

Library Media Learning Expectations: Grade 3

***Standard 1. Define an Information Task**

Students will be able to define problems competently and identify information needs.

- 1.5 With assistance, list the criteria for a research assignment.
- 1.6 Demonstrate overall understanding of the final product, e.g. "I need to create a...presentation, poster, essay, etc."
- 1.7 Use the teacher selected essential question to develop a topic focus, e.g. "Why do leaves turn different colors in the fall?"
- 1.8 Gather background information by reading, viewing or listening to a variety of pre-selected and self-selected resources.
- 1.9 Identify existing knowledge as well as additional information necessary to solve the problem.

***Standard 2. Develop Information Seeking Strategies**

Students will be able to develop strategies to find information relevant to their question or personal need.

- 2.9 Identify and use parts of a book to gather information: publisher, copyright, table of contents, index, glossary, etc.
- 2.10 Explain that there are different types of resources that can be used for different purposes: books, databases, periodicals, pre-selected class websites, reference materials such as dictionaries, encyclopedias, thesauruses, almanacs, etc.
- 2.11 Identify key words to find information on a topic.
- 2.12 With assistance, use the online catalog to find information sources in the school library.
- 2.13 Web, map, or diagram a main topic with sub-topics.
- 2.14 Develop a strategy for finding relevant information, including a variety of types of resources.

***Standard 3. Locate and Access Information**

Students will be able to access and gather information efficiently and effectively.

- 3.9 Understand the roles of the library teacher and library staff.
- 3.10 Understand there is a system to organize and classify library materials.
- 3.11 Search title, author or subject in the library catalog to locate information sources
- 3.12 Go from automated card catalog to the shelf to locate needed items.
- 3.13 With assistance, choose appropriate information source.
- 3.14 With assistance, find information from maps and charts.
- 3.15 Explore and develop understanding of how to gather information using *keyword* in searching, and using table of contents, index, and glossary.

***Standard 4. Use Information**

Students will be able to evaluate resources for their appropriateness, select the best and extract the most relevant information.

4a. Evaluation for Appropriateness

- 4.6 With assistance, begin to develop criteria for relevant information, including authority, accuracy, and currency of source.
- 4.7 Use graphic organizers to compare and contrast information from different sources.

4b. Extraction of Most Relevant Information

- 4.8 Take notes using guided research forms to extract relevant information. e.g. Notefacts (IIM™)
- 4.9 Use provided graphic organizers and outlines to organize information logically.
- 4.10 With assistance, choose appropriate order for information; e.g., chronological, alphabetical, topical, etc.
- 4.11 With assistance, using own words summarize and paraphrase information

4c. Ethical Behavior in Information Use

- 4.12 Define plagiarism.
- 4.13 Using a provided format create a bibliography using title, author, publisher and copyright date of sources used.
- 4.14 Adhere to the provisions of the school's Acceptable Use Policy.

***Standard 5. Synthesize Information**

Students will organize new information from multiple sources to construct a product that communicates the results of their research

- 5.4 With assistance, consider the purpose and audience for the product and/or presentation.
- 5.5 Organize the information in a way which is appropriate for the assignment, project, or question.
- 5.6 Present a final product using an appropriate format: report, poster, electronic program, powerpoint or other medium of communication.

***Standard 6. Participate in Collaborative Activities**

Students will participate effectively in groups to pursue and generate information.

- 6.6 Exhibit an understanding of the rights of other library users.
- 6.7 Work cooperatively with others and share resources and materials.
- 6.8 Discuss information and ideas with others, listen well and reformulate ideas when appropriate.
- 6.9 Use information sources, select information and ideas that will contribute directly to the success of group projects.
- 6.10 Respect others' ideas and backgrounds and acknowledge their contributions.
- 6.11 Encourage consideration of ideas and information from all group members.
- 6.12 Participate actively in group discussions to analyze information products and solutions.
- 6.13 Collaborate with others to design, develop and evaluate information products and suggest solutions.

***Standard 7. Evaluate the Process and the Product**

*Students will evaluate both the research process and the final product.
This may include both self and peer evaluation.*

- 7.5 Conference with peers, teachers, and library teacher during the creation of the product and in final product evaluation.

***Standard 8. Appreciate Literature**

Students will gain an increased enjoyment of literature and grow in their abilities to locate and select appropriate reading materials independently.

8.14 Recognize various genres of literature.

8.15 Use poetry, plays or readers' theatre to enjoy literature.

8.16 Make connections among materials read, heard or viewed.

8.17 Make predictions in literature.

8.18 Recognize basic story elements: character, setting and plot/conflict.

8.19 Identify famous authors and illustrators.

8.20 Locate fiction by author's last name.

8.21 Become aware of American folklore (e.g. Native American legends, origin myths, African American folktales).