Billings Public Schools - Information Literacy/Library Media
Grade Level: 3

Content Standards
Content Standard 1 - A student must identify the task and determine the resources needed.
Content Standard 2 - A student must locate sources, use information, and present findings.
Content Standard 3 - A student must evaluate the product and learning process.
Content Standard 4 - A student must use information safely, ethically and legally.
Content Standard 5 - A student must pursue personal interests through literature and other creative expressions.

Information Literacy/Library Media Content Standard 1 - a student must identify the task and determine the resources needed.

State Benchmark End of Grade 4	Learning Objectives
A. Define the problem	1. identify the topic (D) 2. recognize task-related vocabulary and keywords (I) 3. recognize the problem or task (D) 4. discuss the steps needed to solve the problem or task (D)
B. Identify the types of information needed	5. discuss and identify possible resources (print, nonprint, digital, community resources) (I,D)
C. Choose from a range of resources	6. determine relevant resources to solve the problem or task (D)

Information Literacy/Library Media Content Standard 2 - a student must locate sources, use information, and present findings.

State Benchmark End of Grade 4	Learning Objectives
A. locate a resource needed to solve the problem	7. locate resources using search techniques (e.g., title, author, subject) (I) 8. locate resources using a library catalog and/or database (D) 9. locate resources (fiction, nonfiction, biography) using a call number (I, D)
B. Evaluate resources	10. discuss if the resource is useful (relevant, appropriate, detailed, current, authority, biased) (I)
C. Locate information within the source	11. identify index/table of contents/glossary (I) 12. read, view or listen for information (E) 13. use guide words/captions/bold words/headings (D)
D. Extract information from resources needed to solve problems	14. demonstrate active listening (E) 15. recognize main ideas/details (E) 16. recognize and utilize contextual clues (D) 17. construct meaning from text by reading for purpose (D) 18. identify relevant information (I) 19. summarize information (I) 20. cite sources (e.g., title/author/copyright) (I, D)
E. Organize information to solve problems	21. sort and organize information (e.g., graphic organizer, sort notes, etc.) (D)
F. Create a product that presents findings	22. design original work following established guidelines (D)

October 2009
State Adopted

I = Introduce
D = Develop
E = Essential
A = Apply

August 2010
District Adopted Date
Third Grade

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Information Literacy/Library Media Content Standard 3 - a student must evaluate the product and learning process.

State Benchmark End of Grade 4	Learning Objectives
A. Assess the quality of the product	23. compare product to criteria (D) 24. judge final product (e.g., self, teacher) (I, D)
B. Describe the process	25. summarize the steps of the process (D) 26. describe how well the process worked (D)

Information Literacy/Library Media Content Standard 4 - a student must use information safely, ethically and legally.

State Benchmark End of Grade 4	Learning Objectives
A. Legally obtain and use information	27. discuss the concept of intellectual property (E) 28. follow copyright and fair use guidelines (D) 29. follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies and library rules) (D) 30. comply with district technology use policy (D)
B. Identify the owner of ideas and information	31. identify sources of print (e.g., title/author/copyright) (I)
C. Participate and collaborate in intellectual and social networks following safe and effective practices	32. discuss Internet safety and distinguish between safe/non-safe sites (I) 33. explain appropriate online behavior (I) 34. recognize concept of netiquette (e.g., cyber bullying, data vandalism, e-mail, online manners and protocol) (I)

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Information Literacy/Library Media Content Standard 5 - a student must pursue personal interests through literature and other creative expressions.

State Benchmark End of Grade 4	Learning Objectives
A. Use a variety of digital and print formats for pleasure and personal growth	35. locate personal interest print materials using call numbers (I, D) 36. identify available resources related to interest (I, D) 37. listen to and read books for joy and enrichment as well as for information (I)
B. Use a variety of genres for pleasure and personal growth	38. recognize types of genres (e.g., fairy tales, folktales, mysteries, etc.) (E) 39. locate and select materials from a variety of genres (E) 40. explore award winning literature (e.g., Caldecott, Newbery, Treasure State) (I) 41. correlate personal interest to a genre (I, D, E)
C. Access and understand multiple resources from diverse cultures including Montana American Indians	42. examine available cultural resources (I) 43. examine a variety of cultural materials (including Montana American Indians) (I)
D. Access libraries to seek information for personal interest	44. locate and use community resources (e.g., school library, public library, college library, museum, community members, etc.) (I) 45. access online and electronic libraries and resources (e.g., ILL, e-books, etc.) (I) 46. checkout books and other materials for personal enjoyment and access information (I) 47. identify and use the display features of electronic resources (button, scroll bars, menus, hot links) (I)

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keyword, topic, resource, plan, task definition

print, nonprint, digital, community resources, information seeking strategies

plan, do

Essential Vocabulary

fiction, nonfiction, biography, reference, dictionary, encyclopedia, library catalog, database, call number, location and access

relevant, appropriate, detailed, current, authority, biased, information seeking strategies

spine, spine label, author, illustrator, title page, copyright, table of contents, information seeking strategies

skim, scan, guide words, captions, bold words, headings, active listening, main ideas, details, contextual clues, graphic organizer, use of information

sequence, synthesis

synthesis

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Essential Vocabulary
self evaluation, teacher evaluation, Award Books
compare non-fiction-fiction, Super 3

Essential Vocabulary
copyright, fair use, district technology use guidelines, location and access, use of information
author, illustrator, artist, composer, plagiarism, task definition, use of information, synthesis
intellectual networks, social networks, netiquette

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Essential Vocabulary
print, nonprint, use of information, evaluate
genre, Caldecott Award, Treasure State Award, Newbery Award, fairy tales, folktales, mysteries, task definition
print, nonprint, database, online references, indexes, community, location and access, use of information
inter-library loan (ILL), e-books, school library, public library, college library, museum, community members, information seeking strategies, location and access

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