

# 3-4

## Define an Information Task. 1

- 5 With assistance, list the criteria for a research assignment. 1.5

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- 6 Demonstrate overall understanding of the final product; "I need to create a multimedia presentation, poster, essay, etc." 1.6

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- 7 Use the teacher selected essential question to develop a topic focus, eg., "Why do leaves turn different colors in the fall?" 1.7

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- 8 Gather background information by reading, viewing, or listening to a variety of pre-selected and self-selected resources. 1.8

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- 9 As a class, develop a student driven essential question. 1.9

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- 10 Identify existing knowledge as well as additional information necessary to solve the problem. 1.10

## Develop Information Seeking Strategies. 2

- 9 Identify and use parts of a book to gather information: copyright, publisher, table of contents, index, glossary, etc. 2.9

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- 10 Explain that there are different types of resources that can be used for different purposes: books, databases, periodicals, pre-selected class websites, reference materials such as dictionaries, encyclopedias, thesauruses, almanacs, etc. 2.10

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- 11 Identify key words to find information on a topic. 2.11

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- 12 With assistance, use the online catalog to find information sources in the school library. 2.12

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- 13 Web, map, or diagram a main topic with sub-topics. 2.13

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- 14 Develop a strategy for finding relevant information, including a variety of types of resources. 2.14

## Locate and Access Information. 3

- 4 Understand the roles of the library teacher and library staff. 3.4

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- 5 Understand the organization of the library media center. 3.5

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- 6 Use the library catalog to locate information sources. 3.6

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- 7 With assistance, choose appropriate information sources. 3.7

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**8 With assistance, find information from maps and charts.** 3.8

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**9 Explore and develop understanding of how to gather information, including the use of the table of contents, index, and glossary.** 3.9

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**Use Information.** 4

**a Evaluate for appropriateness.** 4A

2 With assistance, develop criteria for relevant information, including authority, accuracy, objectivity, relevancy, and currency of source. 4.2

3 Compare and contrast information from different sources. 4.3

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**b Extract the most relevant information.** 4B

8 Take notes using guided research forms to extract relevant information. 4.8

9 Use provided graphic organizers and outlines to organize information logically. 4.9

10 With assistance, choose appropriate order for information; chronological, alphabetical, topical, etc. 4.10

11 With assistance, summarize and paraphrase information in your own words. 4.11

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**c Behave ethically in information use.** 4C

19 Define plagiarism. 4.19

20 Using a provided format, create correct citations for text and images. 4.20

21 Adhere to the provisions of the school's Acceptable Use Policy. 4.21

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**Synthesize Information.**

**4 With assistance, consider the purpose and audience for the product and/or the presentation.** 5.4

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**5 Organize the information in a way that is appropriate for the assignment, project, or question.** 5.5

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**6 Present a final product using an appropriate format: report, poster, electronic program, web page, or other medium of communication.** 5.6

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**Participate in Collaborative Activities.** 6

**6 Exhibit an understanding of the rights of other library users.** 6.6

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**7 Work cooperatively with others and share resources and materials.** 6.7

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**8 Discuss information and ideas with others, listen well, and reformulate ideas when appropriate.** 6.8

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**9 Use information sources, select information and ideas that will contribute directly to the success of group projects.** 6.9

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**10 Respect others' ideas and backgrounds and acknowledge their contributions.** 6.10

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**11 Encourage consideration of ideas and information from all group members.** 6.11

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**12 Participate actively in group discussions to analyze information products and solutions.** 6.12

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**13 Collaborate with others to design, develop, and evaluate information products and suggest solutions.** 6.13

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**Evaluate the Process and the Product.** 7

**4 Conference with peers, teachers, and library teacher during creation of the product and in final product evaluation.** 7.4

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**Appreciate Literature.** 8

**10 Recognize various genres of literature.** 8.10

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**11 Demonstrate awareness of literature from various cultures and genres, eg. fairy tales, folklore, myths and legends, poetry.** 8.11

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**12 Make connections among materials read, heard, or viewed.** 8.12

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**13 Make predictions in literature.** 8.13

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**14 Recognize basic story elements: character, setting, and conflict.** 8.14

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