

Information Literacy/Library Media Course Content For Kindergarten

Course Content Identification Numbers:

The first symbol represents the grade level, the second symbol is the number of the state standard being addressed, the third number is the state benchmark being addressed and the decimal number is for the course content that addresses that specific standard and benchmark.

Example: K 23.1 K=grade level, 2= standard 2, 3=benchmark, 1= the first course content skill

ACE Course Abilities for Kindergarten to be applied to Content Standards as appropriate to grade level:

Develop abilities in:

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

Information Literacy/Library Media Course Content For Kindergarten

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

ESSENTIAL VOCABULARY: keyword, topic, resource, plan, print, nonprint, digital, community resources

K11.0 Define the problem.

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

K12.0 Identify the types of information needed.

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

K13.0 Choose from a range of resources.

- .1 Choose resources from a limited selection

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

ESSENTIAL VOCABULARY: fiction, nonfiction, periodicals, biography, reference, library catalog, database, call number, relevant, appropriate, detailed, current, authority, biased, do, spine, spine label, author, illustrator, title page, copyright, table of contents, skim, scan, guide words, captions, bold words, headings, active listening, main ideas, details, contextual clues, graphic organizer, sequence

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

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

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

K22.0 Evaluate resources.

- .1 Explore fiction and nonfiction resources

K23.0 Locate information within the source.

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

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

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

K25.0 Organize information to solve problems.

- .1 Sequence information

K26.0 Create a product that presents findings.

- .2 Design original work following established guidelines

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

ESSENTIAL VOCABULARY: review

1. Assess the quality of the product

- A. Compare product to criteria
- B. Reflect on final product
- C. Explore ideas for improvement of the product

2. Describe the process

- A. Retell the steps that were used
- B. Discuss how well the process worked

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

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

ESSENTIAL VOCABULARY: copyright, fair use, district technology use guidelines, plan, do, author, illustrator, artist, composer

K41.0 Legally obtain and use information.

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

K42.0 Identify the owner of ideas and information.

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

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

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

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

ESSENTIAL VOCABULARY: plan, do, review, genre, Caldecott Award, Treasure State Award, Newbery Award, Young Readers' Choice Award, Inter-library loan (ILL), e-books

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

- .1 identify personal interests
- .2 locate personal interest print materials using call numbers
- .3 explore a variety of available resources related to interest

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

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

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

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

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

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

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

Information Literacy/Library Media Course Content For First Grade

Course Content Identification Numbers:

The first symbol represents the grade level, the second symbol is the number of the state standard being addressed, the third number is the state benchmark being addressed and the decimal number is for the course content that addresses that specific standard and benchmark.

Example: 1 23.1 1 =grade level, 2= standard 2, 3=benchmark, 1= the first course content skill

ACE Course Abilities for First Grade to be applied to Content Standards as appropriate to grade level:

Develop abilities in:

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

Information Literacy/Library Media Course Content For First Grade

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

ESSENTIAL VOCABULARY: keyword, topic, resource, plan, print, nonprint, digital, community resources,

111.0 Define the problem.

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

112.0 Identify the types of information needed.

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

113.0 Choose from a range of resources.

- .1 Choose resources from a limited selection

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

ESSENTIAL VOCABULARY: fiction, nonfiction, periodicals, biography, reference, dictionary, encyclopedia, library catalog, database, call number, relevant, appropriate, detailed, current, authority, biased, do, spine, spine label, author, illustrator, title page, copyright, table of contents, skim, scan, guide words, captions, bold words, headings, active listening, main ideas, details, contextual clues, graphic organize, sequence

121.0 Locate a resource needed to solve the problem.

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

122.0 Evaluate resources.

- .1 Compare fiction and nonfiction resources

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

123.0 Locate information within the source.

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

124.0 Extract information from resources needed to solve problems.

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

125.0 Organize information to solve problems.

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

126.0 Create a product that presents findings

- .1 Design original work following established guidelines

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

ESSENTIAL VOCABULARY: review

131.0 Assess the quality of the product.

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

132.0 Describe the process.

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

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

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

ESSENTIAL VOCABULARY: copyright, fair use, district technology use guidelines, plan, do, author, illustrator, artist, composer, photographer, performers, producers, etc.

141.0 Legally obtain and use information.

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

142.0 Identify the owner of ideas and information.

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

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

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

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

ESSENTIAL VOCABULARY: plan, do, review, genre, Caldecott Award, Treasure State Award, Newbery Award, Young Readers' Choice Award, Inter-library loan (ILL), e-book

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

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

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

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

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

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

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

154.0 Access libraries to seek information for personal interest.

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

Information Literacy/Library Media Course Content For Second Grade

Course Content Identification Numbers:

The first symbol represents the grade level, the second symbol is the number of the state standard being addressed, the third number is the state benchmark being addressed and the decimal number is for the course content that addresses that specific standard and benchmark.

Example: 2 23.1 2 =grade level, 2= standard 2, 3=benchmark, 1= the first course content skill

ACE Course Abilities for Second to be applied to Content Standards as appropriate to grade level:

Develop abilities in:

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

Information Literacy/Library Media Course Content For Second Grade

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

ESSENTIAL VOCABULARY: keyword, topic, resource, plan, print, nonprint, digital, community resources, do

211.0 Define the problem.

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

212.0 Identify the types of information needed.

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

213.0 Choose from a range of resources.

- .1 Choose resources from a limited selection

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

ESSENTIAL VOCABULARY: fiction, nonfiction, periodicals, biography, reference, dictionary, encyclopedia, library catalog, database, call number, do, relevant, appropriate, detailed, current, authority, biased, spine, spine label, author, illustrator, title page, copyright, table of contents, skim, scan, guide words, captions, bold words, headings, active listening, main ideas, details, contextual clues, graphic organizer, sequence, index, glossary. *Introduce: Boolean/limiter*

221.0 Locate a resource needed to solve the problem.

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

222.0 Evaluate resource.

- .1 Compare fiction and nonfiction resources

223.0 Locate information within the source.

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

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

224.0 Extract information from resources needed to solve problems.

- .1 demonstrate active listening
- .2 identify main ideas and details
- .3 recognize contextual clues
- .4 construct meaning from text by reading for purpose
- .5 summarize information using appropriate tools (e.g., graphic organizer, etc.)
- .6 credit sources

225.0 Organize information to solve problem.

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

226.0 Create a product that presents findings.

- .1 design original work following established guidelines

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

ESSENTIAL VOCABULARY: review

231.0 Assess the quality of the product.

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

232.0 Describe the process.

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

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

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

ESSENTIAL VOCABULARY: copyright, fair use, district technology use guidelines, plan, do, author, illustrator, artist, composer, photographer, performers, producers, etc., plagiarism

241.0 Legally obtain and use information.

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

242.0 Identify the owner of ideas and information.

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

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

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

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

ESSENTIAL VOCABULARY: plan, do, review, genre, Caldecott Award, Treasure State Award, Newbery Award, Young Readers' Choice Award, e-books

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

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

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

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

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

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

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

254.0 Access libraries to seek information for personal interest.

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

Information Literacy/Library Media Course Content For Third Grade

Course Content Identification Numbers:

The first symbol represents the grade level, the second symbol is the number of the state standard being addressed, the third number is the state benchmark being addressed and the decimal number is for the course content that addresses that specific standard and benchmark.

Example: 3 23.1 3 =grade level, 2= standard 2, 3=benchmark, 1= the first course content skill

ACE Course Abilities for Third to be applied to Content Standards as appropriate to grade level:

Develop abilities in:

- A.Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D.The quality process (plan, draft, analyze, and revise when producing products).

Information Literacy/Library Media Course Content For Third Grade

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

ESSENTIAL VOCABULARY: keyword, topic, resource, plan, task definition, print, nonprint, digital, community resources, information seeking strategies, task definition, Super 3 (plan, do, review) – go to www.Big6.com for further clarification

311.0 Define the problem.

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

312.0 Identify the types of information needed.

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

313.0 Choose from a range of resources.

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

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

ESSENTIAL VOCABULARY: fiction, nonfiction, periodicals, biography, reference, dictionary, encyclopedia, atlas, library catalog, database, call number, location and access, relevant, appropriate, detailed, current, authority, biased, information seeking strategies, spine, spine label, author, illustrator, title page, copyright, table of contents, information seeking strategies, skim, scan, guide words, captions, bold words, headings, active listening, main ideas, details, contextual clues, graphic organizer, use of information, sequence, synthesis. *Introduce Boolean/limiter*

321.0 Locate a resource needed to solve the problem.

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

322.0 Evaluate resources.

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

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

323.0 Locate information within the source.

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

324.0 Extract information from resources needed to solve problems.

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

325.0 Organize information to solve problems.

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

326.0 Create a product that presents findings.

- .1 Design original work following established guidelines

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

ESSENTIAL VOCABULARY: self-evaluation, teacher evaluation, peer evaluation, evaluation

331.0 Assess the quality of the product.

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

332.0 Describe the process.

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

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

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

ESSENTIAL VOCABULARY: copyright, fair use, district technology use guidelines, location and access, use of information, author, illustrator, artist, composer, plagiarism. *Introduce: task definition, use of information, synthesis, blended learning, intellectual networks, social networks, com, .edu, .org*

341.0 Legally obtain and use information.

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

342.0 Identify the owner of ideas and information.

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

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

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

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

ESSENTIAL VOCABULARY: print, nonprint, database, online references, indexes, genre, Caldecott Award, Treasure State Award, Newbery Award, Young Readers' Choice Award, fairy tales, folktales, mysteries, print, nonprint, database, online references, indexes, community, location and access, use of information, e-books, school library, public library, college library, museum, community members, information seeking strategies. *Introduce: task definition, use of information, synthesis, Inter-library loan (ILL)*

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

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

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

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

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

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

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

354.0 Access libraries to seek information for personal interest.

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

Information Literacy/Library Media Course Content For Fourth Grade

Course Content Identification Numbers:

The first symbol represents the grade level, the second symbol is the number of the state standard being addressed, the third number is the state benchmark being addressed and the decimal number is for the course content that addresses that specific standard and benchmark.

Example: 4 23.1 4 =grade level, 2= standard 2, 3=benchmark, 1= the first course content skill

ACE Course Abilities for Fourth to be applied to Content Standards as appropriate to grade level:

Develop abilities in:

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, and revise when producing products).

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

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

ESSENTIAL VOCABULARY: keyword, topic, resource, plan, task definition information seeking strategies, reference materials: newspapers, age appropriate Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases, etc., relevant, location and access. Introduce: Big 6 (for further clarification see www.Big6.com)

411.0 Define the problem.

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

412.0 Identify the types of information needed.

- .1 Construct a list of possible resources (e.g. reference materials, newspapers, age appropriate Web sites, nonfiction books, personal interviews, audio files, video files, community resources, databases)

413.0 Choose from a range of resources.

- .1 Identify and determine relevant resources to solve the problem or task

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

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

421. Locate a resource needed to solve the problem.

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

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

422.0 Evaluate resources.

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

423.0 Locate information within the source.

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

424.0 Extract information from resources needed to solve problems.

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

425.0 Organize information to solve problems.

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

426.0 Create a product that presents findings.

- .1 Design original work following established guidelines

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

ESSENTIAL VOCABULARY: evaluation

431.0 Assess the quality of the product.

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

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

432.0 Describe the process.

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

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

ESSENTIAL VOCABULARY: copyright, fair use, district technology use guidelines, intellectual property (copyrights, trademarks, patents), acceptable use policies, location and access, use of information, author, illustrator, artist, composer, task definition, blended learning, intellectual networks, social networks, .com, .edu, .org., synthesis

441.0 Legally obtain and use information.

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

442.0 Identify the owner of ideas and information.

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

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

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

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

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

ESSENTIAL VOCABULARY: task definition, use of information, synthesis, genre, Caldecott Award, Treasure State Award, Newbery Award, Young Readers' Choice Award, fairy tales, folktales, mystery, location and access, inter-library loan (ILL), e-books, information seeking strategies

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

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

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

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

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

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

454.0 Access libraries to seek information for personal interest.

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