

**VALLEY CENTER USD 262
LIBRARY MEDIA TECHNOLOGY - GRADE 5
INSTRUCTIONAL GUIDE**

Library Media Goals	P.I.#	Student Performance Indicator The student...	ESS EXP EXT KSA	Time Allocation				Sample Teaching Strategy: The LMS has the student...	Proficient	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
				1	2	3	4				
Information Literacy	1.1.1	...determines the need for additional information.					1. ...utilize the library media center facility, staff, and resources whenever an academic or personal information need arises through exposure to a variety of problem-based scenarios. LMS Notes:		Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 1: The student recognizes the need for information.		
Information Literacy	1.2.1.	...expands identification and use of the parts of a book, including the appendix, bibliography, glossary, copyright date, publisher, title page, table of contents, index and preface.					1. ...expand identification and use of the parts of a book, including the appendix, bibliography, glossary, copyright date, publisher, title page, table of contents, index and preface. LMS Notes:		Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 2: The student recognizes that accurate and comprehensive information is the basis for intelligent decision making.		
Information Literacy	1.2.2	...expands skills to include 'see' and 'see also' cross references and print/electronic indexes.					1. ...expand skills to include 'see' and 'see also' cross references and print/electronic indexes. LMS Notes:		Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 2: The student recognizes that accurate and comprehensive information is the basis for intelligent decision making.		

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Information Literacy	1.2.3	...constructs a bibliography with full citation.					1. ...construct a bibliography (works used) with full citation. LMS Notes:		Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 2: The student recognizes that accurate and comprehensive information is the basis for intelligent decision making.		
Information Literacy	1.3.1	...refines questions as information needs change.					1. ...independently develop a list of guiding questions about a given topic. LMS Notes:		Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 3: The student formulates questions based on information needs.		
Information Literacy	1.4.1	...selects the most appropriate reference sources of information (e.g. children's periodicals, online databases, almanacs, thesauruses, primary sources, unabridged dictionaries, newspapers, television, and/or radio programs).					1. ...independently, select the source that provides the best information to answer questions posed by the LMS/Teacher Librarian. LMS Notes:		Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 4: The students identifies a variety of potential sources of information.		

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Information Literacy	1.5.1	...locates nonfiction materials to demonstrate a basic understanding of the Dewey Decimal classification.						1. ...use Dewey classification categories to organize a group of materials by title. LMS Notes:		Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 5: The student develops and uses successful strategies for locating information.	
Information Literacy	1.5.2	...interacts with media of various types and lengths (e.g. magazines, other indexing tools, dictionary for pronunciations, foreign language dictionaries and junior thesauruses.								Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 5: The student develops and uses successful strategies for locating information.	
Information Literacy	1.5.3	...uses the call number to locate materials on the shelves.								Standard 1: The student who is information literate <u>accesses information</u> efficiently and effectively. Benchmark 5: The student develops and uses successful strategies for locating information.	

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Information Literacy	2.1.1	...seeks multiple sources to verify accuracy of information (e.g. current and appropriate, according to copyright date and authority, bias).						<p>1. ...use several different sources for a research project, comparing information found in various sources.</p> <p>2. ...discuss how to best determine the accuracy of materials, such as checking copyright date, authority of author, and research-base of material.</p> <p>3. ...introduce the concept of bias, showing examples of an author's point of view, e.g. newspaper coverage showing more about boys' sports than girls' sports.</p> <p><u>LMS Notes:</u></p>		<p>Standard 2: The student who is information literate <u>evaluates information</u> critically and competently.</p> <p>Benchmark 1: The student determines accuracy, relevance, and comprehensiveness.</p>	
Information Literacy	2.2.1	...explains how facts, opinions, and points of view are different from one another.						<p>1. ... write a position paper on the lunch choices available in the cafeteria. Students will be assigned to write from the point of view of: a) student, b) lunchroom personnel, or c) parent. Positions will be shared with class and discussed.</p> <p>2. ...create a graphic organizer demonstrating students' knowledge of an assigned topic differentiating between fact, opinion, and point of view.</p> <p><u>LMS Notes:</u></p>		<p>Standard 2: The student who is information literate <u>evaluates information</u> critically and competently.</p> <p>Benchmark 2: The student distinguishes among fact, point of view, and opinion.</p>	

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Information Literacy	3.1.1	...independently demonstrates the knowledge and skills to organize information.						1. ...independently use a problem-solving model, such as Handy Five, Big Six, to outline a content specific concept into main idea and supportive facts, sequence, etc. LMS Notes:		Standard 3: The student who is information literate <u>uses the information</u> accurately and creatively. Benchmark 1: The student organizes information for practical application.	
Information Literacy	3.2.1	...demonstrates the knowledge and skills to apply information by combining ideas on a given topic from more than one source and more than one format.						1. ...read and review a variety of information sources including primary sources in a variety of formats, for a given content area. LMS Notes:		Standard 3: The student who is information literate <u>uses the information</u> accurately and creatively. Benchmark 2. The student integrates new information into one's own knowledge.	
Information Literacy	3.3.1	...individually, with minimal guidance, follows steps of a basic problem solving model.						1. ...individually, with minimal guidance, use a five or six step basic problem solving model to propose a solution to a content-based problem related to the nation. LMS Notes:		Standard 3: The student who is information literate <u>uses the information</u> accurately and creatively. Benchmark 3: The student applies information to critical thinking and problem solving.	

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Information Literacy	3.4.1	...independently chooses the most appropriate format for presenting information.						<p>1. ...independently choose the most appropriate format for presenting information by identifying an audience, and considering length of presentation and type of information to share.</p> <p>LMS Notes:</p>		<p>Standard 3: The student who is information literate <u>uses the information</u> accurately and creatively.</p> <p>Benchmark 4: The student produces and communicates information and ideas in appropriate formats.</p>	
Independent Learning	4.1.1	...explore a range of resources related to one's personal interests and well-being.						<p>1. ...conduct subject searches on the library catalog.</p> <p>2. ...find on-line materials about a favorite leisure activity, hobby, or hero.</p> <p>3. ...access an on-line database or library catalog to find information for personal understanding and well-being.</p> <p>4. ...use their Kansas State Library card to access SIRS Discoverer or World Book Encyclopedia On-line.</p> <p>LMS Notes:</p>		<p>Standard 4: The student who is an independent learner is information literate and <u>pursues information</u> related to personal interests.</p> <p>Benchmark 1: The student seeks information related to various dimensions of personal well being, such as career interest, community involvement, health matters, and recreational pursuits.</p>	

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Independent Learning	4.2.1	...evaluates the information product for use related to personal interest and reliability.					<ol style="list-style-type: none"> 1. ...choose a personal hero, e.g. sports figure, political figure, family member. 2. ...write notes or complete a graphic organizers to collect facts related to personal interest. 3. ...skim or scan information product for relevance to interest using text features, table of contents, and/or the index. 4. ...question the factual reliability of an information material. <p><u>LMS Notes:</u></p>		<p>Standard 4: The student who is an independent learner is information literate and <u>pursues information</u> related to personal interests.</p> <p>Benchmark 2: The student designs, develops and evaluates information products and solutions to related personal interests.</p>		
Independent Learning	4.2.2	...organizes and presents basic information related to topics of personal interest.					<ol style="list-style-type: none"> 5. ...present their findings in a format of choice, e.g. poster, picture collage, electronic presentation, realia. <p><u>LMS Notes:</u></p>		<p>Standard 4: The student who is an independent learner is information literate and <u>pursues information</u> related to personal interests.</p> <p>Benchmark 2: The student designs, develops and evaluates information products and solutions to related personal interests.</p>		

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Independent Learning	5.1.1	...identifies characteristics of realistic fiction, historical fiction, fantasy, science fiction, legends, fables, and information text representing a variety of cultures and time periods.					<ol style="list-style-type: none"> 1. ...selects books by author or genre that interest the reader. 2. ...participate in teacher-lead book talks, reviews, and discussions. 3. ..."buddy read" with a classmate and determine together what genre they have just read. Share their decision with the class. 4. ...recommend books to peers. 5. ...apply knowledge of various genres in a variety of cultures to selection and discussion of his book choice. <p><u>LMS Notes:</u></p>		<p>Standard 5: The student who is an independent learner is information literate and <u>appreciates literature</u> and other creative expressions of information.</p> <p>Benchmark 1: The student is a competent and self-motivated reader.</p>		
Independent Learning	5.1.2	...analyzes elements or a story, including theme and plot.					<ol style="list-style-type: none"> 1. ...selects books by author or genre that interest the reader. 2. ...participate in teacher-lead book talks, reviews, and discussions. 3. ..."buddy read" with a classmate and determine together what genre they have just read. Share their decision with the class. 4. ...recommend books to peers. 5. ...apply knowledge of various genres in a variety of cultures to selection and discussion of his book choice. <p><u>LMS Notes:</u></p>		<p>Standard 5: The student who is an independent learner is information literate and <u>appreciates literature</u> and other creative expressions of information.</p> <p>Benchmark 1: The student is a competent and self-motivated reader.</p>		

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Independent Learning	5.1.3	...communicates reaction to books read.						<ol style="list-style-type: none"> 1. ...selects books by author or genre that interest the reader. 2. ...participate in teacher-lead book talks, reviews, and discussions. 3. ..."buddy read" with a classmate and determine together what genre they have just read. Share their decision with the class. 4. ...recommend books to peers. 5. ...apply knowledge of various genres in a variety of cultures to selection and discussion of his book choice. <p><u>LMS Notes:</u></p>		<p>Standard 5: The student who is an independent learner is information literate and <u>appreciates literature</u> and other creative expressions of information.</p> <p>Benchmark 1: The student is a competent and self-motivated reader.</p>	
Independent Learning	5.1.4	...reads award winners and/or honor books.						<ol style="list-style-type: none"> 1. ...selects books by author or genre that interest the reader. 2. ...participate in teacher-lead book talks, reviews, and discussions. 3. ..."buddy read" with a classmate and determine together what genre they have just read. Share their decision with the class. 4. ...recommend books to peers. 5. ...apply knowledge of various genres in a variety of cultures to selection and discussion of his book choice. <p><u>LMS Notes:</u></p>		<p>Standard 5: The student who is an independent learner is information literate and <u>appreciates literature</u> and other creative expressions of information.</p> <p>Benchmark 1: The student is a competent and self-motivated reader.</p>	

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Independent Learning	5.2.1	...is able to understand and enjoy creative works presented in a variety of formats by a variety of authors, e.g. video, film, internet, television and other creative presentations of information.						<p>1. ...create a book jacket "blurb" for a book they have read.</p> <p>LMS Notes:</p>		<p>Standard 5: The student who is an independent learner is information literate and <u>appreciates literature</u> and other creative expressions of information.</p> <p>Benchmark 2: The student derives meaning from information presented creatively in a variety of formats.</p>	
Independent Learning	5.3.1	...interprets a visual and/or aural message in a different format in a new context and new products (e.g. maps, dioramas, models and computer-generated posters or other products).						<p>1. ...create a character from a favorite class novel using whatever medium the student has available.</p> <p>2. ...make sock puppets of characters and put on a puppet show for younger children of a story the younger children will be familiar with.</p> <p>3. ...generate posters of new books in the library that they have recently read and wish to advertise to other students.</p> <p>LMS Notes:</p>		<p>Standard 5: The student who is an independent learner is information literate and <u>appreciates literature</u> and other creative expressions of information.</p> <p>Benchmark 3: The student develops creative products in a variety of formats.</p>	

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Independent Learning	6.1.1	...seeks and finds information while following the steps of a problem-solving model.					<p>1. ...apply the basic steps of a problem-solving model to conduct a search for information.</p> <p>2. ...conduct keyword and/or subject searches on the library catalog and online sources to located needed materials on a favorite leisure, animal, or sport activity.</p> <p>3. ...evaluate information for reliability and relevance to the topic being research.</p> <p><u>LMS Notes:</u></p>		<p>Standard 6: The student who is an independent learner is information literate and <u>strives for excellence</u> in information seeking and knowledge generation.</p> <p>Benchmark 1: The student assesses the quality of the process and products of personal information seeking formats.</p>		
Independent Learning	6.1.2	...compiles information to answer one's questions of personal interest.					<p>4. ...collect data for a personal use in a graphic organizer, note cards, outline, or any other product to meet the student's needs.</p> <p>5. ...write a paper, report, or some other representation of one's data that can be presented to others upon completion (e.g., write a poem about a sport, endangered animal, famous person or other topic after gathering facts about that topic).</p> <p><u>LMS Notes:</u></p>		<p>Standard 6: The student who is an independent learner is information literate and <u>strives for excellence</u> in information seeking and knowledge generation.</p> <p>Benchmark 1: The student assesses the quality of the process and products of personal information seeking formats.</p>		

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Independent Learning	6.2.1	...explains basic strategies for revising and improving his work.						<p>1. ...participate in peer editing by listening to a classmate read his report.</p> <p>2. ...use the assignment instructions to identify gaps and/or holes.</p> <p><u>LMS Notes:</u></p>		<p>Standard 6: The student who is an independent learner is information literate and <u>strives for excellence</u> in information seeking and knowledge generation.</p> <p>Benchmark 2: The student devises strategies for revising, improving and updating self-generating knowledge.</p>	
Independent Learning	6.2.2	...updates his work.						<p>3. ...rewrite a final copy of one's work.</p> <p><u>LMS Notes:</u></p>		<p>Standard 6: The student who is an independent learner is information literate and <u>strives for excellence</u> in information seeking and knowledge generation.</p> <p>Benchmark 2: The student devises strategies for revising, improving and updating self-generating knowledge.</p>	

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Social Responsibility	7.1.1	...accesses several local information resources (e.g. public library and newspaper office).						1. ...visit a newspaper office to determine how local, national and international news is received and processed by the newspaper. LMS Notes:		Standard 7: The student who contributes positively to the learning community and to society is information literate and <u>recognizes the importance of information</u> to a democratic society. Benchmark 1: The student seeks information from diverse sources, contexts, and disciplines.	
Social Responsibility	7.2.1	...understands the concept of reserve systems and shared access to limited resources.						1. ...compare/contrast functions of public/school libraries, e.g. invite the public librarian to speak, visit the public library's web site. LMS Notes:		Standard 7: The student who contributes positively to the learning community and to society is information literate and <u>recognizes the importance of information</u> to a democratic society. Benchmark 2: The student respects the principle of equitable access to information.	

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Social Responsibility	8.1.1	...defines or gives examples of intellectual freedom (e.g. freedom of speech, right to self-select certain topics or titles, movie ratings).						1. ...collect newspaper examples of editorial pages. LMS Notes:		Standard 8: The student who contributes positively to the learning community and to society is information literate and <u>practices ethical behavior</u> in regard to information and information technology. Benchmark 1: The student respects the principles of intellectual freedom.	
Social Responsibility	8.2.1	...defines plagiarism and states the full citation or information used for research.						1. ...write citation information for multiple sources; e.g., audio-visual, internet, oral resources. LMS Notes:		Standard 8: The student who contributes positively to the learning community and to society is information literate and <u>practices ethical behavior</u> in regard to information and information technology. Benchmark 2: The student respects intellectual property rights.	

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Social Responsibility	9.1.1	...discusses ideas with other in the group, listens well, and changes ideas when appropriate.						1. ...develop panel discussions on a school-related topic of interest. LMS Notes:		Standard 9: The student who contributes positively to the learning community and to society is information literate and <u>participates effectively in groups</u> to pursue and generate information. Benchmark 1: The student shares knowledge and information with others.	
Social Responsibility	9.2.1	...responds respectfully to the points of view and ideas of others and acknowledges the contributions of each.						1. ...develop a class newspaper, requiring reporters to interview and editors to review the information. LMS Notes:		Standard 9: The student who contributes positively to the learning community and to society is information literate and <u>participates effectively in groups</u> to pursue and generate information. Benchmark 2: The student respects other's ideas and backgrounds and acknowledges their contributions.	
Technology Literacy	10.1.2	...uses input/output devices to successfully operate technology.						1. ...create documents using CD-ROMs and Internet resources. 2. use media and technology resources for presenting information. LMS Notes:		Standard 10: The student understands basic operations and concepts. Benchmark 1: The student demonstrates a sound understanding of the nature of operation of technology systems.	

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Technology Literacy	10.1.1	...discusses common uses of technology in daily life and the advantages and disadvantages those uses provide.							Standard 10: The student understands basic operations and concepts. Benchmark 1: The student demonstrates a sound understanding of the nature of operation of technology systems.		
Technology Literacy	11.1.1 11.1.2 11.1.3	...understands ethical, cultural and societal issues related to technology.					<p>1. ...discuss how technology may have positive and or negative consequences.</p> <p>2. ...analyze common uses of technology in daily life and the advantages and disadvantages those uses provide (e.g., how technology helps us communicate).</p> <p>3. ...discuss patent, copyright, trade name or trademark protection and rights of the owner of the work (e.g. inventor, manufacturer, software developer, company, Web site creator, author of information).</p> <p>4. ...discuss basic issues related to responsible use of technology and describe personal consequences of inappropriate use (e.g., plagiarism, intellectual property, and the conditions of the district AUP).</p> <p>LMS Notes:</p>		Standard 11: The student demonstrates knowledge of social, ethical, and human issues. Benchmark 1: The student understands ethical, cultural and societal issues related to technology.		

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Technology Literacy	11.2.1 11.2.2 11.2.3	...practices responsible use of technology systems, information, and software.						1. ...distinguish basic issues related to responsible use of technology and information, and relate personal consequences of inappropriate use. LMS Notes:		Standard 11: The student demonstrates knowledge of social, ethical, and human issues. Benchmark 2: The student practices responsible use of technology systems, information, and software.	
Technology Literacy	11.3.1 11.3.2 11.3.3 11.3.4	...develops positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.						1. ...identify and show cooperative and collaborative strategies to work with other when using technology systems. LMS Notes:		Standard 11: The student demonstrates knowledge of social, ethical, and human issues. Benchmark 3: The student develops positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	
Technology Literacy	12.1.1 12.1.2 12.1.3	...uses technology tools to enhance learning, increase productivity, and promote creativity.						1. ...access scientific simulations using interactive software and websites. LMS Notes:		Standard 12: The student uses technology productivity tools. Benchmark 1: The student uses technology tools to enhance learning, increase productivity, and promote creativity.	

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Technology Literacy	12.2.1	...uses productivity tools to collaborate in constructing technology-enhanced models.					1. ...create a digital map, including their own written direction, to navigate from home to school. They can check their own work using Map Quest website. LMS Notes:		Standard 12: The student uses technology productivity tools. Benchmark 2: The student uses productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.		
Technology Literacy	12.2.2	...uses productivity tools to prepare publications.					2. ...produce a classroom newsletter with images using word-processing/publishing software. LMS Notes:		Standard 12: The student uses technology productivity tools. Benchmark 2: The student uses productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.		
Technology Literacy	12.2.3	...uses productivity tools to produce other creative works.							Standard 12: The student uses technology productivity tools. Benchmark 2: The student uses productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.		

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Technology Literacy	13.1.1 13.1.2 13.1.3	...uses telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.					1. ...use available telecommunication tools to gather information for collaborative projects or topics of personal interest. LMS Notes:		Standard 13: The student uses technology communication tools. Benchmark 1: The student uses telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.		
Technology Literacy	13.2.1 13.2.2	...uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.					1. ...select the best available media to create and edit a product to share with audiences inside and outside school. LMS Notes:		Standard 13: The student uses technology communication tools. Benchmark 2: The student uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.		
Technology Literacy	14.1.1 14.1.2 14.1.3	...uses technology to locate, collect, and evaluate information from a variety of sources.					1. ...research a topic and gather information from the Internet using a student-oriented search engine (e.g. Kids Click, Yahoooligans) LMS Notes:		Standard 14: The student uses technology research tools. Benchmark 1: The student uses technology to locate, collect, and evaluate information from a variety of sources.		

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				1	2	3	4				
Technology Literacy	14.2.1 14.2.2	...uses technology tools to process data and report results.						1. ...collect data and create a timeline with available software, (e.g. Inspiration, Timeliner). LMS Notes:		Standard 14: The student uses technology research tools. Benchmark 2: The student uses technology tools to process data and report results.	
Technology Literacy	14.3.1	...surveys possible information resources and selects appropriate resources for specific tasks.						1. ...research a topic and gather information from the Internet using a student-oriented search engine (e.g. Kids Click, Yahoo!igans) LMS Notes:		Standard 14: The student uses technology research tools. Benchmark 3: The student evaluates and selects new information resources and technological innovations based on the appropriateness for specific tasks.	

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				1	2	3	4				
Technology Literacy	15.1.1 15.2.1 15.3.1	...uses technology resources to solve problems and to make informed decisions.						<p>1. ... work together to solves an inquiry-based problem (e.g. identify the main elements of a fingerprint at http://www.fbi.gov/kids/kids/htm to solve a "mystery" in ancient civilizations).</p> <p>2. ...access and evaluate online data sources (e.g., Kansas population maps and landscape/ terrain/ weather maps to analyze population distribution.</p> <p>3. ...collect survey data from their school (e.g., most popular meals in the lunchroom and present the data to the district kitchen staff.</p> <p><u>LMS Notes:</u></p>		<p>Standard 15: The student uses technology problem-solving and decision-making tools.</p> <p>Benchmark 1, 2 & 3: The student uses technology resources for solving problems and making informed decisions.</p>	