Library Media Standards

"Knowing how to obtain and use information properly
is increasingly essential both for the students' success in school
and for their personal and professional development as socially responsible adults."
Ken Haycock, past president AASI

The following National Library Media Content Standards are designed to help librarians and teachers
identify links in student information needs, curricular content and learning.

Information Literacy

The student who is information literate:

Standard 1: **Accesses information efficiently and effectively as described by the following indicators:**
- Recognizes the need for information;
- Recognizes that accurate and comprehensive information is the basis for intelligent decision making;
- Formulates questions based on information needs;
- Identifies a variety of potential sources of information;
- Develops and uses successful strategies for locating information.

Standard 2: **Evaluates information critically and competently, as described by the following indicators:**
- Demonstrates accuracy, relevance, and comprehensiveness;
- Distinguishes among facts, points of view, and opinion;
- Identifies inaccurate and misleading

Independent Learning

The student who is an independent learner is information literate and:

Standard 4: **Pursues information related to personal interests, as described by the following indicators:**
- Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits;
- Designs, develops, and evaluates information products and solutions related to personal interests

Standard 5: **Appreciates and enjoys literature and other creative expressions of information, as described by the following indicators:**
- Is a competent and self-motivated reader;
- Derives meaning from information presented creatively in a variety of formats;
- Develops creative products in a variety

Social Responsibility

The student who contributes positively to the learning community and to society is information literate and:

Standard 7: **Recognizes the importance of information to a democratic society, as described by the following indicators:**
- Seeks information from diverse sources, contexts, disciplines, and cultures;
- Respects the principle of equitable access to information.

Standard 8: **Practices ethical behavior in regard to information and information technology, as described by the following indicators:**
- Respects the principles of intellectual freedom;
- Respects intellectual property rights;
- Uses information technology responsibly.

Standard 9: **Participates effectively in groups to pursue and generate**

information

- Selects information appropriate to the problem or question at hand.

Standard 3: **Uses information accurately and creatively, as described by the following indicators:**

- Organizes information for practical application;
- Integrates new information into one's own knowledge;
- Applies information in critical thinking and problem solving;
- Produces and communicates information and ideas appropriately.

of formats.

Standard 6: **Strives for excellence in information seeking and knowledge generation, as described by the following indicators:**

- Assesses the quality of the process and products of one's own information seeking;
- Devises strategies for revising, improving, and updating self-generated knowledge.

information, as described by the following indicators:

- Shares knowledge and information with others;
- Respects others' ideas and backgrounds and acknowledges their contributions;
- Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions;
- Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions.

Library Media Plan
K-2

	Kindergarten	Grade 1	Grade 2
Library Usage	Students can locate the school library media center, recognize library staff members, and participate in library activities. Students follow established procedures for checking out and returning materials.	Review the sections of the library and library procedures. Continue to identify and demonstrate proper library behaviors. Follow established procedures for checking out and returning materials.	Students are able to find and use different types of information by: • Finding information in alphabetical order to the second letter. • Using a dictionary appropriate to learning level. Students identify the Internet as a source of information about people, places, and things.
Information Resources			
Independent Learning/Research	Students know that there are many types of books: • Story • Rhyming • Counting • Etc. Students are able to demonstrate knowledge of print. • Use print structures such as front cover, back cover, and title page. • Differentiate letters from words. • Track print left to right, top to bottom. • Turn pages. Students recognize information comes in multiple formats.	Students are able to explain what authors and illustrators do. Students understand that books in the Easy or Picture book selection are arranged alphabetically by the author's last name. Students recognize parts of the book: • Spine • Cover • Title page	Students understand that books are arranged in an order in the library media center. • Easy and fiction are alphabetical by the author's last name. • Non-fiction books are in number order by subject. Introduce copyright and dedication. Introduce literature concepts: • Summarizing • Sequencing • Predicting

Literature Appreciation	Focus on the enjoyment of books. Students understand that many activities take place in the library media center • Reading • Movies • Puppet plays • Storytelling • Studying • Exploring • Etc. Students will be introduced to various kinds of literature to: • Promote appreciation of literature. • Encourage life long learners and readers. • Understand there are special awards for books and each award has specific criteria. • Become aware of multicultural material. Students are able to identify appropriate library media behaviors: • Attend to sights and sounds of storytelling. • Care of materials. • Conduct.	Focus on appreciation of books through: • Book talks • Oral reading • Storytelling • Etc. Students participate in a discussion following a story.	Extend appreciation of books through: • Specific authors • Illustrators • Award winners

Library Media Plan
3-5

	Grade 3	Grade 4	Grade 5
Library Usage	Students are introduced to the library catalog: • Features • How to use information to locate materials Students are introduced to the Dewey Decimal System of classification. Library Media Specialist and library staff help students gather information from multiple sources for reference purposes: • Non-fiction • Encyclopedia	Students are able to describe information needs to the Library Media Specialist or library staff. Students are able to understand that fiction, non-fiction and other materials are organized in a system. • Alphabetical • Alphabetical by author • Dewey Decimal System Students are able to locate library resources using a title, subject, or author search in the card catalog. Students are able to use parts of books to locate information (ex. Table of contents, Index) Students are able to compare information about one topic found in different selections.	Students are able to locate and determine the importance of information for use in study and research. Students know that reference material is available in a variety of formats. Students are able to locate information from multiple sources for reference purposes.
Information Resources		Focus on technology appropriate to grade level. ▪ Introduce automated searches	Focus on technology appropriate to grade level. ▪ Apply automated searches
Independent Learning/Research	Students are able to identify text organizational features and their purpose in fiction and non-fictional material. • Chapter • Index • Table of content • Glossary Students understand that the copyright date tells when something was written or produced.	Students are able to identify and discuss the structure of various genres. Students are introduced to various literary elements and literary devices to determine alliteration, personification, and imagery. Students are introduced to biographies and autobiographies and their arrangement on the shelf.	Introduce bibliography. Students choose the most appropriate type of search (author, title, subject or keyword) to find resources in the library catalog. Students develop search strategy that uses appropriate and available resources. Students use parts of books to locate information.

Literature Appreciation	Students are introduced to the concepts of: • Fact vs. Opinion • Realistic Fiction Students are able to respond to ideas and attitudes expressed in literature by making personal connections.	Build appreciation and enjoyment of books for personal enrichment. Continuation of reader guidance considering: • Reading level • Interests • Maturity	Build an appreciation of authors who give readers an understanding of: • People • Place • Events • Past and Present Continuation of reader guidance to choose appropriate material.

Library Media Plan
Grades 6-8

	Grade 6	Grade 7	Grade 8
Library Usage	Introduce and orientate students to the library media center: ▪ Personnel and organization areas of the library ▪ Circulation process ▪ Appropriate student behavior	Participate in Library Challenge worksheets that require application of previously learned library access skills	Participate in additional Library Challenge worksheets that review previously learned library access skills
Information Resources	Explain fiction and non-fiction with introduction to Dewey System ▪ Electronic databases (ex: SD State library website "For Kids") ▪ Automated card catalog (search by keyword, title, author, subject, and power search with introduction to Boolean logic) ▪ Automated card catalog (interpretation of book entries, location, availability) Train students to access online data bases and the MMS card catalog at school and from home	Access state-provided electronic resources, e.g. ProQuest, SIRS Researcher, SD EDWeb, Fact Monster, etc. Extended use of Grolier On-line Encyclopedia and NetTrekker as valid resources	Use both primary and secondary information accessing online primary sources such as American Memory Collection. Identify previously taught electronic resources to use effective search strategies to retrieve information adding newspapers both in print and online. Use and identify websites that are collections of biographical information (e.g. biography.com, ancestry.com, etc.)

Independent Learning/ Research	Emphasize book structures • Title page • Glossary • Bibliography • Appendix • Table of contents, • Index • Headings • etc. Emphasize how book structures affect the gathering and organization of information Focus on the role of standard reference sources in the research process • Dictionaries • General encyclopedias • Specialized encyclopedias and dictionaries • Almanacs • Quotation books • Maps and atlases Identify the role of online data bases • SIRS Researcher • NetTrekker • Electronic encyclopedias (Groliers and New Book of Knowledge	Geography students read fiction books specifically for geographic content. Conduct complex Internet searches using effective search strategies such as carefully selected keywords, Boolean logic, limiters, and truncation. Identify library-based books and technologies that align with instruction and student projects/activities. Learn to evaluate print and electronic resources for currency, accuracy, relevance, reliability, and authority. Focus on group settings in which students employ group decision-making techniques including brainstorming and problem solving. Conduct research and understand what constitutes plagiarism and how to effectively avoid it. Learn the importance of bibliographies and how to correctly record where the student got his information at the end of the report or research project.	Analyze historical content in books read that correlate with history units taught Determine the appropriate strategy to gather and organize information Present research findings using multimedia equipment in the presentation Responsible for the ethical use of library materials and library-based technologies (e.g. copyright, intellectual property rights, and fair use of materials Continue concepts itemized in the seventh grade column
Literature Appreciation	Select and locate fiction books from a variety of genres and series that are appropriate to age and reading level Read award-winning books and understand the criteria for wining the award (e.g. Newbery,	Learn to appreciate and enjoy books by authors who write in different fictional genres such as historical fiction, science fiction mystery, fantasy, sports stories and problem novels, and possibly different literary styles such as free verse.	

	Coretta Scott King, Pura Belpre, Caldecott, Michael Prinitz, and Robert Sibert) Develop lifelong reading habits and positive attitudes toward reading.		

Brookings High School
Library Media Plan

	Grade 9	Grade 10	Grade 11	Grade 12
Library Usage	Introduce and orientate students to the library media center: ■ Personnel and organization areas ■ Hours students may use the library (7:30 a.m.-5:00 p.m. ■ Circulation process ■ Extended services ■ Availability of computers and printers ■ Local currier services with Brookings Public Library and SDSU Library ■ Accessibility of phone, paper, pencils, etc.	Review orientation of students to the library media center.		
Information Resources	Reinforce research strategies so that students are able to determine the appropriate resources to gather and organize information. ■ BHS Library Home Page and links ■ Automated card catalog (search by key word, title, author, subject, and power	Reinforce research strategies to that students are able to determine the appropriate resources to gather and organize information ■ BHS Library Homepage and links ■ Automated card catalog (search by keyword, title, author, subject, and power search with		Reinforce research strategies so that students area able to determine the appropriate resources to gather and organize information. ■ BHS Library Home-page and links ■ Automated card catalog (search by keyword, title, author, subject, and power search with

	search with introduction to Boolean Logic) Understand/practice how to access State Library and SDLN electronic databases at school and from home. ▪ SDLNetwork ▪ Sirs Researcher ▪ Proquest ▪ EbscoHost ▪ Infotrac Identify primary and secondary sources material and discuss differences. Explore the links/tools available on the SDSL homepage e.g. SDSI, Teen Center	introduction to Boolean logic). Retrieve magazine, book, and periodical articles from school and home through online data bases such as: ▪ SIRS ▪ SDLNetwork ▪ Sirs Researcher ▪ Proquest ▪ EbscoHost ▪ Infotrac ▪ Learning Express Library ▪ SDNA Statewide Newspaper Database ▪ NetLibrary ▪ WorldCat Conduct advanced searches using strategies appropriate to the database Identify primary and secondary source material and discuss differences. Explore the links/tools available on the SDSL homepage ▪ Ex. SDSL Teen Center Use the local library catalog, SDLN, and online databases such as ProQuest to retrieve information cited in bibliographies and references in primary and secondary sources.		introduction to Boolean logic) Retrieve magazine, journal, book, and periodical articles from school and home through online databases such as: ▪ SIRS ▪ SDLNetwork ▪ Sirs Researcher ▪ Proquest ▪ EbscoHost ▪ Infotrac ▪ Learning Express Library ▪ SDNA Statewide news-paper Database ▪ NewLibrary ▪ WorldCat Identify primary and secondary source material and discuss differences Explore the links/tools available on the SDSL homepage ▪ Ex. SDSL Teen Center Direct students to use the State Library patron's card or BHS's State Library Card Know how and where to access/track government and legislative information on South Dakota State Homepage

		Facilitate using cites for advanced placement and college admission tests. Know where to access collections of speeches, advertisements, and lyrics.		Know where to access news broadcasts. Use effective search strategies to retrieve information from newspapers in print and online.

Independent Learning/ Research	Introduce/practice by using the state e-mail system
	   ■ e-mail address book
	   ■ staff correspondence
	
	Explain how to use Infinite Campus.
	
	Understand how to access online collections of primary source materials online.
	
	Practice citing sources in an MLA citation style format.
	
	Review the difference between original work and plagiarism.
	
	Register students for "Turn-It-In"
		Compile and evaluate potential sources for research projects.
		
		Evaluate content of the web site for accuracy, currency, reliability, usefulness, validity, scope, and intended audience.
		
		Access academic (college and university) libraries through SDLN for advanced information on an academic subject.
		
		Demonstrate the use of university cites for post secondary information.
		
		Discuss bias and spin in controversial issues.
		
		Access a variety of foreign newspapers to appreciate their culture and perspective.
		
		Practice how to access online collections or primary source materials./
			Practice skimming and scanning for conversation and research.
			
			Coach students for "Turn-It-In"
				Practice citing sources (creating a bibliography) in an MLA citation style format.
				
				Understand there are several citation styles.
				
				Review the difference between original work and plagiarism.
				
				Direct students to use the State Library patron's card/or BHS's State Library Card.
				
				Coach students for "Turn-It-In"

		Practice citing sources (creating a bibliography) in an MLA citation style format. Understand there are several citation styles. Review the difference between original work and plagiarism. Direct students to use the State Library patron's card or BHS's State library card. Coach students for "Turn-It-In"		
Literature Appreciation	Select and locate fiction books from a variety of genres and series that are appropriate to age and reading level. Read award-winning books and understand the criteria for winning the award (e.g. YARP and Junior Library Guild). Develop lifelong reading habits and positive attitudes toward reading. Develop awareness of cites that promote lifelong reading: - Amazon.com - WhatshouldIreadnext.com	Select and locate fiction books from a variety of genres and series that are appropriate to age and reading level. Read award-winning books and understand the criteria for wining the award (e.g. YARP and Junior Library Guild). Develop lifelong reading habits and positive attitudes toward reading: -Amazon.com -WhatshouldIreadnext.com	Select and locate fiction books from a variety of genres and series that are appropriate to age and reading level. Develop lifelong reading habits and positive attitudes toward reading. Develop awareness of cites that promote lifelong reading: - Amazon.com & - WhatshouldIreadnext.com	Identify authors who write in different fictional genres and literary styles e.g. classics, works literature, American literature. Develop lifelong reading habits and positive attitudes toward reading. Develop awareness of cites that promote lifelong reading: - Amazon.com & - WhatshouldIreadnext.com