark F: Facilitate linkages to reading activities, such as after school programs, public library reading clubs, summer reading programs and other literacy initiatives.

Collaboration

1. Participate in school reading/literacy initiatives.
2. Identify reading/literacy initiatives available in the community.
3. Collaborate with public libraries and encourage students to participate in public library programs (e.g., after-school reading activities, summer reading club and others).

Benchmark G: Provide time for sustained silent reading.

Sustained Silent Reading

1. Facilitate reading for a sustained period of time utilizing self-selected and assigned materials.
2. Encourage independent reading.

Benchmark H: Share multicultural children's books in culturally conscious ways.

Multicultural Resources

1. Use works written by and about various ethnicities and cultural groups.
2. Discuss the application of dialects and culture through multiple reading experiences.
3. Explain stereotypes and mindsets, including gender, through literature.
4. Extend awareness of gender, culture and historical perspectives through literature.

Benchmark I: Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.

Professional Materials

1. Collaborate with teachers in the selection of professional material.

2. Provide and publicize professional material.
3. Identify and promote books that reinforce concepts in Ohio's academic content standards.
4. Provide bibliographies on curricular topics.
5. Distribute information on selection and acquisition of content-based material (e.g., resources for selecting teaching materials for specific content areas).
6. Promote insightful and thoughtful use of books by teachers.

Library-based Technology

Effective school library media programs provide, integrate and utilize a technology rich environment to support teaching and learning.

Expanded access to information is achieved by providing cutting-edge technologies that enable the school library media center to function as a virtual gateway to information. Technology is used to acquire, organize, produce and disseminate information. Assistive technologies equalize access to information for all students. The school library media specialist provides leadership to students and staff in the use of the Internet, electronic resources and other library-based technologies.

Grades K-12

Benchmark A: Provide, integrate and utilize online public access catalogs (OPACs) to locate and circulate school library materials.

Library Organization

1. Utilize a standard classification system to organize library materials (e.g., Dewey Decimal System or Library of Congress Classification System).
2. Standardize library catalog records in MARC (Machine Readable Cataloging) format.
3. Develop material-lending policies based on input from stakeholders.
4. Provide remote access to the school library OPAC (e.g., classroom and home access).

Interlibrary Cooperation

5. Facilitate linkages to external library catalogs.
6. Develop strategies for acquiring materials from external sources (e.g., interlibrary loan).

Benchmark B: Provide networked computers for staff and student use.

Technology Infrastructure

1. Provide computer networks which enable the acquisition and transfer of information.
2. Provide Internet accessibility.
3. Provide e-mail accessibility.

Responsible Usage

4. Participate in the development of local school-board adopted Acceptable Use Policies (AUPs).
5. Practice ethical and responsible use of library networks and library-based technologies.

Benchmark C: Demonstrate effective usage of library-based technologies, including the Internet and other electronic resources for teaching and learning.

Professional Development

1. Include technology professional development in the library media specialist's Individual Professional Development Plan (IPDP).
2. Provide staff development on the usage of library-based technologies.
3. Lead the integration of library-based technologies into the curriculum (e.g., identify library-based technologies that align with instruction).
4. Demonstrate technology projects that utilize active learning.
5. Provide access to multimedia equipment (e.g., computers, cameras, sound devices, projectors, portable devices).
6. Facilitate connections with agencies that lend technology equipment and assistive devices.
7. Engage stakeholders in the selection and utilization of both free and fee-based electronic resources.
8. Assist teachers with the use and integration of the Internet and electronic resources into teaching and learning.
9. Facilitate linkages to and integration of state electronic resources (e.g., Area Media Centers, INFOhio, ODE Instructional Management System, Ohio Historical Society, Ohio Resource Center, public libraries, colleges and universities, etc).

Benchmark D: Develop a virtual school library presence that students may access remotely.

Virtual School Library

1. Develop a school library Web site.

2. Provide information about school library services, hours of operation, staff, user guides, pathfinders, Internet access, and other available resources.

3. Connect the virtual school library to the school building and district Web sites.

Benchmark E: Provide assistive technologies to make all library services accessible to staff and students with disabilities.

Assistive Technology

1. Collaborate with stakeholders to identify effective assistive technologies that enable all students to access school library services.

2. Facilitate linkages to district, community and state assistive technology services for information and device lending (e.g., Ohio Department of Education's Office of Exceptional Children and ORCLISH).

Benchmark F: Practice and communicate ethical and responsible use of library-based technologies.

Responsible Usage

1. Provide information on copyright, intellectual freedom, ownership rights and fair use of materials.

2. Demonstrate responsible and ethical usage of library-based technologies.

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.

Grades K-2

Benchmark A: Locate the school library media center, recognize library staff members and participate in library activities.

Kindergarten

Library Awareness

1. Locate the school library media center and recognize library staff members.
2. Identify items found in the library media center (e.g., books, magazines, computers).
3. Understand that many activities take place in the library media center (e.g., reading, movies, puppet plays, storytelling, studying, exploring).

Lifelong Learning

4. Know that there is a library in the community—public library—that students may visit with their parents.

Grade One

Library Awareness

1. Locate the school library media center and recognize library staff members by name.
2. Discuss the roles of the library media center staff members and compare them to classroom teachers (e.g., The librarian helps me find books and information.).
3. Understand that the library media center has materials that everyone may use.
4. Participate in library media center activities (e.g., story time, readers theatre).

Lifelong Learning

5. Know that the public library has books and materials that students may use and borrow.

Grade Two

Library Awareness

1. Visit the library media center when needed for classroom projects or personal reading.
2. Understand the roles of various library media center staff members (e.g., What does the librarian do?).
3. Participate in library media center activities and reading celebrations (e.g., story time, Children's Book Week, Read Across America Day).

Lifelong Learning

4. Know that the public library has many activities for students (e.g., book clubs, guest speakers, summer reading programs).

Benchmark B: Recognize that the school library media center has a variety of books and materials that may be used and borrowed, and understand the importance of proper care of these materials.

Kindergarten

Library Awareness

1. Explore areas of the library media center with assistance from library media staff and classroom teachers (e.g., easy books, story area, listening centers, computer lab).
2. Select books with guidance from the library media staff and classroom teacher.

Circulation

3. Checkout books with help from the library media staff and classroom teacher.
4. Know that books may be taken home but must be returned.

Responsible Use

5. Discuss proper care of library books.

Grade One

Library Awareness

1. Browse areas of the library media center with assistance from library media staff and classroom teachers (e.g., easy books, story area, listening centers, computer lab).
2. Look at easy books and select books to checkout.

Circulation

3. Know how to checkout books.

4. Know when to return books and where to put them.

Responsible Use

5. Discuss proper care of library books and materials.

Grade Two

Library Awareness

1. Know that library media center materials are provided in several forma ts (e.g., print, nonprint, audio, video, multimedia).
2. Locate sections of the library media center based on need or activity (e.g., story area, listening centers, computer lab).
3. Select books and other library media materials to borrow.

Circulation

4. Use correct procedure to checkout books and materials.
5. Return books and materials on time.

Responsible Use

6. Demonstrate proper care of books and other library media center materials.

Benchmark C: Understand that library books and materials are housed in specific areas of the library media center.

Kindergarten

Library Organization

1. Know that storybooks are in the easy book section.
2. Know that the library catalog gives access to information about all of the books and materials in the school library media center.

Grade One

Library Organization

1. Know that books are placed in order on the bookshelves.
2. Know that some books are true and others are make-believe (e.g., nonfiction and fiction).
3. Use the library catalog to find books, with teacher or librarian assistance.

Grade Two

Library Organization

1. Understand that easy books are arranged alphabetically by the author's last name.

2. Understand that nonfiction books are arranged on the shelf by numbers.

3. Know the difference between easy books, chapter or fiction books and nonfiction books.

4. Explore library media center materials using the library catalog, with assistance.

Benchmark D: Read and listen to stories for schoolwork and personal enjoyment.

Kindergarten

1. Listen to stories read by library media center staff.

2. Look at books and read for pleasure.

3. Use picture clues to help understand reading material.

4. Know that there are many types of books (e.g., story books, rhyming books, counting books).

Grade One

1. Listen to stories, look at books and read for pleasure.

2. Ask questions to help understand information found in reading material.

3. Participate in literary-enrichment activities (e.g., story time, puppet theatre, draw and tell stories).

4. Know that authors write books and illustrators draw pictures in books.

Grade Two

1. Listen to books read aloud, explore library materials and read for pleasure.

2. Discuss characters and retell events and facts presented in the reading material.

3. Participate in literary-enrichment activities (e.g., choral speaking, creative dramatics and other library enrichment activities).

4. Identify simple literary styles (e.g., standard, rhyming, alliteration).

5. Read Caldecott Award books and understand that the book award is given for the best book illustrations.

Benchmark E: Understand what information is and use a process to find information.

Kindergarten

Understanding Information

1. Identify what information is and recognize that it can be represented in a variety of ways (e.g., numbers, words, pictures, sounds).

Decide

2. Decide what information is needed.

Find

3. Find the information with the assistance of the teacher or librarian (e.g., using books or observations).

Use

4. Use the information by sharing ideas and experiences.

Grade One

Understanding Information

1. Talk about the difference between factual information and fiction (e.g., what is real and what is pretend or make-believe).

Decide

2. Decide what information is needed (e.g., brainstorm needs by deciding what you already know, what you need to know, and what you want to learn).

Find

3. Find information about the topic by using library materials.

Use

4. Use the information and communicate findings orally, visually or in writing.

Check

5. Check work by discussing the process used to find the information.

Grade Two

Understanding Information

1. Tell about the purposes of information use (e.g., information is helpful in solving problems).

2. Distinguish between fact and fiction (e.g., discuss and compare fact-based documents about a topic with stories about the same topic).

Decide

3. Ask questions to investigate problems or topics (e.g., use brainstorming or graphic organizers to decide what information is needed about the topic).

Find

4. Find information about a question using library resources.

Use

5. Use information to communicate findings orally, visually or in writing and draw conclusions about findings.

Check

6. Check the work and explain the process used to find information.

Grades 3-5

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.

Grade Three

Library Awareness

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.

Grade Four

Library Awareness

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.

Lifelong Learning

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.

Grade Five

Library Awareness

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.

Lifelong Learning

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.

Grade Three

Library Organization

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.

Grade Four

Library Organization

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).

Library Catalog

5. Locate resources using a title, subject and/or author search in the library catalog.

Grade Five

Library Organization

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.

Grade Three

Reading Encouragement

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).

Grade Four

Reading Encouragement

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).

Grade Five

Reading Encouragement

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.

Grade Three

Understanding Information

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).

Grade Four

Understanding Information

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).

Primary/Secondary Sources

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

Reference Sources

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).

Grade Five

Understanding Information

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).

Primary/Secondary Sources

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

Reference Sources

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.

LIBRARY GUIDELINES

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

Grade Three

Decide

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.

Grade Four

Decide

1. Identify a topic and questions for research.
2. Brainstorm possible keywords or resources.

Find

3. Develop a search strategy that uses appropriate and available resources.
4. Explore a variety of resources such as school, public or community resources.

Use

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.

Check

8. Communicate findings orally, visually or in writing and draw conclusions about findings.
9. Evaluate the research project.

LIBRARY GUIDELINES

Grade Five

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

Grades 6-8

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.

Grade Six

Library Awareness

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.

Lifelong Learning

3. Understand that public library items may be placed on hold, reserved or ordered to meet information needs.

Grade Seven

Library Awareness

1. Discuss search strategies and information retrieval methods with the library media specialist or library staff member as needed.
2. Participate in library media center activities and reading celebrations (e.g., Right to Read Week, Teen Read Week, School Library Media Month).

Lifelong Learning

3. Know that public libraries have a variety of sections or departments that provide materials (e.g., children's department, young adult section, local history section, genealogy department).
4. Understand there are many types of libraries that serve as a variety of purposes (e.g., school, public, academic, government).

Grade Eight

Library Awareness

1. Access the library facility in person and remotely when needed (e.g., via the Internet).
2. Discuss search strategies and information retrieval methods with the library media specialist or library staff member as needed.
3. Identify books and library materials to include in the school library media center.
4. Participate in library media center activities and reading celebrations (e.g., Right to Read Week, Teen Read Week, School Library Media Month).

Lifelong Learning

5. Utilize public library for informational and personal 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.

Grade Six

Library Awareness

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).

Circulation

3. Follow appropriate procedures when borrowing library material (e.g., follow check-out and check-in procedures and return materials on time).

Library Organization

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.

Responsible Use

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.

Grade Seven

Library Awareness

1. Evaluate library materials and select formats based on information need (e.g., print, nonprint, audio, video).

Circulation

2. Demonstrate appropriate procedures when borrowing library material (e.g., follow check-out and check-in procedures and return materials on time).

Library Organization

3. Locate fiction and nonfiction books by call letters/numbers.
4. Use the library reference collection to find answers.

5. Locate resources using a title, subject or author, keyword and advanced searches in the library catalog.

Responsible Use

6. Demonstrate awareness of cultural diversities, differing opinions and points of view when using materials.

Grade Eight

1. Select appropriate library materials based on information, format and communication need.

Circulation

2. Demonstrate proper care of books and other library media center materials and use appropriate procedures when borrowing library material (e.g., follow check-out and check-in procedures and return materials on time).

Library Organization

3. Select appropriate reference tools to answer questions.

4. Locate resources using a title, subject or author, keyword and advanced searches search in the library catalog.

Responsible Use

5. Understand that parents must sign the district Acceptable Use Policy (AUP) and that it sets the expectation for appropriate use of electronic resources and the Internet.

6. Understand plagiarism and its ramifications.

7. Discuss intellectual property, copyright and fair use.

8. Recognize individual rights of others and practice tolerance.

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

Grade Six

Reading Encouragement

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).

Grade Seven

Reading Encouragement

1. Read for pleasure and information.

2. Compare the actions of and consequences that events had on characters in reading material.

3. Participate in choral speaking, creative dramatics and other literary enrichment activities.

4. Explore books by authors who write in different fictional genres and literary styles (e.g., prose, dialect).

5. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

Grade Eight

Reading Encouragement

1. Read for pleasure and information.

2. Understand character traits and actions presented in reading material.

3. Participate in choral speaking, creative dramatics and other literary enrichment activities.

4. Identify authors who write books in different fictional genres and literary styles (e.g., classics, world literature, American literature).

5. 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.

Grade Six

Evaluating Resources

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).

Grade Seven

Evaluating Resources

1. Distinguish when current copyright dates of sources are important in answering an information need (e.g., science information on cloning, results of an election).

2. Assess the objectivity (the ability of an author to present information without bias) of a source when using information.

3. Compare multiple sources (online encyclopedia, Web site, online magazine database, print source) to check accuracy of information. (e.g., Do facts match on each site?)

4. Determine if a given source has all the information needed (coverage) for a question or project (e.g., general encyclopedia with a subject overview, magazine article highlighting specific issue).

5. Chart information gathered from multiple sources to determine facts to be used in a project.

Grade Eight

Evaluating Resources

1. Understand the structure and organization of information sources including keywords, subject directory or subject search in a library catalog.

2. Demonstrate how to determine copyright issues when creating new products:

   a. Ask permission to use articles, quotations and graphics;
   b. Credit information to be included in the product.

3. Examine two Web sites with opposing viewpoints and describe the objectivity and intent of the author (e.g., candidates in an election, controversial subjects).

4. Evaluate the validity of information by comparing information from different sources for accuracy. (e.g.,What makes the author an expert? Is information the same in multiple sources?)

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.

Grade Six

Decide

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.

Find

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.

Use

7. Use peer-evaluation techniques and authentic assessments to analyze information.
8. Take notes, organize information into logical sequence and create a draft product (e.g., report, research paper, presentation).

Check

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.

Grade Seven

Decide

1. Develop open-ended research questions about a defined information need.

Find

2. Select and evaluate relevant information about a specific topic in several sources.
3. Select information from different types of subscription resources (fee-based, pay-to-use) to meet an information need (e.g., magazine database, picture archive, online encyclopedia).

Use

4. Compile information learned about a topic from a variety of sources.
5. Create information products to share information using different formats (e.g., print, audio recording, digital, video, slide show).
6. Identify primary and secondary source material and discuss differences.
7. Take notes, organize information into logical sequence and create a draft product (e.g., report, research paper, presentation).
8. Critically evaluate the quality of the information resource (e.g., authority, accuracy, currency, objectivity).

Check

9. Evaluate how information was found and assess the quality of the information product.

Grade Eight

Decide

1. Formulate an essential question to guide the research process.

Find

2. Identify and evaluate relevant information and select pertinent information found in each source.
3. Expand search strategies by using Boolean logic.
4. Narrow or broaden search topic/question according to how many resources are located.
5. Seek information from a variety of viewpoints.

Use

6. Analyze information, finding connections that lead to a final information product.
7. Demonstrate how to determine copyright issues when creating new products (e.g., permissions to use articles and graphics, credit information to be included).

8. Use a teacher- or district-designated citation-style manual to credit sources used in work (e.g., MLA Style Manual, APA Guidelines).

9. Examine diverse opinions and points-of-view to develop and modify individual point-of-view (e.g., view culture, background, historical context).

10. Take notes, organize information into logical sequence, and create a draft product (e.g., report, research paper, presentation).

11. Digitize information for archiving and future use (e.g., creating an electronic portfolio of curricular projects).

Check

12. Revise and edit the information product.

13. Communicate, publish and disseminate findings to multiple audiences in a variety of formats (e.g., report, speech, presentation, Web site).

14. Evaluate the final product for its adherence to project requirements. (e.g., Recognize weaknesses in process and product and find ways to improve.)

Grades 9-12

Benchmark A: Investigate information through independent discovery, peer collaboration, and inquiry learning; read a variety of literary material for academic need, personal interest and lifelong learning; and practice responsible usage and ethical behavior when using library media center materials.

Grade Nine

Library Awareness

1. Access additional resources provided in the high school library media center.
2. Evaluate library materials and select formats based on information need and personal preference (e.g., e-book, digital media, print).
3. Locate resources using a title, subject, author, keyword and advanced searches in the library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year or material type).
4. Select appropriate reference tools to answer questions.

Literary Appreciation

5. Participate in library media center activities and reading celebrations.

Responsible Use

6. Understand plagiarism and its ramifications.
7. Discuss intellectual property, copyright and fair use.
8. Discuss access to information in a democratic society.

Lifelong Learning

9. Utilize public library for informational and personal needs.
10. Access government libraries and information services.

Grade Ten

Library Awareness

1. Select library materials and equipment based on information or personal need and recommend items to include in the high school library media center.
2. Evaluate library materials and select formats based on information need and personal preference (e.g., e-book, digital media, print).
3. Locate resources using a title, subject, author, keyword and advanced searches in the library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year, or material type).

4. Make meaningful connections between classroom learning, information skills and real-life situations.

5. Read for pleasure and information.

Literary Appreciation

6. Understand complex forms of literary expression.

7. Explore works of authors who write in different fictional genres and literary styles.

8. Read a variety of award-winning material, from classic literature to best sellers (e.g., the Michael Prinz Award).

Responsible Use

9. Demonstrate an appreciation of intellectual property rights and awareness of intellectual property issues.

10. Understand the importance of diverse information and access to information in a democratic society.

Lifelong Learning

11. Utilize public library for information and personal needs.

12. Access academic (college and university) libraries for advanced information on an academic subject.

Grade Eleven

Library Awareness

1. Access the library facility in person and remotely when needed.

2. Locate resources using a title, subject or author, keyword and advanced searches search in the library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year or material type).

Literary Appreciation

3. Identify authors and their literary works.

4. Read a variety of award-winning material, from classic literature to best sellers.

Responsible Use

5. Demonstrate an appreciation of intellectual property rights and awareness of intellectual property issues.

6. Understand the importance of diverse information and access to information in a democratic society.

Lifelong Learning

7. Select types of libraries to use based on informational or personal needs.

Grade Twelve

Library Awareness

1. Access the library facility in person and remotely when needed.
2. Locate resources using a title, subject, or author, keyword and advanced searches in the library catalog (e.g., Boolean operators and/or limiters such as copyright or material type).

Literary Appreciation

3. Identify authors and their literary works.
4. Read a variety of award-winning material for educational and personal enjoyment.

Responsible Use

5. Observe intellectual property rights and copyright restrictions.
6. Respect the principles of intellectual freedom and intellectual property rights.

Lifelong Learning

7. Continue to use the public library after graduation and throughout life for informational and personal needs.
8. Use a variety of libraries for academic achievement and lifelong learning after graduation (e.g., university libraries, career/work-related libraries).

Benchmark B: Determine and apply an evaluative process to all information sources chosen for a project.

Grade Nine

Evaluating Resources

1. Define terms which determine information validity:
   a. Accuracy;
   b. Authority;
   c. Objectivity;
   d. Currency;
   e. Coverage.
2. Determine the author's authority for all resources and identify points of agreement and disagreement among sources.

Grade Ten

Evaluating Resources

1. Examine information for its accuracy and relevance to an information need (e.g., for a report on pollution, find information from sources that have correct and current information related to the topic).

2. Identify relevant facts, check facts for accuracy and record appropriate information (e.g., follow a standard procedure to check information sources used in a project).

3. Select appropriate information on two sides of an issue (e.g., identify the authors of each information source and their expertise and/or bias).

Grade Eleven

Evaluating Resources

1. Seek and evaluate information to answer both personal and curricular needs.

2. Evaluate information collected to answer both personal and curricular needs to determine its accuracy, authority, objectivity, currency and coverage.

3. Determine valid information for an assignment from a variety of sources.

Grade Twelve

Evaluating Resources

1. Evaluate information collected to answer both personal and curricular needs to determine its accuracy, authority, objectivity, currency and coverage.

2. Acknowledge intellectual property in using information sources.

3. Determine and apply an evaluative process to all information sources chosen for a project.

Benchmark C: Apply a research process model to conduct research and meet information needs.

Grade Nine

Decide

1. Determine the essential questions and plan research strategies.

2. Utilize basic and advanced search strategies to obtain topic-appropriate resources.

Find

3. Select and evaluate appropriateness of information from a variety of resources, including online research databases and Web sites to answer the essential questions.

Use

4. Integrate copyrighted information into an information product, following appropriate use guidelines (e.g., quote using proper citation format, request permission for use).

5. Identify relevant facts, check facts for accuracy and record appropriate information.

Check

6. Analyze the information gathered through note taking, organize information into a logical sequence, and create a draft product (e.g., report, research paper, presentation).

7. Incorporate a list of sources used in a project using a standard bibliographic style manual (e.g., MLA and APA Style Manuals).

8. Create and communicate findings through an appropriate format.

Check

9. Evaluate the research process and product as they apply to the information need (e.g., does the process reflect the actual information need?).

Grade Ten

Decide

1. Select the essential question to be examined by the research.

2. Utilize basic and advanced search strategies to obtain topic-appropriate resources.

Find

3. Evaluate information, select relevant and pertinent information found in each source and maintain accurate records of sources used.

4. Organize and analyze information through note taking and finding connections that lead to a final product.

5. Follow copyright laws and guidelines, using standard bibliographic format to list sources.

Check

6. Create and communicate findings through an appropriate format.

7. Review and evaluate the research process and resources used to determine how the process might be improved.

8. Evaluate the research product for ways to improve the communication of information.

Grade Eleven

Decide

1. Select essential questions for research and use a recognized or personally developed model to conduct independent research.

2. Utilize basic and advanced search strategies to obtain topic-appropriate resources.

Find

3. Identify, evaluate and select relevant and pertinent information found in each source.

Use

4. Identify relevant facts, check for validity and record appropriate information keeping track of all sources.

Check

5. Analyze information and communicate in oral, written or other format.
6. Respect copyright laws and guidelines, and use standard bibliographic format to list sources.
7. Create and communicate findings through an appropriate format.
8. Critique and revise the information product.
9. Review the research process and product for efficiency and effectiveness.

Grade Twelve

Decide

1. Derive a personally developed research model to conduct independent research.

Find

2. Refine the information question to focus the research process, modifying the question as necessary to broaden or narrow the inquiry.

Use

3. Critique information sources to determine if different points of view are included.
4. Integrate multiple information sources in the research process.
5. Create a product to communicate information, representing a personal point of view based on findings.

Check

6. Adhere to copyright and intellectual property laws and guidelines when creating new products (e.g., standard bibliographic format, permissions to use information created by others).
7. Archive final product in an accessible format for future use.

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.

Grades K-2

Benchmark A: Understand that school library materials may be provided in electronic formats that are organized in a system and that access to the system may be provided electronically.

Kindergarten

1. Know that the school library has technology-based resources (e.g., computer, television, sound devices).
2. View/listen to multimedia library resources (e.g., listening station, video, DVD).
3. Understand directions for using library technology.

Grade One

1. Use library computers, software and multimedia materials with assistance.
2. Know that information about library resources is stored in the online public access catalog.

Grade Two

1. Logon to library network/computer system with assistance (e.g., know username and password).
2. Explore the online public access catalog with assistance (e.g., locate OPAC icon, open OPAC, browse entries).

LIBRARY GUIDELINES

Benchmark B: Apply basic Internet browser and navigation skills to search for information on the Internet.

Kindergarten

Internet Concepts

1. Talk about the Internet as an information source.

2. Use Web page functions:
   a. Scroll up and down page;
   b. Click on links;
   c. Use back button.

Grade One

Internet Concepts

1. List types of information available on the Internet (e.g., school Web site, local information, animals, maps).

2. Use teacher- or librarian-selected Web sites to find information or learn new things.

3. Use browser tools and buttons:
   a. Forward and back button;
   b. Home button;
   c. Choose a link from the bookmarks or favorites list.

Grade Two

Internet Concepts

1. Demonstrate the use of browser elements including the toolbar, buttons, favorites or bookmarks, and tell their function.

2. Access the school Web page and the school library Web site.

3. Search for information in an online encyclopedia using a topical search (e.g., choose from a list of topics moving from broad—animals to more specific—panda).

4. Read information from a Web site assigned by teacher and identify the name and topic of the Web site.

Grades 3-5

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

Grade Three

Online Public Access Catalog

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.

Grade Four

Online Public Access Catalog

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).

Grade Five

Online Public Access Catalog

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.

Grade Three

Internet Concepts

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.

Grade Four

Beginning Searching

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.

Web Site Evaluation

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.

Grade Five

Internet Concepts

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

Beginning Searching

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.

Website Evaluation

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.

Grade Three

Electronic Resources

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.

Grade Four

Electronic Resources

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, encyclopedias, dictionaries).

Grade Five

Electronic Resources

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.

Grades 6-8

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

Grade Six

Online Public Access Catalog

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).

Grade Seven

Online Public Access Catalog

1. Conduct OPAC searches using Boolean logic (e.g., "AND," "OR," "NOT").
2. Identify information about library materials in the OPAC bibliographic record (e.g., publication date, summary, location, availability).
3. Login to the OPAC remotely via username and password (e.g., login to the OPAC from the classroom or from home).
4. Access OPACs from other libraries via the Internet (e.g., public library catalog).

Grade Eight

1. Perform advanced OPAC searches by using Boolean operators, keywords, and subject terms (e.g., "AND," "OR," "NOT").
2. Select library materials based on descriptors and subject terms in the OPAC bibliographic record.
3. Access the school library OPAC and other available OPACs remotely.

LIBRARY GUIDELINES

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

Grade Six

Internet Concepts

1. Explain the function of a Web browser (e.g., what is the difference between the browser software and a page on the Internet?).

Search Engines

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.

Evaluating Sources

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).

Grade Seven

Internet Concepts

1. Recognize that some Web information requires special software for its use (e.g., discuss what plug-ins are and how they expand the use of the Internet).

Search Strategies

2. Search a student-selected online directory or search engine by subject, keyword, author, title, date or format.

3. Use Boolean operators in the search process (e.g., use Boolean logic to expand a search and to limit a search "AND," "NOT").

4. Compare information found in searches done on different types of Internet resources (e.g., meta engine, directory, search engine).

5. Report elements of a Web site that make it effective (e.g., describe why the Web site is appropriate for the particular information needed).

Grade Eight

Internet Concepts

1. Troubleshoot error messages in a Web browser (e.g., procedure to use when a page is not found to verify the address, use refresh and stop buttons).

Search Strategies

2. Incorporate Boolean operators in the search process for curricular needs (e.g., know the basic Boolean operators and use them in a search).
3. Compare information found in searches done on different search engines, directory, search engine, meta engine; and discuss differences in how search engines select and provide information (e.g., results ranked by relevancy, popularity or paid placement).

Web Site Evaluation

4. Compare several Web sites on the same topic and evaluate the purpose of each site (e.g., use several sites for a specific curricular need and note whether the sites have similar or conflicting data).

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

Grade Six

Electronic Resources

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.

Grade Seven

Electronic Resources

1. Compare search results through the use of different keywords (e.g., search for conservation information using "garbage" and search again using "waste disposal").
2. Examine information in different types of subscription (fee-based) databases to locate information for a curricular need (e.g., online encyclopedia, online subject dictionaries, magazine index, picture archive).

Grade Eight

Electronic Resources

1. Select research databases that align with identified information need (e.g., specialized databases on government, science, history, as needed for assignments).

2. Locate and use advanced search features and appropriate tools such as Boolean operators ("AND," "OR," "NOT") and a thesaurus in an online database.

Grades 9-12

Benchmark A: Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

Grade Nine

Search Strategies

1. Identify multiple directories and search engines matching curricular need (e.g., given an assignment, use knowledge of tools to pick an appropriate tool to search for information).
2. Construct search strategies focused on the retrieval of specific search results by incorporating Boolean operators ("AND," "OR," "NOT") and adjacency/proximity techniques.
3. Compare and chart the search results from multiple Web sites to check for consistency of information (e.g., compare data on acid rain from more than one site).

Web Site Evaluation

4. Establish criteria for evaluating the information retrieved through Internet searching (e.g., author's expertise, bias, coverage of topic, timeliness).

Grade Ten

Search Strategies

1. Construct an effective search strategy to retrieve relevant information through multiple search engines, directories and Internet resources.

Web Site Evaluation

2. Employ a systematic approach to judge the validity of Web information matched against the defined information need (e.g., researching an author through the Web requires finding biographical information plus criticisms of the author's works).
3. Examine the information retrieved through Internet searching for authenticity of information, bias, currency, relevance and appropriateness.

Grade Eleven

Search Strategies

1. Demonstrate the use of parentheses for nesting search terms to alter retrieval strategies through multiple Internet resources.
2. Create a product on a specific curricular topic that includes annotated Web sites constructed according to a standard style manual (e.g., electronic pathfinder on careers).

Web Site Evaluation

3. Develop a systematic approach to judge the value of the retrieved Web information.

Grade Twelve

Search Strategies

1. Synthesize search results retrieved from a variety of Internet resources to create an information product for a targeted audience.

2. Incorporate defined field searching by initiating a search string identifying the desired field of information to be retrieved (e.g., search author or title).

Web Site Evaluation

3. Critique research retrieved through the Internet for authority, accuracy, objectivity, currency, coverage and relevancy.

Benchmark B: Evaluate choices of electronic resources and determine their strengths and limitations.

Grade Nine

Electronic Resources

1. Integrate search strategies within the electronic resource that targets retrieval for a specific information need (e.g., limit by date of publication, focus on specific format such as image, sound file).

2. Review strengths and weaknesses of various types of electronic resources for research need (e.g., compare subject-specific magazine database to general online index of articles).

3. Demonstrate the difference between databases, directories, and database archives (e.g., free vs. fee-based, delivery mechanism—CD, DVD, Network, Internet, and general vs. specific discipline).

4. Select a specific database for an assignment and explain why it is the appropriate one to use (e.g., in researching a particular author, use a literary database of biographical and critical information about writers).

Grade Ten

Electronic Resources

1. Choose a topic, then identify appropriate electronic resources to use, citing the name and date of the resource medium database or archive collection.

2. Research and critique information in different types of subscription (fee-based) electronic resources to locate information for a curricular need.

3. Investigate tools within electronic resources to generate search strategies (e.g., use a thesaurus to identify subject terms for improved retrieval of information).

Grade Eleven

Electronic Resources

1. Modify a search through the use of different key words and other techniques specific to an electronic resource (e.g., online database, Web-based index).
2. Integrate online subscription resources and other electronic media to meet needs for research and communication on a routine basis.
3. Differentiate coverage of electronic resources to select information need.
4. Support choices of free and fee-based Web information used to create a class project.

Grade Twelve

Electronic Resources

1. Research information from electronic archives (e.g., listserv archives, Web log sites).
2. Use a variety of technology resources for curriculum and personal information needs (e.g., streaming video, CD/DVD, subscription database).
3. Evaluate technology resources and determine strengths and weaknesses for curricular or personal needs.
4. Select appropriate tool, online resource or Web.

Benchmark C: Utilize the Internet for research, classroom assignments and appropriate personal interests.

Grade Nine

Search Strategies

1. Identify directories and search engines.
2. Construct search strategies focused on the retrieval of specific search results by incorporating Boolean operators "AND," "OR," "NOT" and adjacency/proximity techniques.

3. Compare and chart the search results from multiple Web sites to check for consistency of information (e.g., compare data on acid rain from more than one site).

Evaluating Sources

4. Establish criteria for evaluating the information retrieved through Internet searching (e.g., author's expertise, bias, coverage of topic, timeliness).

Grade Ten

Search Strategies

1. Construct an effective search strategy to retrieve relevant information through multiple search engines, directories and Internet resources.

2. Narrow or broaden the search strategy by modifying the keywords entered in the original search strategy.

3. Employ a systematic approach to judge the validity of a Web information match against the defined information need (e.g., researching an author through the Web requires finding biographical information plus criticisms of the author's works).

Evaluating Sources

4. Examine the information retrieved through Internet searching for authenticity of information, bias, currency, relevance and appropriateness.

Grade Eleven

Search Strategies

1. Demonstrate the use of parentheses for nesting search terms to alter retrieval strategies through multiple Internet resources.

2. Create a product on a specific curricular topic that includes annotated Web sites constructed according to a standard style manual (e.g., electronic pathfinder on careers).

Evaluating Sources

3. Develop a systematic approach to judge the value of the retrieved Web information.

Grade Twelve

Search Strategies

1. Incorporate defined field searching by initiating a search string identifying the desired field of information to be retrieved (e.g., search author or title).

2. Create a stand-alone system for tracking Internet resources for personal and academic needs (e.g., postsecondary institutions of interest).

Evaluating Sources

3. Synthesize search results retrieved from a variety of Internet resources to create an information product for a targeted audience.

4. Critique research retrieved through the Internet for authority, accuracy, objectivity, currency, coverage and relevancy.

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.

Grades K-2

Benchmark A: Explore the intended effect of media communications and messages when delivered and received for personal and various other purposes.

Kindergarten

Communicating With Media

1. List personal reasons for creating media communications and messages (e.g., tell a story, to ask for something, to make someone happy).

Media Messages

2. View familiar information in everyday messages (e.g., birthday greeting, holiday greeting, toy advertisement, road sign, warning label).

Grade One

Communicating With Media

1. Ask and answer questions about why people communicate through media (e.g., recognize the reason for the message).

Media Messages

2. Recognize familiar information in messages communicated through media (e.g., use context clues and graphic symbols that help to understand the purpose, function and important idea in media communications).

Grade Two

Communicating With Media

1. Discuss how various elements of print and nonprint medium formats are used to gain the attention of various audiences, and affect their feelings and thoughts (e.g., size, color, shape, sound and voice, motion).

2. Ask and answer questions concerning the purpose and function of print and nonprint media communications created by a variety of people (e.g., why, who, where, when and how).

Benchmark B: Distinguish between a variety of elements used to create and construct media communications for personal and various other purposes.

Kindergarten

Media Elements

1. Recognize a variety of print and nonprint formats used in the delivery of media messages (e.g., book, television, film, radio, CD-ROM, DVD, e-mail, Web pages, photographs, charts and graphs).

Grade One

Media Elements

1. Recognize printed text, symbols, shapes and other graphics used in media communications.
2. Identify a variety of sounds, voice tones and facial expressions used to convey emotion.
3. Explain how clothing and costume are used to convey factual and fictional information.

Grade Two

Media Elements

1. Identify various media communications and messages in print and nonprint formats (e.g, newspaper, television news broadcast, commercial, radio announcements).
2. Sort and label a variety of sounds, voice tones and face expressions used to illustrate emotion (e.g., loud, soft, silent, happy, whiny, sad, angry).
3. Identify characteristics of motion and movement (e.g., fast, slow, smooth, jerky).

Grades 3-5

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

Grade Three

Communicating With Media

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).

Grade Four

Communicating With Media

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.

Media Messages

3. List reasons for the communication and delivery of information by individuals, groups, businesses and organizations.

Grade Five

Communicating With Media

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.

Media Messages

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.

Grade Three

Media Elements

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).

Grade Four

Media Elements

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).

Grade Five

Media Elements

1. Employ "use and function" of the various text elements and organizational structures 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).

Grades 6-8

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.

Grade Six

Communicating With Media

1. Discuss why print and nonprint media communications are directed toward specific listeners and viewers.

Media Messages

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.

Grade Seven

Communicating With Media

1. Analyze the adequacy and accuracy of facts and details in media communications directed toward specific listeners, viewers and one's self.

Media Messages

2. Analyze how multimedia practices shape and alter personal perceptions and viewpoints of specific listeners and viewers, and the degree of impact.

3. Recognize fallacious reasoning, misleading concepts, persuasive hype, bias and stereotyping found in the construction and delivery of specific media created by students and by others.

3. Classify reasons for the communication and delivery of information by individuals, groups, businesses and organizations.

Grade Eight

Communicating With Media

1. Assess the accuracy, relevancy and credibility of information presented in various print and nonprint media communications directed toward specific listeners, viewers and one's self.

2. Assess the degree of impact information communicated and received has in informing, influencing or altering personal perception and viewpoint, and other listeners and viewers.

Media Messages

3. Assess the format and medium of choice for delivery of media communications and messages, based on audience characteristics (e.g., level of understanding, level of interest).

4. Differentiate audience factors that influence reasons for the communication and delivery of information by individuals, groups, businesses and organizations (e.g., age, gender, ethnicity, geography, economics).

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

Grade Six

Media Elements

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).

Grade Seven

Media Elements

1. Compare and contrast the various physical combinations of media components, production techniques and medium formats utilized in the construction of media communications for specific audiences (e.g., visual design, text structures, language choice, sound and motion, and production special effects).

2. Analyze information found in graphic representations to see if it is aligned with the original intent of the author, artist or producer.

Grade Eight

Media Elements

1. Distinguish between the design features and characteristics of consumer products, functional materials and public documents and presentations (e.g., brochures, newspapers, advertisements, newscasts).

2. Assess the use and relationship between various multimedia components, production techniques and medium formats chosen to alter fact and data and develop persuasive key viewpoints for specific listeners and viewers based on age, gender, ethnicity, geography and social economics.

Grades 9-12

Benchmark A: Comprehend that media communications deliver information and messages that regard social, political, economical, aesthetic and ethical issues.

Grade Nine

Media Messages

1. Infer and summarize information communicated, delivered and received by society as a whole.
2. Identify factors that influence reasons for the communication and delivery of information regarding social, economic, political, aesthetic and ethical issues (e.g., debate, argument, advocacy, policy, positioning).

Grade Ten

Media Messages

1. Examine the social, economic, political, aesthetic and ethical functions and purposes embedded in media communications.
2. Compare and contrast the effectiveness of multimedia components and medium formats used to produce and deliver various communications and information for social, economic, political, aesthetic and ethical issues.

Grade Eleven

Media Messages

1. Assess information communicated, delivered and received by society as a whole.
2. State reasons for media communications and delivery in support of social, economic, political, aesthetic and ethical issues (e.g., debate, argument, advocacy, policy, positioning).

Grade Twelve

Media Messages

1. Examine and evaluate information communicated, delivered and received by society as a whole.
2. Analyze and critique social, economic, political, aesthetic and ethical functions and purposes embedded in media communications.

Benchmark B: Evaluate various media practices used to contribute to the effectiveness of media communications and their impact on social, political, economical and ethical issues.

Grade Nine

Media Elements

1. Recognize the conventions of visual media genres (e.g., talk shows, newscasts, documentaries, commercials, advertisements, billboards, Web pages).

2. Determine why and how intent and use of multimedia components, organizational patterns, production techniques and medium formats inform or influence social, economic, political, aesthetic and ethical issues (e.g., editing, figurative language, sound devices, literary techniques, black and white footage, set design in social-cultural contexts, effective packaging).

Grade Ten

Media Elements

1. Discuss manipulation of the rules and expectations for media genres to affect and influence social economic, political, aesthetic and ethical issues, and society as a whole.

2. Assess procedures and decision-making processes involved in the construction of various media communications and messages, and the degree to which the results impact social, economic, political, aesthetic and ethical issues, and society as a whole.

3. Demonstrate how use of multimedia components, organizational patterns, production techniques and medium formats to inform or influence social, economic, political, aesthetic and ethical issues (e.g., editing, figurative language, sound devices, literary techniques, black and white footage, set design in social-cultural contexts, effective packaging).

Grade Eleven

Media Elements

1. Critique procedures and decision-making processes involved in the construction of media communications and messages, for results that impact social, economic, political, aesthetic and ethical issues, and society as a whole.

2. Assess and consider the legal and ethical responsibilities involved in the construction and delivery of media communication and information.

Grade Twelve

Media Elements

1. Employ as appropriate Universal Design principles for construction of media communications, messages and products that address social, economic, political, aesthetic and ethical issues.

2. Employ and practice legal and ethical responsibilities involved in the construction and delivery of media communications and information that address social, economic, political, aesthetic and ethical issues.

Benchmark C: Critique and evaluate the intended impact of media communications and messages when delivered and received by society as a whole.

Grade Nine

Communicating With Media

1. Infer and state the influence of media communications on society as a whole and in the shaping of governmental, social and cultural norms.

2. Examine media communications for accuracy, relevancy, credibility and appropriateness (e.g., validity of authority, objectivity, balanced coverage, publication date, testimonial, glittering generalities, emotional word repetition, bait and switch).

3. Recognize propaganda and rhetorical devices embedded in visual and text media components.

4. Examine media communications and information products for the alignment of content, context and projected values.

Grade Ten

Communicating With Media

1. Summarize and state the pros and cons of media communications on society as a whole and in the shaping of governmental, social and cultural norms.

2. Assess media communications for bias, fallacious reasoning, unsupported inferences, propaganda, rhetoric, stereotyping, accuracy, relevancy and credibility.

Grade Eleven

Communicating With Media

1. Assess influences of media communications on society as a whole and in the shaping of governmental, social and cultural norms.

2. Assess media communications for complexities and discrepancies, as well as for accuracy, relevancy and credibility.

3. Critique media communications and information products for alignment of content, context and projected values.

Grade Twelve

Communicating With Media

1. Analyze the influences of media communications on society as a whole and in the shaping of governmental, social and cultural norms.
2. Critique media communications for complexities and discrepancies, accuracy, relevancy and credibility.
3. Evaluate media communications and information products for alignment of content, context and projected values.