

# 21<sup>st</sup> CENTURY

## First Grade Library Media Programs and Information Literacy

The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools.

All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology, and objectives.

### Standard 1: Information Literacy (LM.S.1)

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

#### Information Literacy Objectives

Students will:

LM.1.1.1 identify parts of a book (e.g. title page and table of contents).

LM.1.1.2 identify print, non-print and electronic resources (e.g. books, newspapers, magazines, dictionaries, CD-ROMs and the Internet).

LM.1.1.3 alphabetize to the first letter.

#### Performance Descriptors (LM.PD.1.1)

##### ▪ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student independently applies the use of book parts in print, non-print and electronic resources. He/she spontaneously alphabetizes to the first letter.

##### ▪ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student consistently identifies book parts in print, non-print and electronic resources. He/she consistently alphabetizes to the first letter.

##### ▪ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student identifies book parts in print and non-print and electronic resources. He/she alphabetizes to the first letter.

##### ▪ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student partially identifies book parts in print, non-print, and electronic resources. He/she occasionally alphabetizes to the first letter.

##### ▪ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student sporadically recognizes book parts in print, non-print, and electronic resources. He/she, with assistance, alphabetizes to the first letter.

## **Standard 2: Independent Learning (LM.S.2)**

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

## **Independent Learning Objectives**

Students will:

- LM.1.2.1 explain the location and organization of materials in the library media center (LMC).
- LM.1.2.2 apply knowledge of alphabetical order to locate books in appropriate sections and use checkout procedures.
- LM.1.2.3 describe good library citizenship including rules of behavior and proper use and treatment of print materials and electronic resources.
- LM.1.2.4 describe story elements (e.g. setting, plot, characters and theme), make simple predictions, and recall specific details from print, visual, and auditory materials.
- LM.1.2.5 identify various genre of literature (e.g., folklore, fairy tales, poetry, fiction and nonfiction).
- LM.1.2.6 state favorite authors and topics of personal interest.
- LM.1.2.7 recognize and read a variety of literature including award-winning selections (e.g. Caldecott Award).

## **Performance Descriptors (LM.PD.1.2)**

### **▪ Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student elaborates in great detail the organization of materials in the LMC. He/she explains examples of good library citizenship. The student cites specific examples of story elements in various literary genres and award-winning books.

### **▪ Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student uses details to explain the organization of materials of the LMC. He/she defines good library citizenship. The student summarizes story elements in various literary genres from award winning books.

### **▪ Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Independent Learning. The student recognizes the organization of material in the LMC. He/she describes good library citizenship. The student describes story elements within various award-winning genres.

### **▪ Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student gives brief explanations of the organization of materials in the LMC. He/she describes, with prompts, good library citizenship. With assistance, the student recalls story elements within various award-winning genres.

### **▪ Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. The student, with assistance, explains the organization of materials in the LMC. When prompted, he/she demonstrates good library citizenship. The student identifies story elements within various literary genres from award winning books only with considerable assistance.

### **Standard 3 Social Responsibility (LM.S.3)**

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practice ethical behavior in regard to information and information technology;
- participate effectively in groups to pursue and generate information.

### **Social Responsibility Objectives**

Students will:

LM.1.3.1 recognize the importance of free and open access to information for everyone.

LM.1.3.2 demonstrate ownership of one's work.

LM.1.3.3 develop information and ideas orally and in simple written sentences, and prepare a group media product (e.g., class alphabet book, class fact book).

### **Performance Descriptors (LM.PD.1.3)**

#### **▪ Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student presents examples of the importance of free and open access to information. He/she spontaneously shows ownership of his/her work. The student demonstrates reflection and insightful information orally and in written form as part of the class project.

#### **▪ Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student describes the importance of free and open access to information. He/she independently shows ownership of his/her work. The student shares detailed information orally and in written form as part of a class project.

#### **▪ Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student states the importance of free and open access to information with librarian assistance. He/she consistently shows ownership of his/her work. The student states information orally and in written form as part of a class project.

#### **▪ Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student, with librarian prompts, identifies the importance of free and open access to information. He/she requires some assistance to show ownership of his/her work. The student shares limited information orally and in written form as part of a class project.

#### **▪ Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Social Responsibility.

Performance needs considerable development. The student makes limited attempts in sharing opinions and information with others. He/she rarely acknowledges ownership of work in regards to group projects.