

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).
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.

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

Library Catalog

4. Locate resources using 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 information books are arranged on the shelf according to their subject using the Dewey Decimal System.
4. Understand that biography books are arranged on the shelf alphabetically by the last name of the person they are about.
5. Understand that reference books are nonfiction books that may be used to find answers (e.g., dictionary, encyclopedia, almanac).
6. Locate resources using title, subject and/or author search in the library catalog.

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 literary enrichment and promotion activities (e.g., Wall of Fame book suggestions, Book Fair, Our Favorite Books, Holiday literature, Author Visits).
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, Caldecott).
7. Identify simple fictional genres (E.g., fantasy, mystery, historical fiction, science fiction, realistic fiction, fairytales, folklore,).

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, historical fiction, science fiction, realistic fiction, folklore).
3. Identify and locate Poetry books.
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, Non-fiction, i.e. Orbis Pictus).
5. Participate in literary enrichment and promotion activities. (e.g., Wall of Fame book suggestions, Book Fair, Our Favorite Books, Holiday literature, Author Visits.)

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, historical fiction, science fiction, realistic fiction, Legends, Myths).
3. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder, Non-Fiction).
4. Read and identify Nonfiction books and Biographies.
5. Participate in literary enrichment and promotion activities. e.g., Wall of Fame book suggestions, Book Fair, Our Favorite Books, Holiday literature, Author Visits.

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. 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).

Reference Sources

2. 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)

Grade Four

Understanding Information

1. Collect information and identify answers to questions.
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

1. 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).
2. 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

1. Use Maps (e.g., locate cities, states, countries) to find information:

Grade Five

Understanding Information

1. 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).
2. 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

3. Apply primary and secondary sources to investigate a person, place, thing

Reference Sources

or event, and identify each source as primary or secondary.

4. Locate information in reference sources, including:
 - a. Subject-specific dictionaries and encyclopedias (e.g., animals, authors, presidents, science, space)
 - b. Atlas
 - c. Almanac
 - d.. Thesaurus

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.

Find

2. Develop a plan for gathering information.

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 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.

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 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.