

**The fourth grade student at St. Patrick’s will actively participate in a challenging learning environment. The library media specialist offers instruction and resources in print, audiovisual, and online formats to provide a foundation for using libraries and information resources in lifelong learning. The library media program, with close collaborations and involvement of classroom teachers, supports beginning reading, listening, communication, and technology skills through a regularly scheduled class time. To engage students and support frameworks and classroom instructional goals for reading, writing, and formal research process, students improve information literacy, study, and presentation skill in shorter or longer unites. Citing others’ work and other ethical uses of information are introduced and reinforced.**

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
<b>Information</b>			
<b>Literacy</b>			
A student who is information literate: - accesses information efficiently and effectively - evaluates information critically and competently - uses information accurately and creatively	<ul style="list-style-type: none"> <li>a. Define major genres in children’s fiction and recognize distinguished authors in those genres</li> <li>b. Locate nonfiction books by call number using the Dewey Decimal System with assistance</li> <li>c. Utilize intermediate and specialized subject dictionaries, atlases, almanacs and topical encyclopedias</li> <li>d. Make a topical outline from notes</li> <li>e. Construct a bibliography using title, author, page(s), publisher/web page authority, and copyright</li> <li>f. Expand use of graphic organizers</li> <li>g. Use key word skills in note taking</li> <li>h. Use maps, globes, and atlases</li> <li>i. Understand library organization: fiction (alphabetical order), nonfiction (number order) and circulation desk and signage</li> <li>j. Formulate questions specific to information need</li> <li>k. Develop an awareness of reference tools</li> <li>l. Use visual and textual cues to solve information problems</li> <li>m. Use sequencing and other organizational strategies to restate information</li> <li>n. Determine accuracy, relevancy, and comprehensiveness of information</li> <li>o. Extract and communicate meaning of text and illustrations in picture books</li> <li>p. Use the online catalog (OPEC)</li> </ul>	<ul style="list-style-type: none"> <li>Six Traits</li> <li>Graphic Organizers</li> <li>Fiction Books</li> <li>Nonfiction Books</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student participation</li> <li>Oral discussion</li> <li>Student projects</li> <li>Teacher assessments</li> <li>Rubrics</li> </ul>

	<b><u>Standards/Goals</u></b>	<b><u>Instructional Tools</u></b>	<b><u>Assessment Tools</u></b>
<p><b>Independent Learning</b></p> <p>A student who is an independent learner is information literate and:</p> <ul style="list-style-type: none"> <li>- pursues Information related to personal interests</li> <li>- appreciates literature and other creative expressions of information</li> <li>- strives for excellence in information seeking and knowledge generation</li> </ul>	<ul style="list-style-type: none"> <li>a. Self-select fiction and nonfiction books for enjoyment, personal interest, and enrichment</li> <li>b. Organize relevant information</li> <li>c. Share information with others</li> <li>d. View and listen to a wide variety of literature</li> <li>e. Participate in activities that encourage the appreciation of literature</li> <li>f. Evaluate and respond to literature using a personal perspective</li> <li>g. Examine the qualities of award winning books including Newbery and Coretta Scott King awards</li> <li>h. Compare and contrast information from a variety of formats</li> <li>i. Recognize basic literary elements</li> <li>j. Ask questions and set a purpose for reading</li> <li>k. Select appropriate materials</li> <li>l. Develop an awareness of basic information problem solving steps</li> </ul>	<ul style="list-style-type: none"> <li>Six Traits</li> <li>Graphic Organizers</li> <li>Fiction Books</li> <li>Nonfiction Books</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student participation</li> <li>Oral discussions</li> </ul>
<p><b>Social Responsibility</b></p> <p>A student who contributes positively to the learning community and to society is information literate and:</p> <ul style="list-style-type: none"> <li>- recognizes the importance of information to a democratic society</li> <li>- practices ethical behavior in regard to information and information technology</li> <li>- participates effectively in groups to pursue and generate information</li> </ul>	<ul style="list-style-type: none"> <li>a. View and listen to literature and information in a variety of cultures and disciplines</li> <li>b. Develop and awareness of intellectual freedom and freedom of expressions while accepting personal responsibility to maintain community standards</li> <li>c. Avoid plagiarism and model appropriate use of basic copyright laws</li> <li>d. Exchange knowledge and information with others</li> <li>e. Participate and respond in group discussions by communicating specific facts, opinions, and points of view</li> <li>f. Understand the concept of shared access to limited resources</li> <li>g. Demonstrate proper care and handling of library resources</li> <li>h. Show respect for others</li> </ul>	<ul style="list-style-type: none"> <li>DWP</li> <li>Six Traits</li> <li>Fiction Books</li> <li>Nonfiction Books</li> <li>Summarizing</li> <li>Note Taking</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student participation</li> <li>Oral discussions</li> </ul>