

## ***Martensdale-St. Marys Community School Library/Information Literacy Curriculum***

<b>Standard</b>	<b>Benchmarks</b>	<b>Student Objectives</b>	<b>Examples of Instructional Strategies</b>	<b>Examples of Assessments</b>
<p><b>Standard 1: Reads widely both for information and in pursuit of personal interests.</b></p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>❖ Is a competent and self-motivated reader</li> <li>❖ Reads both fiction and non-fiction with comprehension</li> <li>❖ Uses a variety of reading strategies to understand literature</li> <li>❖ Uses a variety of reading strategies to understand non-fiction and informational text</li> <li>❖ Develops a background in types of literature and</li> </ul>	<p style="text-align: center;"><b>PK-2</b></p> <ul style="list-style-type: none"> <li>❖ Selects a picture book to share with family</li> <li>❖ Is able to check out books</li> </ul> <p style="text-align: center;"><b>3-6</b></p> <ul style="list-style-type: none"> <li>❖ Uses both text and visuals to understand literature</li> <li>❖ Selects a “just right” book independently for personal reading</li> <li>❖ Distinguishes between different types and elements of literature</li> </ul> <p style="text-align: center;"><b>7-12</b></p> <ul style="list-style-type: none"> <li>❖ Seeks information related to personal interests</li> <li>❖ Selects literature based on interest,</li> </ul>	<p style="text-align: center;"><b>PK-6</b></p> <ul style="list-style-type: none"> <li>❖ Applies guidelines for choosing a “just right book” during literature selection</li> <li>❖ Reads or listens to traditional world literature/folklore (nursery rhymes, fairy tales, fables, tall tales, legends, myths)</li> <li>❖ Reads or listens to nonfiction (biography, information books, poetry)</li> <li>❖ Identifies literary elements of plot, character, setting, theme, point of view</li> <li>❖ Demonstrates an understanding of literature by participating in discussion (opinions &amp;</li> </ul>	<p>Students will identify a variety of genres through read alouds.</p> <p>Students will rewrite world literature/folklore (new ending, different/new characters, etc.)</p> <p>Students will write or do an oral book report and discuss the elements of the story.</p>	<p>Teacher Observation</p> <p>Make a class book</p> <p>Rubric</p>

<p>literary elements</p> <ul style="list-style-type: none"> <li>❖ Connects ideas to personal interests and previous knowledge and experience</li> <li>❖ Applies critical thinking skills when reading, viewing and listening</li> <li>❖ Responds to literature and other creative expressions of information in many formats</li> </ul>	<p>need and appropriateness</p> <ul style="list-style-type: none"> <li>❖ Selects books and other materials independently for classroom assignments and personal interests</li> </ul>	<p>responses, compare/contrast, inferences, predictions)</p> <ul style="list-style-type: none"> <li>❖ Reads or listens to a variety of authors and illustrators</li> <li>❖ Engages in an in-depth study of and describes an author's and/or illustrator's body of work</li> <li>❖ Reads or listens to award-winning literature (Iowa Children's Choice, Coretta Scott King, Caldecott, Newbery, Robert F. Sibert Informational Book Award)</li> <li>❖ Responds to literature by participating in a variety of activities such as storytelling, drama, puppetry, finger plays, songs, poetry, reader's theater or visual arts)</li> <li>❖ Identifies a variety of formats (magazines,</li> </ul>	<p>Battle of the Books</p>	<p>Competition to see who reads or listens to the most books</p> <p>Scavenger Hunt</p>
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		<p>books, non-print, electronic resources, newspaper)</p> <ul style="list-style-type: none"> <li>❖ Uses libraries, library resources, the Internet and other information sources</li> </ul> <p style="text-align: center;"><b>7-12</b></p> <ul style="list-style-type: none"> <li>❖ Reads for pleasure, to learn and to solve information needs</li> <li>❖ Seeks answers to questions</li> <li>❖ Explores topics of interest</li> <li>❖ Identifies award-winning literature and award winning lists (Iowa Teen Award, Iowa High School Book Award, Newbery)</li> <li>❖ Uses libraries, library resources, the Internet and the other information sources</li> <li>❖ Independently reads a significant number of books each year</li> </ul>	<p>Students identify the different resources the library has to offer and where to find them in the library.</p> <p>For Guided Research, students will choose from a list of topics to study</p> <p>Graphic Organizer (source web)</p>	<p>Written Report, Presentations, Oral Reports</p> <p>Formative Assessment</p> <p>Group discussion,</p>
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Standard	Benchmark	Student Objectives	Examples of Instructional Strategies	Examples of Assessments
<p><b>Standard 2: Uses inquiry and critical thinking skills to acquire, evaluate, use and create information:</b></p> <p><b>I. Accesses information efficiently and effectively.</b></p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>❖ Recognizes the need for information</li> <li>❖ Formulates questions based on information needs</li> <li>❖ Identifies a variety of potential sources of information</li> <li>❖ Develops and uses successful strategies for locating information</li> <li>❖ Uses a variety of print and</li> </ul>	<p style="text-align: center;"><b>PK-2</b></p> <ul style="list-style-type: none"> <li>❖ Identifies basic organizational pattern of library</li> <li>❖ Locates parts of a book</li> </ul> <p style="text-align: center;"><b>3-6</b></p> <ul style="list-style-type: none"> <li>❖ Explains an information need</li> <li>❖ Identifies the concept of keywords</li> <li>❖ Demonstrates skill in using electronic catalog</li> <li>❖ Locates materials on library shelves by call number</li> <li>❖ Uses print and electronic sources to access, extract and process information</li> </ul> <p style="text-align: center;"><b>7-8</b></p> <ul style="list-style-type: none"> <li>❖ Identifies scope, depth and potential usefulness of a variety of available</li> </ul>	<p style="text-align: center;"><b>PK-2</b></p> <ul style="list-style-type: none"> <li>❖ Defines difference between fiction and non-fiction</li> <li>❖ Identify call number and begins to understand grouping of materials by call number</li> <li>❖ Asks a question about finding a book</li> <li>❖ Identifies author, title, title page, illustrator, cover, spine</li> </ul> <p style="text-align: center;"><b>3-6</b></p> <ul style="list-style-type: none"> <li>❖ Asks a question about finding a book or locating information</li> <li>❖ Uses a dictionary, encyclopedia, atlas</li> <li>❖ Identifies author,</li> </ul>	<p style="text-align: center;">Book Club</p> <p>Students will identify fiction and non-fiction through book examples. Have students choose their favorite books and determine if it is fiction or non-fiction</p> <p style="text-align: center;">Library Scavenger Hunt</p>	<p>written summaries, book conferences</p> <p style="text-align: center;">Worksheets</p> <p style="text-align: center;">Teacher Observation</p>



		<p>an information need</p> <ul style="list-style-type: none"> <li>❖ Generates appropriate keywords to use as access points in a search</li> <li>❖ Generate a list of possible resources and determine which are useful</li> <li>❖ Demonstrates skill using the electronic library catalog</li> <li>❖ Locates library materials on the shelf by call number</li> <li>❖ Searches online databases and the Internet effectively</li> <li>❖ Navigates within print and electronic resources to locate and access information</li> </ul> <p style="text-align: center;"><b>9-12</b></p> <ul style="list-style-type: none"> <li>❖ Articulates an information need</li> <li>❖ Formulates questions to refine an information need</li> <li>❖ Develops purpose</li> </ul>	<p>Graphic Organizer (source web)</p> <p>Students will brainstorm topics</p> <p>Study guide created for text</p>	<p>Formative Assessment</p> <p>Paper, Report</p> <p>Rubric</p>
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		<p>or thesis statement</p> <ul style="list-style-type: none"> <li>❖ Identifies potential sources of information, both within library and beyond the school walls</li> <li>❖ Identifies and uses various strategies and techniques to execute and refine successful searches</li> <li>❖ Navigates within print and electronic resources effectively and independently</li> </ul>	<p>Students will write a report with the requirement to have two internet resources and two written resources</p>	<p>Report/Presentation</p>
<b>Standard</b>	<b>Benchmark</b>	<b>Student Objectives</b>	<b>Examples of Instructional Strategies</b>	<b>Examples of Assessments</b>
<p><b>Standard 2: Uses inquiry and critical thinking skills to acquire, evaluate, use and create information.</b></p> <p><b>II. Evaluates information critically and competently.</b></p> <p><b>Indicators:</b></p>	<p><b>PK-2</b></p> <p><b>3-6</b></p> <ul style="list-style-type: none"> <li>❖ Differentiates between fact and fiction</li> <li>❖ Identifies appropriate and relevant sources of information</li> <li>❖ Identifies appropriate and</li> </ul>	<p><b>PK-2</b></p> <p><b>3-6</b></p> <ul style="list-style-type: none"> <li>❖ Uses headings, subheadings, table of contents, index</li> <li>❖ Identifies the appropriate use of reference materials, e.g. encyclopedia,</li> </ul>	<p>Students will do a group research project to identify what materials to use and where to find them</p>	<p>Rubric</p>

<ul style="list-style-type: none"> <li>❖ Determines accuracy, relevance, and comprehensiveness</li> <li>❖ Distinguishes among fact, point of view and opinion</li> <li>❖ Identifies inaccurate and misleading information</li> <li>❖ Selects information relevant to the problem or question at hand</li> <li>❖ Derives meaning from information presented in a variety of formats</li> </ul>	<p>relevant information within sources</p> <ul style="list-style-type: none"> <li>❖ Evaluates search process</li> </ul> <p style="text-align: center;"><b>7-8</b></p> <ul style="list-style-type: none"> <li>❖ Examines and evaluates information</li> <li>❖ Extracts relevant and essential information from sources</li> </ul> <p style="text-align: center;"><b>9-12</b></p> <ul style="list-style-type: none"> <li>❖ Examines and evaluates information</li> <li>❖ Extracts relevant and essential information from sources</li> </ul>	<p>atlas, non-fiction book</p> <ul style="list-style-type: none"> <li>❖ Determines authenticity and relevance of print and non-print information</li> <li>❖ Applies evaluation criteria to Internet sites and other information sources</li> <li>❖ Identifies and extracts relevant information in print and electronic resource</li> <li>❖ Develops note taking skills</li> <li>❖ Selects appropriate resources from a list of “hits” obtained in an electronic catalog search and on the Internet</li> <li>❖ Uses table of contents, index, glossary, copyright, author to determine usefulness of content</li> </ul>	<p>Outline and/or note cards</p>	<p>Checklist</p>
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		<p style="text-align: center;"><b>7-8</b></p> <ul style="list-style-type: none"> <li>❖ Reads, views, listens to information critically and competently</li> <li>❖ Applies evaluative criteria to determine the usefulness of the information: relevancy, suitability, authority, objectivity, currency</li> <li>❖ Uses paraphrasing, note taking and other strategies to record results of information searching</li> </ul>	<p>Response/Compare and Contrast Paper</p> <p>Multiple Intelligence Stations</p>	<p>Rubric for paper/report</p> <p>Varies</p>
		<p style="text-align: center;"><b>9-12</b></p> <ul style="list-style-type: none"> <li>❖ Reads, views, listens to information</li> </ul>	<p>Multiple Intelligence Stations</p>	<p>Varies</p>

		<p>critically</p> <ul style="list-style-type: none"> <li>❖ Applies evaluative criteria to determine the relative value of the information: relevancy, suitability, authority, objectivity, currency</li> <li>❖ Uses paraphrasing, highlighting or other extraction techniques or strategies to identify and record relevant information</li> <li>❖ Compares and contrasts information from various source</li> </ul>	Note taking	Summative exam over relevant information
<b>Standard</b>	<b>Benchmarks</b>	<b>Student Objectives</b>	<b>Examples of Instructional Strategies</b>	<b>Examples of Assessments</b>
<b>Standard 2: Uses inquiry and critical</b>	<b>PK-2</b>	<b>PK-2</b>		

<p><b>thinking skills to acquire, evaluate, use and create information.</b></p> <p><b>III. Uses information accurately, creatively and ethically.</b></p> <p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>❖ Organizes information for practical application</li> <li>❖ Integrates new information into current knowledge</li> <li>❖ Creates and communicates information and ideas in appropriate formats</li> <li>❖ Uses technology effectively to organize and present research findings</li> <li>❖ Designs, develops and evaluates information products and solutions both for school assignments and</li> </ul>	<p style="text-align: center;"><b>3-6</b></p> <ul style="list-style-type: none"> <li>❖ Communicates results of information search in format appropriate for content</li> </ul> <p style="text-align: center;"><b>7-8</b></p> <ul style="list-style-type: none"> <li>❖ Organizes and synthesizes information from multiple sources</li> <li>❖ Creates and effectively communicates information and ideas to others</li> </ul> <p style="text-align: center;"><b>9-12</b></p> <ul style="list-style-type: none"> <li>❖ Organizes and synthesizes information from multiple sources</li> <li>❖ Creates and effectively communicates information and</li> </ul>	<p style="text-align: center;"><b>3-6</b></p> <ul style="list-style-type: none"> <li>❖ Edits, formats, spell checks, saves, proofreads, and prints original documents using a word processor</li> <li>❖ Organizes information using such techniques as graphic organizers, storyboarding or webbing</li> <li>❖ Creates products using multimedia techniques</li> <li>❖ Presents the results of information search in a new form</li> <li>❖ Presents, performs or shares a product successfully</li> <li>❖ Evaluates projects</li> </ul> <p style="text-align: center;"><b>7-8</b></p> <ul style="list-style-type: none"> <li>❖ Organizes information from multiple sources in a logical sequence using a</li> </ul>	<p>Students will do individual research projects and present in a variety of formats</p> <p>Peer review/edit of other student's work (research paper, story, etc.)</p> <p>Oral Presentation</p> <p>Marzano's Strategy of summarizing Q/A – interview</p>	<p>Rubric</p> <p>Rubric</p> <p>Teacher and Peer Evaluation</p> <p>Checklist or rubric</p>
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<p>personal interests</p> <ul style="list-style-type: none"> <li>❖ Reflects on strategies for revising and improving process and product</li> </ul>	<p>ideas to others</p>	<p>graphic organizer</p> <ul style="list-style-type: none"> <li>❖ Selects an appropriate format for communicating ideas</li> <li>❖ Organizes information using such techniques as graphic organizers, storyboarding or webbing</li> <li>❖ Uses a variety of technology tools to create products</li> <li>❖ Uses writing and speaking skills to present information</li> <li>❖ Presents, performs or shares information and ideas successfully</li> <li>❖ Evaluates product or presentation</li> </ul> <p style="text-align: center;"><b>9-12</b></p> <ul style="list-style-type: none"> <li>❖ Analyzes information and identifies topics, subtopics and relationships</li> <li>❖ Organizes information in a logical sequence</li> </ul>	<p>community members based on research</p> <p>Graphic Organizer</p>	<p>Rubric</p>
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		<ul style="list-style-type: none"> <li>❖ Selects an appropriate format for communicating ideas</li> <li>❖ Develops a formal outline or storyboard</li> <li>❖ Revises and refines as necessary</li> <li>❖ Creates a product that clearly expresses ideas</li> <li>❖ Uses appropriate resources and technology skillfully in creating products</li> <li>❖ Uses writing and speaking skills to present information</li> <li>❖ Presents, performs or shares information and ideas successfully</li> <li>❖ Evaluates product or presentation</li> </ul>	<p>Choose topic to research</p> <p>Debate</p>	<p>Power point report, oral report, interpretive dance</p> <p>Rubric/Score Sheet</p>
<b>Standard</b>	<b>Benchmarks</b>	<b>Student Objectives</b>	<b>Instructional Strategies Examples</b>	<b>Assessments Examples</b>
<b>Standard 3: Seeks multiple perspectives, shares information and ideas with others</b>	<p><b>PK-2</b></p> <ul style="list-style-type: none"> <li>❖ Listens attentively</li> <li>❖ Takes part in</li> </ul>	<p><b>PK-2</b></p> <ul style="list-style-type: none"> <li>❖ Listens to others</li> <li>❖ Works cooperatively in</li> </ul>		

<p><b>and uses information and resources ethically</b></p> <p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>❖ Seeks information from diverse sources, contexts, disciplines and cultures</li> <li>❖ Respects intellectual property rights and understand the need for documenting sources</li> <li>❖ Uses technology and resources responsibly</li> <li>❖ Works independently and in groups to pursue information to solve problems</li> <li>❖ Participates and collaborates as a member of a team of learners</li> </ul>	<p>discussions</p> <ul style="list-style-type: none"> <li>❖ Work cooperatively with others</li> <li>❖ Respects library facility, resources and policies</li> </ul> <p><b>3-6</b></p> <ul style="list-style-type: none"> <li>❖ Uses library materials and technology responsibly</li> <li>❖ Identifies the need for citing sources of information (copyright)</li> <li>❖ Respects others' ideas and backgrounds and acknowledges their contributions</li> </ul> <p><b>7-8</b></p> <ul style="list-style-type: none"> <li>❖ Identifies the concept of plagiarism and cites sources properly</li> <li>❖ Uses library materials, computers and other equipment</li> </ul>	<p>large and small groups</p> <ul style="list-style-type: none"> <li>❖ Identifies and respects library rules and procedures</li> <li>❖ Participates in discussions about literature</li> <li>❖ Answers research questions with words and phrases</li> <li>❖ Uses technology carefully</li> </ul> <p><b>3-6</b></p> <ul style="list-style-type: none"> <li>❖ Answers research questions by paraphrasing</li> <li>❖ Demonstrates an understanding that authors and illustrators own their work by citing the sources appropriately</li> <li>❖ Identify the need for citing sources and prepares bibliographies</li> <li>❖ Follows Internet safety rules and guidelines as defined in district policy</li> <li>❖ Practices responsible use of library materials</li> </ul>	<p>Literature Circles/Book Clubs</p> <p>Computer/technology centers</p> <p>Include a bibliography for a research report</p>	<p>Teacher Conference</p> <p>Teacher Observation Checklist</p> <p>Rubric</p>
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