

21st CENTURY

Third Grade Library Media Programs and Information Literacy

The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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.3.1.1 use and explain organizational features of printed text (e.g., title page, table of contents, glossary and index).

LM.3.1.2 select print, non-print and electronic resources to locate different types of information (e.g., newspaper, dictionary, encyclopedia, atlas, magazines, CD-ROMs and the Internet).

LM.3.1.3 demonstrate dictionary skills (e.g., guide words, alphabetical order to the second and third letter, word meaning, pronunciation key and syllabication).

LM.3.1.4 identify the components of a bibliographic record (e.g., call number, author, title, publisher, copyright date, number of pages).

Performance Descriptors (LM.PD.3.1)

▪ 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 demonstrates advanced skills in selecting information resources in different formats. He/she utilizes dictionary skills consistently. The student explains in detail the basic components of bibliographic record.

▪ 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 chooses and applies relevant information sources—print, non-print and electronic resources. He/she applies basic dictionary skills regularly. The student consistently states the basic components of the bibliographic record.

▪ 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 selects, explains, and uses print, non-print and electronic resources to locate information. He/she demonstrates the basic components of a bibliographic record.

▪ 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, with assistance, selects and uses limited print, non-print and electronic resources to locate information. With prompts, he/she applies basic dictionary skills. The student occasionally recognizes the basic components of bibliographic record.

▪ 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 requires guidance from the library media specialist to choose and use print, non-print, and electronic resources. He/she has limited knowledge of dictionary skills. The student rarely recognizes the basic components of a bibliographic record.

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.3.2.1 demonstrate understanding of the school library media center arrangement and procedures.
- LM.3.2.2 use the automated or print catalog to locate books by author, title and subject.
- LM.3.2.3 implement good library citizenship, including rules of behavior and proper use and treatment of print materials and electronic resources.
- LM.3.2.4 recognize and use features of the Dewey Decimal System to locate materials.
- LM.3.2.5 select favorite authors and discuss their works.
- LM.3.2.6 locate, choose and read a variety of classic and contemporary literature from appropriate genres (e.g., fiction, nonfiction, poetry, biography, folk tales, fairy tales, legends).
- LM.3.2.7 examine and read award-winning selections (e.g. Caldecott Award, WV Children's Book Award).
- LM.3.2.8 recognize that information can be used to make decisions or satisfy personal interest.

Performance Descriptors (LM.PD.3.2)

▪ 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 automatically utilizes the arrangement of the LMC and the card catalog/OPAC to access materials. He/she models good library citizenship. The student independently uses the Dewey Decimal System. He/she consistently and effectively locates and chooses a variety of literary genres. The student assists others in recognizing how specific information can be used.

▪ 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 understands the arrangement of the LMC and the card catalog/OPAC in order to access materials. He/she consistently follows the rules of good library citizenship. The student effectively recognizes and uses the Dewey Decimal System. He/she helps others in locating and choosing a variety of literary genres. The student recognizes how specific information can be used.

▪ Mastery

The student demonstrates fundamental knowledge and skills by showing consistent and accurate academic performance that meets the standard in Independent Learning. The student understands the arrangement of the LMC and the card catalog/OPAC. He/she follows the rules of good library citizenship. The student recognizes and uses the Dewey Decimal System. He/she locates and chooses a variety of literary genres. The student recognizes how information can be used.

▪ 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 occasionally demonstrates an understanding of the arrangement of the LMC and the card catalog/OPAC. He/she infrequently follows the rules of good library citizenship. The student requires some assistance in recognizing and using of the Dewey Decimal System. He/she shows a limited knowledge of locating and choosing a variety of literary genres. The student has a basic knowledge of how information can be used.

▪ 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 requires substantial assistance in the utilization of the LMC and the card catalog/OPAC. He/she rarely follows the rules of good library citizenship. The student has limited ability in recognizing the Dewey Decimal System. He/she makes minimal effort in locating and choosing a variety of literary genres. The student has limited knowledge of how information can be used.

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;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives

Students will:

LM.3.3.1 identify examples of censorship.

LM.3.3.2 identify legal principles and ethical conduct in use of information (e.g., copyright, plagiarism, acceptable use policy).

LM.3.3.3 recognize the need for privacy of personal information.

LM.3.3.4 participate in the development of workgroup roles and responsibilities.

LM.3.3.5 work cooperatively with other students to create a finished product by recognizing and completing specific tasks as a part of a group effort.

Performance Descriptors (LM.PD.3.3)

▪ **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 explains examples of the importance of free and open access to information. He/she explains and models acceptable use policy and correct use of copyrighted materials. The student leads others to create a finished product by working cooperatively and completing specific tasks as part of a team.

▪ **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 demonstrates the elements of censorship. He/she recognizes and describes the need for acceptable use policies, copyright and privacy of personal information. The student accepts the role and responsibility of developing and creating a group 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. With librarian prompts, the student recognizes examples of censorship and the correct use of copyrighted materials. Working with others and respecting their opinions, he/she creates a finished 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 has difficulty in identifying examples of censorship and the use of copyrighted materials. He/she requires assistance in participating and working within a group to complete a project successfully.

▪ **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 rarely makes observations about censorship, acceptable use policy and copyright law. He/she makes limited attempts in creating a finished product while working with and respecting others' rights.