

## LIBRARY/RESEARCH SKILLS AND TECHNOLOGY CURRICULUM: GRADE 3

#	STANDARDS/ GOALS/ OBJECTIVES
	<p><b><u>National Information Literacy Standards for Student Learning #1:</u></b> The student who is information literate accesses information efficiently and effectively; recognizes the need for information; recognizes that accurate and comprehensive information is the basis for intelligent decision-making; formulates questions based on information needs; identifies a variety of potential sources of information; and develops and uses successful strategies for locating information.</p>
	<b>I. ORIENTATION</b>
	<b>A. Purpose and Mission of the Library Media Center</b>
	<i>The student learns about the services and resources available at the library media center.</i>
O1	identify library media center staff and recognize their role in student learning.
O2	demonstrate the correlation between the classroom reading program and library experiences.
O3	demonstrate the correlation between the classroom curriculum and library resources.
	<b>B. Circulation Policies and Procedures</b>
	<i>The student learns about the circulation policies and procedures at each new level.</i>
O4	demonstrate knowledge of acceptable behavior and responsibility in the library media center.
O5	use correct circulation procedures for checking out library materials.
O6	recognize the importance of student numbers/bar code labels.
O7	understand when books are due and the importance of returning them on time.
O8	recognize the consequences for lost books, damaged books, and overdue books.
O9	identify the hours of service available during the day or week for open checkout.
	<p><b><u>National Information Literacy Standards for Student Learning #1:</u></b> The student who is information literate accesses information efficiently and effectively; recognizes the need for information; recognizes that accurate and comprehensive information is the basis for intelligent decision-making; formulates questions based on information needs; identifies a variety of potential sources of information; and develops and uses successful strategies for locating information.</p> <p><b><u>National Information Literacy Standards for Student Learning #2:</u></b> The student who is information literate evaluates information critically and completely; determines accuracy, relevance, and comprehensiveness; distinguishes among fact, point of view, and opinion; identifies inaccurate and misleading information; and selects information appropriate to the problem or question at hand.</p> <p><b><u>National Information Literacy Standards for Student Learning #3:</u></b> The student who is information literate uses information accurately and creatively; organizes information for practical application; integrates new information into one's own knowledge; applies information in critical thinking and problem-solving; and produces and communicates information and ideas in appropriate formats.</p>
	<b>II. ACCESSING AND USING INFORMATION</b>
	<b>A. Information Access: Identification, Location, and Retrieval</b>

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	<i>The student accesses information efficiently and effectively.</i>
A1	demonstrate an understanding that the automated card catalog/OPAC is an index to the library media center collection and interpret its information to locate materials.
A2	demonstrate effective use of the automated card catalog/OPAC (locate by author, title, subject, series, status of a book, due date).
A3	identify the arrangement of fiction, nonfiction, and biography on shelves.
A4	identify special call numbers used in the library and find in the automated card catalog (REF, 92/B).
A5	understand the purpose and origin of the Dewey Decimal System as a method of locating nonfiction books.
A6	apply the use of the alphabet (to the third letter) in understanding the arrangement of fiction.
A7	understand the unique shelf arrangement of biographies within nonfiction.
A8	demonstrate a working knowledge of library media center vocabulary (publisher, copyright date, place of publication, index, automated card catalog/OPAC, call number, atlas, almanac, periodical).
A9	distinguish the author from the illustrator.
A10	understand the relationship between the call number and the physical arrangement of the library media center.
A11	recognize and use the different parts of a book (cover, spine, title page, dedication page, dust jacket, publisher, binding, spine, spine label, call number, illustrator, author, copyright date, foreword, table of contents, chapters, index, glossary, topics).
A12	know how to use a dictionary: understand its four uses (word definition, spelling, word pronunciation, and parts of speech), identify guide words and entry words, understand division of syllables, understand abbreviations used.
A13	identify a variety of traditional and non-print media as sources of information.
A14	determine when and why to use an encyclopedia and how to select the appropriate volume to find a specific topic.
A15	recognize that the Dewey Decimal System's main classifications can be divided and subdivided into more specific subjects.
A16	know that an atlas is a book of maps.
A17	be introduced to electronic databases for simple searches (LiLI, BigChalk) and Internet search engines.
A18	become familiar with skimming and scanning.
	<b>B. Information Analysis: Interpretation and Evaluation</b>
	<i>The student analyzes information critically and completely.</i>
A19	develop and use criteria to select media for an identified information need (appeal, format, information on cover, specific title/ author/ illustrator).
A20	differentiate between fiction and nonfiction.
A21	differentiate between fact and opinion.
A22	differentiate among biography, autobiography, and collective biography.
A23	know the difference between narrative and expository text.
A24	demonstrate knowledge of short story elements (time and place - setting, problem, goal, resolution, sequential order of events).
	<b>C. Information Use: Communication and Presentation</b>

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	<i>The student uses information effectively and creatively.</i>
A25	share literature with other children.
A26	use comprehension skills to retell or summarize a story.
A27	demonstrate information literacy by recalling facts and details from listening to and reading fiction and nonfiction.
A28	begin to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.
A29	gain information and understanding from viewing non-print media (videos, DVD's, CD's computers, audio tapes, electronic data bases).
	<p><b>National Information Literacy Standards for Student Learning #4:</b> The student who is an independent learner is information literate and pursues information related to personal interests; seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits; and designs, develops, and evaluates information products and solutions related to personal interests.</p> <p><b>National Information Literacy Standards for Student Learning #5:</b> The student who is an independent learner is information literate and appreciates literature and other creative expressions of information; is a competent and self-motivated reader; derives meaning from information presented creatively in a variety of formats; and develops creative products in a variety of formats.</p> <p><b>National Information Literacy Standards for Student Learning #6:</b> The students who is an independent learner is information literature and strives for excellence in information seeking and knowledge generation; assesses the quality of the process and products of personal information seeking; and devises strategies for revising, improving, and updating self-generated knowledge.</p>
	<b>III. Lifelong Learning</b>
	<b>A. Independent Learning</b>
	<i>The student develops skills that help the student satisfy personal and educational needs on one's own.</i>
L1	browse the collection for individual interests.
L2	select books at appropriate reading level.
L3	select, listen to, and respond to several types of fictional literature, including historical fiction.
L4	recognize the concept that information is presented in a variety of formats.
L5	participate in various reading incentive programs (Book IT, Accelerated Reader, etc.).
L6	set and monitor reading goals.
L7	read to accomplish various purposes, both assigned and self-selected.
L8	balance reading by selecting a variety of works.
	<b>B. Literature Appreciation</b>
	<i>The student appreciates literature and other creative forms of expression.</i>
L9	recognize noted children's authors and illustrators.
L10	identify and distinguish the types of fiction such as historical, contemporary realistic, humorous, adventure, etc.
L11	listen to stories from a variety of multicultural materials read aloud.

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L12	demonstrate active listening.
L13	recognize various genres of literature and their distinguishing features (general fiction, poetry, folk tales, and legends).
L14	identify series literature.
	<p><b><u>National Information Literacy Standards for Student Learning #7:</u></b> The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society; seeks information from diverse sources, contexts, disciplines, and cultures; and respects the principle of equitable access to information.</p> <p><b><u>National Information Literacy Standards for Student Learning #8:</u></b> The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology; respects the principles of intellectual freedom; respects intellectual and property rights; and uses information technology responsibly.</p> <p><b><u>National Information Literacy Standards for Student Learning #9:</u></b> The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information; shares knowledge and information with others; respects others' ideas and backgrounds and acknowledges their contributions; collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions; and collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions.</p>
	<b>C. Social Responsibility and Library Citizenship</b>
	<i>The student practices ethical usage of information and information technology, and values the rights of others.</i>
L15	recognize that library materials are shared and must be returned in a timely manner.
L16	demonstrate respect for the rights and privileges of all library patrons.
L17	learn and demonstrate proper care of library materials.
L18	mark shelf appropriately when selecting books.
L19	exhibit appropriate, self-controlled behavior in the library media center.
L20	be introduced to the concept of plagiarism.
L21	demonstrate care and appropriate use of available electronic hardware and software, as outlined in the Vallivue School District Acceptable Use Policy.