



LIBRARY MEDIA

(GRADES K-12)



Library Media Curriculum Guide

Tim McGill, Superintendent
Matt Strange, Director of Curriculum and Professional Development

Task Force

Missy Basnett (Chair)
Jamie Lath
Cris Laytham
Megan Noble
Christina Yang
Tim Heading (Principal)

May 2012

Morrison Academy
136-1 Shui-Nan Road
Taichung, Taiwan 40679, R.O.C.

Table of Contents

Philosophy Statement	4
Vision for Our Library Media Learners.....	5
Hallmarks	6
Engaged Instructional Time Requirements	8
Kindergarten through Twelfth Grade Strands.....	8
Scope and Sequence for Grades K-5.....	9
Scope and Sequence for Grades 6-8.....	9
Scope and Sequence for Grades 9-12.....	10
Resources for Instruction	11
Overview by Grade/Course	12
Information Literacy Assessment	14
Kindergarten Benchmarks.....	15
Grade One Benchmarks.....	16
Grade Two Benchmarks.....	17
Grade Three Benchmarks	18
Grade Four Benchmarks	19
Grade Five Benchmarks.....	20
Middle School Benchmarks.....	21
High School Benchmarks	22
Appendix A: Library Media Program Guide	23
Appendix B: Research and Inquiry Model	24
Appendix C: K-12 Benchmark Vertical Articulation Chart.....	25
Appendix D: Biblical Principles for Library Media	30

Philosophy Statement

Morrison Academy recognizes that people are gifted by God with the ability to inquire, gain knowledge, and delight in the creativity of others. Morrison Academy library program strives to equip students to enjoy information by teaching them how to use information effectively. The Library Media Center will support students by providing opportunities to become critical thinkers, life-long learners, enthusiastic readers, skillful researchers, and ethical users of information.

Vision for Our Library Media Learners

Spiritual Discerner

1. Students will allow the Holy Spirit to act as a filter to what is appropriate reading, listening, and viewing.
2. Students will be considerate of other users and staff of the Library Media Center.

Moral and Ethical Citizen

1. Students will make ethical decisions about copyrighted or proprietary information from a biblical perspective and will credit the ideas of others.
2. Students will learn respect for persons of other ages, races, cultures, faiths, and values through literature.
3. Students will demonstrate self-control in attitude and behavior when using the Library Media Center.
4. Students will be responsible for and respect the library resources both in and out of the library environment.

Effective Communicator

1. Students will respectfully contribute to collaborative groups.
2. Students will appreciate how people communicate ideas and information to others through language.
3. Students will demonstrate their comprehension, enjoyment, and appreciation of different literature.
4. Students will be given opportunity to present new learning.

Life Long Learner

1. Students will maintain intellectual curiosity through the inquiry process.
2. Students will develop a love for reading.
3. Students will gain understanding of and competency in information literacy skills.

Steward of Quality of Life

1. Students will appreciate the impact language has in communication
2. Students will explore their personal interests through a variety of resources.

Rational and Critical Thinker

1. Students will use an inquiry and problem solving model when conducting research.
2. Students will think critically about the resources they use.

Hallmarks

Academic Excellence

Morrison Academy libraries strive to train 21st-century learners through the research process to inquire, think critically, gain knowledge, draw conclusions, make informed decisions, participate ethically as members of society, and pursue personal and aesthetic growth (American Association of School Librarians, *Standards for the 21st-Century Learner in Action*, 2009). Reading improves vocabulary, spelling and comprehension (Krashen, *The Power of Reading: Insights from the Research*, 2004). To that end, the library supports academic excellence in all curricular areas by promoting reading and inquiry.

Biblical Worldview Integration

Through a Biblical worldview, the library selects materials, promotes discernment when reading for pleasure and information, and teaches standards that students are expected to exhibit when using resources. We use a Biblical worldview not to censor but to bring understanding to the vast amount of information that surrounds our students.

Collaboration

Morrison Library Media Specialists collaborate with staff members and other librarians in the planning, implementation and assessment of learning. Library Media Specialists assist staff members with the implementation of research, and literature-based units by offering specialized lessons or consultation.

Collection Development

As part of a Christian community, Morrison library media centers will provide resources to support, supplement, and enrich curriculum. These resources represent a diverse range of materials which reflect our school communities' informational needs and interests. (Policy 5366)

Community Access

Although priority is given to Morrison Academy students, the Library Media Centers are also available to parents, eligible missionaries, and home school families during school hours.

Literature Promotion

Morrison Academy's Library Media Center is dedicated to promoting literature through opportunities such as reading months, author/illustrator visits, birthday book clubs, specialized reading programs, and the Morrison initiated Tu Shu Awards. In addition, the Library Media Specialists demonstrate wide reading by book talks, genre and author studies, book reviews, and book trailers.

Research

At developmentally appropriate levels, Morrison Academy teaches students to locate, think critically, gain knowledge, synthesize, and evaluate relevant resources using the Library Media Center.

Technology

Morrison Academy libraries consider technology necessary for the implementation of the education of its students. Therefore the libraries seek to utilize technology to access, retrieve, synthesize, edit, evaluate, and publish knowledge in collaboration with teachers. Morrison libraries provide technology for students to research (e.g. databases, Internet, etc.). Librarians provide instruction for how to use technology in a moral and ethical manner and how students' interactions with technology impact themselves and the global community.

Engaged Instructional Time Requirements

Refer to Procedure 295

Kindergarten through Twelfth Grade Strands

- 1 Library Literacy
- 2 Reading Literacy
- 3 Information Literacy
- 4 Digital Literacy

Scope and Sequence for Grades K-5

	Library Literacy	Reading Literacy	Information Literacy	Digital Literacy
K	Introducing the library space and usage	Exposure to variety of literature	Understanding that the library is a place to find answers to questions	Introducing internet safety
1	Using the library	Expressing opinions about a variety of literature	Using the library to answer basic questions	Articulate examples of internet safety
2	Applying and using Destiny Account	Critically responding to a variety of literature	Using a variety of sources to answer questions	Understand the need for information privacy online
3	Working knowledge of library terminology and the existence of outside resources	Comparing a variety of genres	Using answers to produce a final product	Understand that people communicate and connect online
4	Awareness of digital resources	Comparing a variety of grade level appropriate literature	Refining the inquiry process	Identifying the purpose of a website
5	Usage of terminology to access information	Focusing on classic literature and nonfiction resources	Analyzing sources	Articulate examples of how to deal with cyber bullies

Scope and Sequence for Grades 6-8

	Library Literacy	Reading Literacy	Information Literacy	Digital Literacy
6-8	Extensive use of digital resources	Making literature connection to other media and being aware of periodical resources	Evaluating and using sources ethically	Awareness of the existence and consequence of a digital footprint

Scope and Sequence for Grades 9-12

	Library Literacy	Reading Literacy	Information Literacy	Digital Literacy
9-12	Using resources available, including print and digital	Choosing reading as a lifelong learning activity and discussing literature with others	Demonstrating mastery of the inquiry process	Defining what it means to be a moral and ethical digital citizen

Resources for Instruction

Online

If one of the below e-subscriptions expires before the next review, the campus decides whether to use campus funds to renew the e-subscription with the vendor.

EBSCO Host (High School)

Encyclopedia Britannica

Facts on File

Noodle Tools

Tumblebooks

Common Sense Media <http://www.common sense media.org/educators/curriculum>

Text

Teaching Information & Technology Skills: The Big 6 in Elementary School by Michael B. Eisenberg and Robert E. Berkowitz. Worthington, Ohio: Linworth Pub., c1999.

The Super3: Information Skills for Young Learners by Michael B. Eisenberg and Laura Eisenberg Robinson. Worthington, Ohio: Linworth Books, c2007.

Overview by Grade/Course

Elementary School

Kindergarten

The Kindergarten library media class is a literature rich and multi-media experience. Students are introduced to library space and usage as well as a variety of literature genres. Kindergarteners are also exposed to the idea that the library is a place to find answers to questions. Age appropriate internet safety information is given as well.

Grade 1

Students in grade 1 will continue their discovery and usage of the library. As they learn more about varieties of literature, they will begin to form and express opinions about what books they enjoy. They will also begin to use basic research skills reinforced in the library to answer content related questions. As they learn more about internet safety, they begin to articulate basic internet safety rules as well.

Grade 2

The second grade library media class will enable students to critically respond to a variety of literature. Students will learn that they can use a variety of sources, in and out of the library media center, to answer their questions. In addition, students will have experience applying and using their personal Destiny account to find books and other resources. Students will be taught that there is a need for information privacy online.

Grade 3

The third grade library media class will give the students a working knowledge of library terminology and an awareness of outside resources. Students will compare a variety of genres and will be able to use answers to produce a final product. Students will learn that people communicate and connect online.

Grade 4

The fourth grade library media class refines students' awareness of sources in the library, especially digital resources, and their ability to use the inquiry process. They will explore simple story structure further and be encouraged to read more for pleasure. During the inquiry process, they are asked to determine the best sources, summarize information, and cite sources using a simplified MLA format. They will also begin distinguishing the purposes of websites.

Grade 5

The fifth grade library media class focuses on classic literature and nonfiction resources. Students will use library terminology, such as glossary, index, and guidewords, to access information. They will learn methods to analyze and cite sources using MLA format. When dealing with technology, students will learn how to respond to cyber bullies.

Middle School Program

The Middle School library media classes focus on ensuring that students read widely for pleasure and information as well as understand how to use resources correctly for inquiry. Students use digital resources extensively and develop an increased awareness of the impact that technology has in their lives (both positive and negative). They learn how to evaluate and use sources ethically. They are also asked to make connections from literature to other types of media and to create their own digital resources, such as blogs, wikis, and book trailers.

High School Program

The High School library media classes encourage students to continue reading widely for pleasure, information, and inquiry while extending their understanding of technology. They should use advanced search techniques and analyze sources at a deeper level. They will grow in their awareness of online risks, understanding the benefits and drawbacks of Web 2.0 technology, and the legal issues surrounding Internet publishing.

Information Literacy Assessment

Tool for Real-time Assessment of Information Literacy Skills (TRAILS)

“TRAILS is a knowledge assessment with multiple-choice questions targeting a variety of information literacy skills based on 3rd, 6th, 9th, and 12th grade standards. This Web-based system was developed to provide an easily accessible and flexible tool for school librarians and teachers to identify strengths and weaknesses in the information-seeking skills of their students. There is no charge for using TRAILS.” - <http://www.trails-9.org/>

TRAILS is given annually to Morrison students in grades 3, 6, 9 and 11 at the beginning of each year (before 10/10 break) and at the end of the year (before May 15th). The assessment data should be sent to the School Improvement Coordinator (electronically) no later than May 15th.

The benchmark for Morrison is 70% of students will be at or above 75%.

The data from the fall test should inform instruction for the library media specialists throughout the year. Library media specialists will discuss the spring data during the August professional learning day job a-like time the following year.

Director of Curriculum and Professional Development will designate the point person to set up the assessments for all three campus libraries. The point person will forward the sessions to the campus librarians.

Kindergarten Benchmarks

1 Library Literacy

- a. I can identify and use different areas of the library (e.g. circulation, easy fiction, nonfiction).
- b. I can name some ways to care for library materials.
- c. I respect the rights of others to use library resources, equipment, and facilities.
- d. I understand library terms (e.g. shelf marker, check-in, check-out, call number etc.).
- e. I know who and how to ask for help in the library.

2 Reading Literacy

- a. I can name a favorite author or book character.
- b. I can choose reading resources that interest me.
- c. I understand the literary terms: author, illustrator, fiction, nonfiction.

3 Information Literacy

- a. I can identify a question for inquiry and understand that the answer can be found in a book (Plan—Super 3)
- b. I can say if the question has been answered (Review—Super 3)

4 Digital Literacy

- a. I am aware the school has technology use guidelines.
- b. I know staying safe online is similar to staying safe in the real world.

Grade One Benchmarks

1 Library Literacy

- a. I can **name** and use different areas of the library (e.g. Circulation, Nonfiction, Easy fiction, Magazines).
- b. I can **describe** how to care for library materials (e.g. locate, check out, care for, return).
- c. I apply ABC order to find easy fiction books.
- d. I understand Destiny is used to find library resources
- e. I recognize that different parts of a book offer information (e.g. cover, title page, table of contents, call number, and spine).

2 Reading Literacy

- a. I can listen and respond to a wide variety of literature (type, format, culture, etc.) for enjoyment and to gain information.
- b. I can express my own ideas about stories I read or hear in words and pictures.
- c. I can **identify** these literary terms when looking at a book: author, illustrator, fiction, nonfiction, **title page**, and **table of contents**.
- d. I know some books have received special awards (e.g. Caldecott, Tu Shu).
- e. I can name author, **illustrators**, and book characters I enjoy.

3 Information Literacy

- a. I can identify a **problem** or question for inquiry (Plan—Super 3).
- b. I know a few sources that can answer the question (e.g. books, teacher, etc.) (Do—Super 3).
- c. I can use basic sources to answer the inquiry question (Do—Super 3).
- d. I **know** if I answered the inquiry question (Review—Super 3).

4 Digital Literacy

- a. I **can name** some of the school and library guidelines for technology use.
- b. I can name ways to stay safe when using the internet.

Grade Two Benchmarks

1 Library Literacy

- a. I can locate library resources using the call number
- b. I can **use** Destiny to find library resources for pleasure and information
- c. I can recognize and **use** different parts of a book to locate information (e.g. cover, title page, table of contents, call number, spine, **copyright**, and **publisher**).

2 Reading Literacy

- a. I can listen **attentively, critically, and purposefully** to a wide variety of literature (type, format, culture, etc.) for enjoyment and to gain information.
- b. I recognize different versions of a story (e.g. 3 little pigs, Stone Soup, Gingerbread Man).
- c. I **have read** award winning titles (e.g. Caldecott, Tu Shu) and **understand why** books receive their awards.
- d. I can name some favorite authors, illustrators, book characters, or **series**.

3 Information Literacy

- a. I can **list questions** needed for a specific inquiry (Plan—Super 3).
- b. I can **choose the best source** for the inquiry (e.g. expert, nonfiction book, web path express, etc.) (Do—Super 3).
- c. I can use Destiny to find resources (Do—Super 3).
- d. I can find answers to my inquiry using information sources (Do—Super 3).
- e. I can list the author and title of resources used during inquiry (e.g. acceptable use policies, plagiarism/copyright laws) (Do—Super 3).
- f. I know if the inquiry question has been answered (Review—Super 3).
- g. I can ask new questions after completing the inquiry (Review—Super 3).

4 Digital Literacy

- a. I understand how to stay safe online, including keeping my information private when visiting websites.

Grade Three Benchmarks

1 Library Literacy

- a. I use Destiny to find library resources for pleasure and information (i.e. searching by **author, title, and subject**).
- b. I can manage my Destiny account (e.g. login, make holds, renew materials, add items to a wish list)

2 Reading Literacy

- a. I select, read, and respond to materials from a variety of **genres** (e.g. mystery, realistic, fantasy, and non-fiction).
- b. I participate in library reading programs and activities (e.g. Tu Shu, read around the library, library emphasis month, etc.).
- c. I regularly choose library resources that are good fit for my reading level, purpose, or interest.

3 Information Literacy

- a. I can connect what I know to the inquiry (Big 6--Define).
- b. I can choose the best sources from a list of print, non-print, and human resources to answer the inquiry question (Big 6--InfoStrat).
- c. I can locate information within sources and **record it** on a teacher provided graphic organizer (Big 6--Get, Big 6--Use).
- d. I **understand how to credit** the ideas of others (e.g. title, author, date, and/or URL) (Big 6--Use).
- e. I can combine information from sources and show what was learned (Big 6--Produce).
- f. I understand I should self-assess inquiry process and my final product (Big 6--GOLD).

4 Digital Literacy

- a. I can engage in learning activities through e-mail and other electronic communication tools (e.g. Gmail).
- b. I understand why strong passwords are needed and what information to keep private online.
- c. I know what to do if I receive spam or unwelcome messages online.
- d. I can explain how people are connected on the Internet.

Grade Four Benchmarks

1 Library Literacy

- a. I use **digital resources** to find library resources for pleasure and information (e.g. Destiny, databases, etc.).
- b. I can recommend titles to other users.

2 Reading Literacy

- a. I select, read, and respond materials from a variety of literary genres **for pleasure**
- b. I understand simple story structure, including character, plot, setting, and point of view.

3 Information Literacy

- a. I can broaden or narrow the search topic (Big 6—Define).
- b. I can **determine** the best source of print and electronic sources (e.g. books, dictionaries, encyclopedias, and Internet resources) to gather needed information (Big 6--InfoStrat).
- c. I am able to **summarize information** from the source to answer the inquiry (Big 6--Use).
- d. I appropriately **cite** the ideas of others in a simplified MLA format (e.g. title, author, date, and/or URL) (Big 6--Use).

4 Digital Literacy

- a. I distinguish between websites that entertain and those that attempt to sell.

Grade Five Benchmarks

1 Library Literacy

- a. I use **library terminology to access information** (e.g. title page, **table of contents, glossary, index, and guidewords**).

2 Reading Literacy

- a. I have read award winning and **classic** books (Tu Shu, Newbery, Caldecott and Coretta Scott King, Belpre etc.) and understand why books receive the awards.
- b. I have read or heard **non-fiction** materials in order to acquire information (e.g. magazines, newspapers, and electronic texts)

3 Information Literacy

- a. I can use **advanced search function of Destiny** to broaden or narrow the search topic (Big 6—InfoStrat).
- b. I can record information from sources **in a note format I select** to answer the inquiry (Big 6--Use).
- c. I am aware of methods to analyze sources of information (e.g. CARS: Credibility, Accuracy, Reasonable, Support).
- d. I can cite resources used during inquiry in correct **MLA format**.

4 Digital Literacy

- a. I understand the concept of cyber bullying.
- b. I have a plan for dealing with cyber bullies.

Middle School Benchmarks

1 Library Literacy

- a. I am aware of the variety of digital resources available through my library (e.g. eBooks, databases) and the purpose of each one.

2 Reading Literacy

- a. I have been introduced to a variety of literary genres for pleasure reading and to acquire information.
- b. I know some ways to learn about new books and new authors (e.g. Scholastic Stacks, book reviews, librarian book talks, blogs, etc.).
- c. I make literature connections to other media (books made into movies, periodical references, etc.) and can create my own.

3 Information Literacy

(This should be taught/ done collaboratively with teachers during research projects.)

- a. I can determine the best source for the particular inquiry and **explain why it is best** (Big 6--InfoStrat).
- b. I know how to find sources in the library **and digitally** using advanced search techniques (e.g. Boolean, alternative terms, proximity operators, keyword, etc.).
- c. I can **analyze information** using the CARS model.
- d. I can organize (e.g. note cards, graphic organizer, NoodleTools, etc.) information from multiple sources.
- e. I **ensure** that my work is not plagiarized or violates copyright standards.

4 Digital Literacy

(Reserve time with Bible teacher, guidance, or other curricular area to conduct seminar)

- a. I understand my responsibilities to online communities including an awareness of my digital footprint managing my personal information online. (grade 6)
- b. I know what it means to be a “good” digital citizen. (grade 6)
- c. I am aware of the positive and negatives of sharing information online. (grade 7)
- d. I know what it means to cross the line with online behavior. (grade 7)
- e. I understand what should be kept private online. (grade 8)
- f. I can generate solutions for helping others when cyber bullying occurs. (grade 8)

High School Benchmarks

(High school teaching is suggested for seminars in Bible, Guidance, or LA research projects)

1 Library Literacy

- a. I am **able to use** the resources available through my library (e.g. reference, print, periodical, eBooks, databases).

2 Reading Literacy

- a. I know some ways to learn about new books and new authors and can **discuss** works recently read (e.g. Scholastic Stacks, book reviews, reading lists, librarian book talks, blogs, etc.).

3 Information Literacy

- a. I **use** advanced search techniques to find sources in the library and digitally (e.g. Boolean, alternative terms, proximity operators, keyword, etc.). (grade 9)
- b. I can analyze sources for **stereotyping, bias, propaganda, contrasting points of view**. (grade 11)

4 Digital Literacy

- a. I know how to stay safe online (e.g. identity theft, websites that track, digital footprint, respect other's privacy). (grade 9)
- b. I am aware of online risk (e.g. sexting, hate speech, cyberbullying) and have methods of dealing with it. (grade 9)
- c. I understand benefits and drawbacks to Web 2.0 technologies (e.g. wikis, blogs, photo manipulation). (grade 10)
- d. I understand the legal issues surrounding using creative works published on the Internet. (grade 11)

Appendix A: Library Media Program Guide

Policies

5320 Selection of Library Materials
5366 Library Media Centers

Procedures

205 Library Use
215 Standards for Productions, Publications and Instructional Material
216 Book Club Orders
217 Information Technology
219 Copyright Standards
220 Library Book & Media Selection

836 Library – Media Specialist
861 Library - Assistant

Common Practices

Assessments: TRAILS at grades 3, 6,9,12

Appendix B: Research and Inquiry Model

All Morrison students should be proficient in the Big 6/Super 3. The Big 6/Super 3 is the research/inquiry model taught and used. Using this model ensures that all students learn a system for solving problems through research and inquiry.

Big 6 Steps: (DIG UP Gold! Adapted by Ginann Franklin and Sandra Chow 2009)

1. Task Definition (Define)
 - 1.1 Define the information problem
 - 1.2 Identify information needed
2. Information Seeking Strategies (Infostrat)
 - 2.1 Determine all possible sources
 - 2.2 Select the best sources
3. Location and Access (Get)
 - 3.1 Locate sources (intellectually and physically)
 - 3.2 Find information within sources
4. Use of Information (Use)
 - 4.1 Engage (e.g., read, hear, view, touch)
 - 4.2 Extract relevant information
5. Synthesis (Produce)
 - 5.1 Organize from multiple sources
 - 5.2 Present the information
6. Evaluation (Gold)
 - 6.1 Judge the product (effectiveness)
 - 6.2 Judge the process (efficiency)

Information taken or modified from <http://www.big6.com/2001/11/19/a-big6%E2%84%A2-skills-overview/>

Super 3 Steps:

The same basic elements found in the Big 6 except the language is simplified and easier for younger students.

1. Plan (Beginning)
 - What am I supposed to do?
 - Where should I go to find information?
 - What does good work look like?
2. Do (Middle)
 - Where can I find what I'm looking for?
 - Is this good information?
 - Did I use my own words to write down the information?
3. Review (End)
 - Did I complete my plan?
 - Is there something more I should do before I hand this in?
 - Did I do my best work?

Why Big 6?

It promotes these things: being a life-long learner; being knowledgeable in the digital age; being a discerning evaluator of resources; being able to define a task, develop an approach, and create a product; and students taking ownership of their learning.

Appendix C: K-12 Benchmark Vertical Articulation Chart

Library Literacy	
K	<ul style="list-style-type: none"> I can identify and use different areas of the library (e.g. circulation, easy fiction, nonfiction). I can name some ways to care for library materials. I respect the rights of others to use library resources, equipment, and facilities. I understand library terms (e.g. shelf marker, check-in, check-out, call number etc.). I know who and how to ask for help in the library.
1	<ul style="list-style-type: none"> I can name and use different areas of the library (e.g. Circulation, Nonfiction, Easy fiction, Magazines). I can describe how to care for library materials (e.g. locate, check out, care for, return). I apply ABC order to find easy fiction books. I understand Destiny is used to find library resources. I recognize that different parts of a book offer information (e.g. cover, title page, table of contents, call number, and spine).
2	<ul style="list-style-type: none"> I can locate library resources using the call number. I can use Destiny to find library resources for pleasure and information. I can recognize and use different parts of a book to locate information (e.g. cover, title page, table of contents, call number, spine, copyright, and publisher).
3	<ul style="list-style-type: none"> I use Destiny to find library resources for pleasure and information (i.e. searching by author, title, and subject). I can manage my Destiny account (e.g. login, make holds, renew materials, add items to a wish list)
4	<ul style="list-style-type: none"> I use digital resources to find library resources for pleasure and information (e.g. Destiny, databases, etc.). I can recommend titles to other users.
5	I use library terminology to access information (e.g. title page, table of contents, glossary, index, and guidewords).
6-8	I am aware of the variety of digital resources available through my library (e.g. eBooks, databases) and the purpose of each one.
9-12	I am able to use the resources available through my library (e.g. reference, print, periodical, eBooks, databases).

Reading Literacy	
K	<ul style="list-style-type: none"> I can name a favorite author or book character. I can choose reading resources that interest me. I understand the literary terms: author, illustrator, fiction, nonfiction.
1	<ul style="list-style-type: none"> I can listen and respond to a wide variety of literature (type, format, culture, etc.) for enjoyment and to gain information. I can express my own ideas about stories I read or hear in words and pictures. I can identify these literary terms when looking at a book: author, illustrator, fiction, nonfiction, title page, and table of contents. I know some books have received special awards (e.g. Caldecott, Tu Shu). I can name author, illustrators, and book characters I enjoy.
2	<ul style="list-style-type: none"> I can listen attentively, critically, and purposefully to a wide variety of literature (type, format, culture, etc.) for enjoyment and to gain information. I recognize different versions of a story (e.g. 3 little pigs, Stone Soup, Gingerbread Man). I have read award winning titles (e.g. Caldecott, Tu Shu) and understand why books receive their awards. I can name some favorite authors, illustrators, book characters, or series.
3	<ul style="list-style-type: none"> I select, read, and respond to materials from a variety of genres (e.g. mystery, realistic, fantasy, and non-fiction). I participate in library reading programs and activities (e.g. Tu Shu, read around the library, library emphasis month, etc.). I regularly choose library resources that are a good fit for my reading level, purpose, or interest..
4	<ul style="list-style-type: none"> I select, read, and respond materials from a variety of literary genres for pleasure I understand simple story structure, including character, plot, setting, and point of view.
5	<ul style="list-style-type: none"> I have read award winning and classic books (Tu Shu, Newbery, Caldecott and Coretta Scott King, Belpre etc.) and understand why books receive the awards. I have read or heard non-fiction materials in order to acquire information (e.g. magazines, newspapers, and electronic texts).
6-8	<ul style="list-style-type: none"> I have been introduced to a variety of literary genres for pleasure reading and to acquire information I know some ways to learn about new books and new authors (e.g. Scholastic Stacks, book reviews, librarian book talks, blogs, etc.). I make literature connections to other media (books made into movies, periodical references, etc.) and can create my own.
9-	I know some ways to learn about new books and new authors and can discuss

12 works .recently read (e.g. Scholastic Stacks, book reviews, reading lists, librarian book talks, blogs, etc.).

Information Literacy Strand Super 3/Big 6	
K	<ul style="list-style-type: none"> I can identify a question for inquiry and understand that the answer can be found in a book (Plan—Super 3). I can say if the question has been answered (Review—Super 3).
1	<ul style="list-style-type: none"> I can identify a problem or question for inquiry (Plan—Super 3). I know a few sources that can answer the question (e.g. books, teacher, etc.) (Do—Super 3). I can use basic sources to answer the inquiry question (Do—Super 3). I know if I answered the inquiry question (Review—Super 3).
2	<ul style="list-style-type: none"> I can list questions needed for a specific inquiry (Plan—Super 3). I can choose the best source for the inquiry (e.g. expert, nonfiction book, web path express, etc.) (Do—Super 3). I can use Destiny to find resources (Do—Super 3). I can find answers to my inquiry using information sources (Do—Super 3). I can list the author and title of resources used during inquiry (e.g. acceptable use policies, plagiarism/copyright laws) (Do—Super 3). I know if the inquiry question has been answered (Review—Super 3). I can ask new questions after completing the inquiry (Review—Super 3).
3	<ul style="list-style-type: none"> I can connect what I know to the inquiry (Big 6--Define). I can choose the best sources from a list of print, non-print, and human resources to answer the inquiry question (Big 6--InfoStrat). I can locate information within sources and record it on a teacher provided graphic organizer (Big 6--Get, Big 6--Use). I understand how to credit the ideas of others (e.g. title, author, date, and/or URL) (Big 6--Use). I can combine information from sources and show what was learned (Big 6--Produce). I understand I should self-assess inquiry process and my final product (Big 6--GOLD).
4	<ul style="list-style-type: none"> I can broaden or narrow the search topic (Big 6—Define). I can determine the best source of print and electronic sources (e.g. books, dictionaries, encyclopedias, and Internet resources) to gather needed information (Big 6--InfoStrat). I am able to summarize information from the source to answer the inquiry (Big 6--Use). I appropriately cite the ideas of others in a simplified MLA format (e.g. title, author, date, and/or URL) (Big 6--Use).

5	<ul style="list-style-type: none"> • I can use advanced search function of Destiny to broaden or narrow the search topic (Big 6—InfoStrat). • I can record information from sources in a note format I select to answer the inquiry (Big 6--Use). • I am aware of methods to analyze sources of information (e.g. CARS: Credibility, Accuracy, Reasonable, Support). • I can cite resources used during inquiry in correct MLA format.
6-8	<ul style="list-style-type: none"> • I can determine the best source for the particular inquiry and explain why it is best (Big 6--InfoStrat). • I know how to find sources in the library and digitally using advanced search techniques (e.g. Boolean, alternative terms, proximity operators, keyword, etc.). • I can analyze information using the CARS model. • I can organize (e.g. note cards, graphic organizer, NoodleTools, etc.) information from multiple sources. • I ensure that my work is not plagiarized or violates copyright standards.
9-12	<ul style="list-style-type: none"> • I use advanced search techniques to find sources in the library and digitally (e.g. Boolean, alternative terms, proximity operators, keyword, etc.). (9th) • I can analyze sources for stereotyping, bias, propaganda, contrasting points of view. (11th)

Digital Literacy	
K	<ul style="list-style-type: none"> • I am aware the school has technology use guidelines. • I know staying safe online is similar to staying safe in the real world.
1	<ul style="list-style-type: none"> • I can name some of the school and library guidelines for technology use. • I can name ways to stay safe when using the internet.
2	<ul style="list-style-type: none"> • I understand how to stay safe online, including keeping my information private when visiting websites.
3	<ul style="list-style-type: none"> • I can engage in learning activities through e-mail and other electronic communication tools (e.g. Gmail). • I understand why strong passwords are needed and what information to keep private online. • I know what to do if I receive spam or unwelcome messages online. • I can explain how people are connected on the Internet.
4	<ul style="list-style-type: none"> • I distinguish between websites that entertain and those that attempt to sell.
5	<ul style="list-style-type: none"> • I understand what cyberbullying is. • I have a plan for dealing with cyber bullies.
6	<ul style="list-style-type: none"> • I understand my responsibilities to online communities including an awareness of my digital footprint managing my personal information online. • I know what it means to be a “good” digital citizen.
7	<ul style="list-style-type: none"> • I am aware of the positive and negatives of sharing information online. • I know what it means to cross the line with online behavior.
8	<ul style="list-style-type: none"> • I understand what should be kept private online. • I can generate solutions for helping others when cyberbullying occurs
9	<ul style="list-style-type: none"> • I know how to stay safe online (e.g. identity theft, websites that track, digital footprint, respect other’s privacy). • I am aware of online risk (e.g. sexting, hate speech, cyberbullying) and have methods of dealing with it.
10	I understand benefits and drawbacks to Web 2.0 technologies (e.g. wikis, blogs, photo manipulation).
11	I understand the legal issues surrounding using creative works published on the Internet.
12	

Appendix D: Biblical Principles for Library Media

God

- A. God's word furnishes the criteria by which we must judge the truth and wholesomeness of other writings. (adapted from p. 160, *Encyclopedia of Bible Truths*)
- B. The authority of the Bible supersedes that of other literature. (adapted from p. 160, *Encyclopedia of Bible Truths*)

Creation

- A. God evaluated His creative works when He was finished.
- B. God's creations offer both enjoyment and instruction.

Mankind

- A. The Bible has molded much of the thinking and literature of man; therefore we cannot understand much of literature without Bible knowledge. (adapted from p. 160, *Encyclopedia of Bible Truths*)
- B. The inquiry process shows our God given ability to think critically.

Moral Order

- A. Our minds must be constantly filled with that which is pure and wholesome. We are responsible for those things with which we fill our minds. (adapted from p. 160, *Encyclopedia of Bible Truths*)
- B. Not all literature and technology is good. Some should be avoided entirely and other should be read with careful discernment.

Purpose

- A. Knowledge of non-Christian literature may be used by God in His service.
- B. God gives us the ability to maintain order and organization in His creation.