

LIBRARY MEDIA COMPETENCIES

Fourth Grade

INFORMATION LITERACY

BY THE END OF FOURTH GRADE STUDENTS WILL HAVE BEEN INTRODUCED TO:

Lifelong Reading Skills

For Reading Comprehension and Enjoyment

- Recognizes the variety of literary forms: autobiography
- Recognizes the genres of fiction: historical fiction
- Recognizes the value and guidance of awards for authors

Information Problem Solving

Task Definition, Information Seeking Strategies, Location and Access, Use of Information, Synthesis

- Identifies primary and secondary sources
- Knows when to use: biographical information
- Uses criteria to choose sources: authority, reliability/accuracy
- Finds information within sources by using: cross references
- Locates and uses print resources: almanac, biographical information
- Interviews for information
- Skims text
- Gathers information from a variety of sources by: outlining
- Organizes and groups information from multiple sources by: webbing, outlining, organizing notes
- Presents information in a variety of formats: bibliography

BY THE END OF FOURTH GRADE, STUDENTS WHO ARE MAKING ADEQUATE PROGRESS IN **LIBRARY** WILL HAVE CONTINUED TO DEVELOP THESE SKILLS AND CONCEPTS:

Library Awareness Skills

Concept of a Library, Behavior and Etiquette of a Good Library User

- Knows that materials are loaned and shared, and must be returned in a timely manner
- Understands the kinds of personnel that staff a library and the jobs they do
- Demonstrates proper care and responsibility for materials
- Exhibits proper Library Media Center behavior and respect for others

Lifelong Reading Skills

- Develops lifetime recreational and informational reading habits
- Demonstrates reading, listening, and viewing skills
- Recognizes cultural diversity in literature

- Recognizes a variety of literary forms: fables, fairy tales, folk tales, legends, nonfiction, picture book, biography, poetry
- Recognizes genres of fiction: adventure, fantasy, mystery, realistic fiction, science fiction, humor, sports
- Recognizes the following components of fiction: cause and effect, beginning/middle/end, character, details, plot/sequence, setting, theme/main idea
- Differentiates among contributors to a work: editor
- Chooses fiction and non-fiction at appropriate reading and interest levels
- Appreciates usefulness and appeal of illustrations and artistic components, page/screen layout, as well as the value of awards for illustrators
- Is able to compare and contrast print and non-print versions of a piece of literature (media literacy)
- Is able to compare and contrast print and non-print versions of an information source (media literacy)

Information Problem Solving

- Recognizes that information is the basis for intelligent decision-making
- Selects a topic
- Formulates questions based on information needs
- Judges quantity of information needed
- Is able to explain what information is needed for learning about a topic.
- Brainstorms possible sources of information
- Knows when and how to use: books, magazines, newspapers, atlas, almanac, dictionary, thesaurus, OPAC, Internet, databases, human resources, museums, historical sites, etc.
- Uses criteria to choose sources: readability, timeliness, bias
- Understands classification systems: Dewey, LC call numbers
- Uses search strategies to find information within sources: keywords, subject heading, synonyms, title, author
- Locates and uses parts of a book: introduction, preface, forward, appendices, cover, spine, spine label, table of contents, glossary, copyright page, index, works cited, etc.
- Locates and uses specialized subject reference sources and electronic sources
- Locate and uses catalog systems: OPAC
- Locates and accesses community resources
- Reads purposefully and scans text for information
- Understands context clues
- Follows links in electronic resources
- Reads and interprets information
- Gathers information from a variety of sources by: listening, reading and interpreting info, note taking, highlighting, paraphrasing with understanding of authorship vs. copying, copying and pasting, paraphrasing with a sense of authorship, webbing, summarizing, uses graphic organizers
- Practices ethical behavior: cites sources, respects intellectual property
- Presents information via: report, essay, speech, chart, graph, poster, electronic slide show, illustration
- Uses rubrics to self assess
- Uses checklists
- Knows when additional sources are needed

BY THE END OF FOURTH GRADE, STUDENTS WHO ARE MAKING ADEQUATE PROGRESS IN **LIBRARY** WILL HAVE CONSISTENTLY APPLIED THESE SKILLS AND CONCEPTS:

Lifelong Reading Skills

- Recognizes the variety of literary forms: fables, fairy tales, nursery rhymes
- Differentiates among the contributors to a work: author, illustrator, publisher

Information Problem Solving

- Recognizes the need for information
- Explains what information is needed
- Restates the question to show understanding
- Knows when to use the public library
- Listens purposefully