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| KINDERGARTEN |
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Orientation and Circulation

- A. The student locates the library media center and recognizes personnel.
- B. The student demonstrates knowledge of acceptable behavior and responsibility in the library.
- C. The student handles and cares for materials and equipment properly.
- D. The student identifies the areas of the library through signs (Circulation, Easy, Listening, Religion, Saint Stories, etc.).
- E. The student uses the technology available in the library.
- F. The student identifies public libraries, and community resources (zoo, museum, religious institutions, etc.).
- G. The student demonstrates a working knowledge of library media center vocabulary (library, media, author, illustrator, title, fiction, non-fiction, etc.).

Literature Appreciation

- A. The student recognizes Caldecott Award books.
- B. The student listens to the library media specialist read aloud.
- C. The student recognizes the basic concept information presented in a variety of formats, using picture clues and oral clues.
- D. The student interprets stories through creative expressions.
- E. The student distinguishes and uses various genres of literature (Fairy Tales, Folktales, and Nursery Rhymes, etc.).
- F. The student reads or has read to him / her a variety of religion and multicultural / multiethnic materials available in the library collection.
- G. The student is introduced to bilingual books and Spanish books as part of the library collection.
- H. The student demonstrates the correlation between the classroom reading program and library experiences.
- I. The student communicates effectively one-to-one and in small groups.
- J. The student demonstrates active listening to stories, plays, and poems through various technologies available in the library (audio cassettes, CD-ROM, etc.).

Information Technology

- A. The student places events in a plot in sequential order.
- B. The student is introduced to basic reference tools such as the picture dictionary and easy Bible, both print and electronic.
- C. The student recognizes that different parts of a book offer information (cover, spine, title page).
- D. The student applies the use of the alphabet in understanding the arrangement of books in the library.
- E. The student uses comprehension skills to retell or summarize a story.

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| FIRST GRADE |
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Orientation and Circulation

- A. The student locates the library media center and recognizes personnel.
- B. The student demonstrates knowledge of acceptable behavior and responsibility in the library.
- C. The student handles and cares for materials and equipment properly.
- D. The student identifies the areas of the library through signs for the appropriate grade level (Circulation, Easy, Listening, Religion, Saint Stories, etc.).
- E. The student learns the circulation procedures.
- F. The student applies the use of the alphabet in understanding the arrangement of books in the library.
- G. The student demonstrates a working knowledge of library media center vocabulary appropriate for each grade level (media, author, illustrator, title, fiction, spine label, dictionary, non-fiction, etc.).
- H. The student identifies public libraries and community resources (zoo, museum, religious institutions, etc.).

Literature Appreciation

- A. The student recognizes Caldecott Award books.
- B. The student listens to the library media specialist read aloud.
- C. The student locates picture books and easy books, religious topics and books to read or have read to them for active listening.
- D. The student interprets stories through creative expressions.
- E. The student demonstrates active listening to stories, plays, and poems through various technologies available in the library (audio cassettes, CD-ROM, laser videodisc, etc.).
- F. The student distinguishes and uses various genres of literature (Fairy Tales, Folktales, Nursery Rhymes, etc.).
- G. The student reads or has read to him / her a variety of religious and multicultural / multiethnic materials available in the library collection.
- H. The student is introduced to bilingual books and Spanish books as part of the library collection.
- I. The student demonstrates the correlation between the classroom reading program and library experiences.
- J. The student communicates effectively one-to-one and in small groups.
- K. The student locates fiction books to read or have read to him / her for active listening.
- L. The student distinguishes the author from the illustrator.
- M. The student identifies feelings and emotions of characters.
- N. The student identifies the setting of a story.
- O. The student places events of the plots in sequential order.
- P. The student listens and learns to appreciate sounds for each letter of the alphabet and the devices of repetition, rhyme, rhythm, alliteration, and onomatopoeia.

Information and Technology

- A. The student demonstrates information literacy by recalling facts and details from listening to and ready fiction and non-fiction literature.
- B. The student recognizes that different parts of a book offer information (cover, spine, and title page).
- C. The student draws conclusions from books read.
- D. The student uses comprehension skills to retell or summarize a story.
- E. The student is introduced to basic reference tools such as the picture dictionary and easy Bible, both print and electronic.
- F. The student uses comprehension strategies to help with reading.
- G. The student recognizes the basic concept of information presented in a variety of formats, using picture clues and oral clues.

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| SECOND GRADE |
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Orientation and Circulation

- A. The student locates and uses the Circulation area, Card Catalog / OPAC, Fiction / Easy, Periodical, Reference, Non-Fiction, Biography Sections of the library, Lives of Saints, etc.
- B. The student demonstrates knowledge of acceptable behavior and responsibility in the library.
- C. The student explores the public libraries, university libraries, religious institutions, museums, and community resources in school assignments.
- D. The student handles and cares for materials and equipment properly.
- E. The student demonstrates effective use of the card catalog and/or Online Public Access Catalog (OPAC).
- F. The student identifies the arrangement of fiction, non-fiction, and biography on shelves.
- G. The student uses and demonstrates knowledge of technology available in the library media center and identifies and uses media formats available, such as multimedia projectors.
- H. The student demonstrates that the card or online catalog is an index to the library collection and interprets the catalog information to locate materials in the library.
- I. The student becomes familiar with the Dewey Decimal System as a method of locating non-fiction books.
- J. The student demonstrates a working knowledge of library media center vocabulary (library, media, author, title, illustrator, fiction, spine label, dictionary, biography, non-fiction, fable, fairy tale, table of contents, reference, chapter, Bibles, and religious stories).

Literature Appreciation

- A. The student recognizes Caldecott Award books.

- B. The student selects, listens to, reads, and responds to several types of fictional literature including Mystery, Realistic, and Fantasy.
- C. The student recognizes the concept that information is presented in a variety of formats, using picture clues and oral clues.
- D. The student interprets stories through creative expressions.
- E. The student distinguishes and used various genres of literature.
- F. The student reads or has read to him / her a variety of religious and multicultural/multiethnic materials available in the library collection.
- G. The student understands that bilingual books and Spanish books are a part of the library collection.
- H. The student communicates effectively one-on-one and in small groups.
- I. The student distinguishes the author from the illustrator.
- J. The student identifies feelings and emotions of characters.
- K. The student identifies the setting of a story.
- L. The student places events in the plot in sequential order.
- M. The student listens to appreciate sounds for each letter of the alphabet and the devices of repetition, rhyme, rhythm, alliteration, and onomatopoeia.
- N. The student demonstrates active listening to stories, plays, and poems through various technologies available in the library (audio cassettes, CD-ROM, laser videodisc, etc.).
- O. The student participates in various reading incentive programs in the library (peer reading, Book It, Accelerated Reader, Colorado Book Award, etc.).

Information and Technology

- A. The student demonstrates information literacy by recalling facts and details from listening to and reading fiction and non-fiction literature.
- B. The student recognizes that different parts of a book offer information (back cover, front cover, spine, title page, table of contents).
- C. The student uses comprehension skills to retell or summarize a story.
- D. The student uses elementary dictionaries (print and electronic) to locate and define words.
- E. The student is introduced to basic reference tools such as the encyclopedia and information databases.
- F. The student uses a variety of comprehension strategies before, during, and after reading.
- G. The student identifies different versions of stories.
- H. The student follows a storyline involving several characters.
- I. The student identifies the setting of a story.
- J. The student uses a variety of comprehension strategies before, during, and after reading.
- K. The student focuses attention on computer and computer software, video, and multi-media productions.
- L. The student uses comprehension skills to draw conclusions from whatever is read.
- M. The student develops skills in gathering, analyzing, interpreting, organizing, and evaluating information. (The Big Six – See Appendix B).

- N. The student lists the criteria for selecting appropriate television programs.
- O. The student demonstrates the correlation between the classroom reading program and library experiences.

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| THIRD GRADE |
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Orientation and Circulation

- A. The student locates and uses the Circulation area, Card Catalog/OPAC, Fiction /Easy, Periodical, Reference, Non-fiction, Religion, Biography sections of the library, and Lives of Saints.
- B. The student demonstrates knowledge of acceptable behavior and responsibility in the library.
- C. The student demonstrates a working knowledge of library media center vocabulary (media, reference, fiction, non-fiction, periodicals, chapter, publisher, call number, almanac, copyright date, atlas, Bible, and religious books).
- D. The student explores the public libraries, university libraries, museums, and community resources in school assignments.
- E. The student handles and cares for materials and equipment properly.
- F. The student demonstrates effective use of the card catalog and/or Online Public Access Catalog (OPAC).
- G. The student identifies the arrangements of fiction, non-fiction, and biography on shelves.
- H. The student demonstrates that the card or online catalog is an index to the library collection and interprets the catalog information to locate materials in the library.
- I. The student uses the Dewey Decimal System to locate non-fiction books.
- J. The student identifies and uses media formats in the library.

Literature Appreciation

- A. The student identifies and reads Caldecott Award Books.
- B. The student identifies and reads the Newbery, Carnegie, Coretta Scott King, and CCBA Books.
- C. The student selects, listens to, reads, and responds to several types of fiction and non-fiction literature including Mystery, Realistic, Religious topics, and Fantasy.
- D. The student interprets stories through creative expressions.
- E. The student reads and responds to a variety of non-fiction literature, including Folklore, Fables, Fairy Tales, poetry, biography, religious topics, and other information books.
- F. The student reads or has read to him/her a variety of religious and multicultural/multiethnic materials available in the library collection.
- G. The student understands that bilingual books and Spanish books are a part of the library collection.

- H. The student listens to stories read by the Librarian in the Library Media Center.
- I. The student uses a variety of comprehension strategies before, during, and after reading.
- J. The student identifies the setting of a story.
- K. The student places events of a plot in sequential order.
- L. The student listens to appreciate sounds for each letter of the alphabet and the devices of repetition, rhyme, rhythm, alliteration, and onomatopoeia.
- M. The student demonstrates active listening to stories, plays, and poems through various technologies available in the library (audio cassettes, CD-ROM, laser video disc, etc.).
- N. The student participates in various reading incentive programs in the library (peer reading, Book It, Accelerated Reader, CCBA, etc.).

Information and Technology

- A. The student demonstrates information literacy by recalling facts and details from listening to and reading fiction and non-fiction literature.
- B. The student recognizes that different parts of a book offer information (cover, spine, title page, table of contents, glossary, and index).
- C. The student uses comprehension skills to retell or summarize a story.
- D. The student is introduced to basic reference tools such as the dictionaries and encyclopedias, both print and electronic.
- E. The student identifies different versions of stories.
- F. The student follows a storyline involving several characters.
- G. The student identifies the setting of a story.
- H. The student identifies and recognizes conflict in stories.
- I. The student identifies and uses periodicals for entertainment and information.
- J. The student focuses attention on computer and computer software, video, and multi-media productions.
- K. The student uses comprehension skills to draw conclusions from whatever is read.
- L. The student relates appropriate vocabulary in complete sentences.
- M. The student develops skills in gathering, analyzing, interpreting, organizing, and evaluating information. (The Big Six – see Appendix B).
- N. The student is introduced to the criteria for selecting appropriate television programs.
- O. The student can organize information using graphic organizers such as notes, charts, and graphs.
- P. The student distinguishes between reality and fantasy in literature.
- Q. The student is introduced to and uses the informational databases and electronic encyclopedias in the library.
- R. The student balances reading by selecting a variety of works.

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| FOURTH GRADE |
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Orientation and Circulation

- A. The student locates and uses the Circulation area, Card Catalog/OPAC, Fiction/Easy, Periodical, Reference, Non-fiction, Religious materials, and Biography sections of the library.
- B. The student demonstrates knowledge of acceptable behavior and responsibility in the library.
- C. The student demonstrates a working knowledge of library media center vocabulary (media, reference, fiction, non-fiction, periodicals, publisher, biography, Bible, religion books, atlas, almanac, call number, copyright date, unabridged dictionary, thesaurus, verso).
- D. The student explores the public libraries, university libraries, museums, religious institutions, and community resources in school assignments.
- E. The student handles and cares for materials and equipment properly.
- F. The student demonstrates effective use of the Card Catalog and/or Online Public Access Catalog (OPAC).
- G. The student identifies the arrangement of fiction, non-fiction, and biography on shelves.
- H. The student identifies and uses media formats in the library.
- I. The student demonstrates an understanding that the card or online catalog is an index to the library collection and interprets the catalog information to locate materials in the library.
- J. The student demonstrates an understanding of the Dewey Decimal Classification System for research and individual assignments.

Literature Appreciation

- A. The student identifies and distinguishes the types of fiction such as Historical, Realistic, Humorous, Mystery, Fantasy, and Adventure.
- B. The student develops vocabulary through reading.
- C. The student interprets stories through creative expressions.
- D. The student distinguishes and uses various genres of literature.
- E. The student reads or has read to him/her a variety of religious and multicultural/multiethnic materials available in the library collection.
- F. The student understands that bilingual books and Spanish books are part of the library collection.
- G. The student identifies and reads Caldecott Award Books.
- H. The student identifies and reads the Newbery, Coretta Scott King, Carnegie, and CCBA books.
- I. The student demonstrates the correlation between the classroom reading program and library experiences.
- J. The student communicates effectively one-on-one and in small groups.
- K. The student locates fiction books to read or have read to them for active listening.
- L. The student identifies authors and illustrators.

- M. The student becomes familiar with feelings and emotions of characters.
- N. The student recognizes and identifies the elements of a story.
- O. The student listens to and appreciates sounds for each letter of the alphabet and the devices of repetition, rhyme, rhythm, alliteration, and onomatopoeia.
- P. The student participates in various reading incentive programs in the library (Book It, Accelerated Reader, Jr. Great Books, CCBA, Reading Counts, etc.)

Information and Technology

- A. The student demonstrates information literacy by recalling facts and details from listening to and reading fiction and non-fiction literature.
- B. The student recognizes that different parts of a book offer information (cover, spine, title page, table of contents, glossary, and index).
- C. The student prepares simple reports integrated with a classroom unit of study as an individual or a group.
- D. The student uses comprehension skills to retell or summarize a story.
- E. The student demonstrates active listening to stories, plays, and poems through various technologies available in the library (audio cassettes, CD-ROM, laser videodisc, etc.).
- F. The student uses the dictionary to understand word meaning and origin.
- G. The student identifies and uses computer programs such as the encyclopedia, periodical indexes, newspaper, and author studies.
- H. The student uses a variety of comprehension strategies before, during, and after reading.
- I. The student identifies different versions of stories.
- J. The student follows a storyline involving several characters.
- K. The student uses online databases and electronic catalogs in the library.
- L. The student will be introduced to skimming and scanning techniques for information gathering.
- M. The student focuses attention on computer, computer software, video, and multimedia productions.
- N. The student uses comprehension skills to draw conclusions for whatever is read.
- O. The student develops skills in gathering, analyzing, interpreting, organizing, and evaluating information. (The Big Six – see Appendix B).
- P. The student identifies the criteria for selecting appropriate television programs.
- Q. The student can organize information using graphic organizers such as notes, charts, and graphs.
- R. The student distinguishes fact from opinion.
- S. The student uses the print and electronic encyclopedias in the library.
- T. The student begins to balance reading by selecting a variety of works.
- U. The student identifies and reads Caldecott Award Books.
- V. The student compares different versions of the same story.
- W. The student identifies and reads the CCBA and other award books.
- X. The student becomes familiar with and uses the Boolean and key word search strategy to locate information on the Internet.

- Y. The student draws conclusions from books in the library.
- Z. The student differentiates between figurative and literal language.
- AA. The student paraphrases information from AV presentation.
- BB. The student develops creative abilities for personal enjoyment and group participation.
- CC. The student uses the computer as a communication tool.

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| FIFTH GRADE |
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Orientation and Circulation

- A. The student locates and uses the Circulation area, Card Catalog/OPAC, Fiction/Easy, Periodical, Reference, Non-fiction, Religious, and Biography sections of the library.
- B. The student demonstrates acceptable behavior and responsibility in the library.
- C. The student demonstrates a working knowledge of library media center vocabulary.
- D. The student explores the public libraries, university libraries, museums, religious institutions, and community resources in school assignments.
- E. The student handles and cares for materials and equipment properly.
- F. The student demonstrates effective use of the card catalog and/or Online Public Access Catalog (OPAC).
- G. The student identifies the arrangement of fiction, non-fiction, and biography on shelves.
- H. The student identifies and uses media formats in the library.
- I. The student demonstrates an understanding that the card or online catalog is an index to the library collection and interprets the catalog information to locate materials in the library.
- J. The student demonstrates an understanding of the Dewey Decimal Classification System for research and individual assignments.

Literature Appreciation

- A. The student distinguishes and uses various genres of literature.
- B. The student develops vocabulary through reading.
- C. The student recognizes the basic concept information presented in a variety of formats including using picture clues and oral clues.
- D. The student interprets stories through creative expressions.
- E. The student recognizes the basic information presented in a variety of formats including using picture clues and oral clues.
- F. The student reads or has read to him/her a variety of religious and multicultural/multiethnic materials available in the library collection.
- G. The student understands that bilingual books and Spanish books are a part of the library collection.
- H. The student identifies and reads Caldecott Award Books.

- I. The student identifies and reads the Newbery, Coretta Scott King, CCBA, and Laura Ingalls Wilder Award Books.
- J. The student demonstrates the correlation between the classroom reading program and library experiences.
- K. The student communicates effectively one-to-one and in small groups.
- L. The student locates fiction books to read or have read to them for active listening.
- M. The student identifies authors and illustrators.
- N. The student becomes familiar with feelings and emotions of characters.
- O. The student recognizes and identifies the elements of a story.
- P. The student listens to appreciate sounds for each letter of the alphabet and the devices of repetition, rhyme, rhythm, alliteration, and onomatopoeia.
- Q. The student participates in various reading incentive programs in the library (Book It, Accelerated Reader, etc.).

Information and Technology

- A. The student demonstrates information literacy by recalling facts and details from listening to and reading fiction and non-fiction literature.
- B. The student recognizes that different parts of a book offer information (cover, spine, title page, table of contents, glossary, index, preface, and copyright page).
- C. The student prepares simple reports integrated with a classroom unit of study as an individual or a group.
- D. The student uses comprehension skills to retell or summarize a story.
- E. The student demonstrates active listening to stories, plays, and poems through various technologies available in the library (audio cassettes, CD-ROM, laser videodisc, etc.).
- F. The student uses basic reference tools such as the dictionaries, encyclopedias, Bibles, Catechism of Catholic Church, both print and electronic.
- G. The student identifies and uses computer programs such as the encyclopedia, periodical indexes, newspaper, and author studies.
- H. The student uses a variety of comprehension strategies before, during, and after reading.
- I. The student identifies different versions of stories.
- J. The student follows a storyline involving several characters.
- K. The student uses online databases and electronic catalogs in the library.
- L. The student uses skimming and scanning techniques for information gathering.
- M. The student focuses attention on computer and computer software, video, and multi-media productions.
- N. The student uses comprehension skills to draw conclusions from whatever is read.
- O. The student develops skills in gathering, analyzing, interpreting, organizing, and evaluating information. (The Big Six – see Appendix B).
- P. The student uses the criteria for selecting appropriate television programs.

- Q. The student organizes information using graphic organizers such as notes, charts, and graphs.
- R. The student distinguishes fact from opinion.
- S. The student uses the electronic encyclopedias in the library.
- T. The student balances reading by selecting a variety of works.
- U. The student compares different versions of the same story.
- V. The student uses subject headings, guidewords, cross-references, and key words to locate information.
- W. The student becomes familiar with and uses the Boolean and key word search strategy to locate information on the Internet.
- X. The student draws conclusions from books in the library.
- Y. The student differentiates between figurative and literal language.
- Z. The student paraphrases AV presentations.
- AA. The student develops creative abilities for personal enjoyment and group participation.
- BB. The student uses the computer as a communication tool.

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| SIXTH GRADE |
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Orientation and Circulation

- A. The student locates and uses the Circulation area, Card Catalog/OPAC, Fiction/Easy, Periodical, Reference, Non-fiction, Biography, Religion, and Lives of Saints sections of the library.
- B. The student demonstrates knowledge of acceptable behavior and responsibility in the library.
- C. The student demonstrates a working knowledge of library media center vocabulary.
- D. The student explores the public libraries, university libraries, museums, religious institutions, and community resources in school assignments.
- E. The student handles and cares for materials and equipment properly.
- F. The student demonstrates effective use of the card catalog and/or Online Public Access Catalog (OPAC).
- G. The student identifies the arrangement of fiction, non-fiction, and biography on shelves.
- H. The student identifies and uses media formats in the library.
- I. The student demonstrates an understanding that the card or online catalog is an index to the library collection and interprets the catalog information to locate materials in the library.
- J. The student demonstrates an understanding of the Dewey Decimal Classification System for research and individual assignments.

Literature Appreciation

- A. The student identifies and distinguishes the types of fiction such as Historical, Realistic, Humorous, Adventure, Science Fiction, Fantasy, Mystery, etc.

- B. The student develops vocabulary through reading.
- C. The student interprets stories through creative expression.
- D. The student distinguishes and uses various genres of literature.
- E. The student reads or has read to him/her a variety of religious and multicultural/multiethnic materials available in the library collection.
- F. The student understands that bilingual books and Spanish books are a part of the library collection.
- G. The student identifies and reads Caldecott Award Books.
- H. The student identifies and reads the Newbery, Carnegie, Laura Ingalls Wilder, CCBA, and Coretta Scott King Award Books.
- I. The student demonstrates the correlation between the classroom reading program and library experiences.
- J. The student communicates effectively one-on-one and in small groups.
- K. The student locates fiction books to read or have read to him/her for active listening.
- L. The student identifies authors and illustrators.
- M. The student identifies feelings and emotions of characters.
- N. The student recognizes and identifies the elements of a story.
- O. The student listens to appreciate sounds for each letter of the alphabet and the devices of repetition, rhyme, rhythm, alliteration, and onomatopoeia.
- P. The student participates in various reading incentive programs in the library (peer reading, Book It, Accelerated Reader, Jr. Great Books, etc.).

Information and Technology

- A. The student demonstrates information literacy by recalling facts and details from listening to and reading fiction and non-fiction literature.
- B. The student recognizes that different parts of a book offer information (cover, spine, title page, table of contents, glossary, index, preface, and copyright page).
- C. The student prepares simple reports integrated with a classroom unit of study as an individual or a group.
- D. The student uses comprehension skills to retell or summarize a story.
- E. The student demonstrates active listening to stories, plays, and poems through various technologies available in the library (audio cassettes, CD-ROM, laser videodisc, etc.).
- F. The student uses basic reference tools both print and electronic.
- G. The student identifies and uses computer programs such as the encyclopedia, periodical indexes, newspaper, and author studies.
- H. The student uses a variety of comprehension strategies before, during, and after reading.
- I. The student identifies different versions of stories.
- J. The student follows a storyline involving several characters.
- K. The student uses online databases and electronic catalogs in the library.
- L. The student uses skimming and scanning techniques for information gathering.

- M. The student focuses attention on computer and computer software, video, and multi-media productions.
- N. The student uses comprehension skills to draw conclusions from whatever is read.
- O. The student relates appropriate vocabulary in complete sentences.
- P. The student demonstrates skills in gathering, analyzing, interpreting, organizing, and evaluating information. (The Big Six – See Appendix B).
- Q. The student identifies the criteria for selecting appropriate television programs.
- R. The student organizes information using graphic organizers such as notes, charts, and graphs.
- S. The student distinguishes fact from opinion.
- T. The student distinguishes the unique characteristics of various reference sources, determines the source most appropriate for a specific purpose, and uses the resources to enhance information presented in texts.
- U. The student begins to balance reading by selecting a variety of works.
- V. The student is familiar with the Caldecott Award Books and the criteria for selection.
- W. The student compares different versions of the same story.
- X. The student identifies and reads award books (Newbery, Coretta Scott King, Laura Ingalls Wilder, CCBA, Carnegie, etc.).
- Y. The student uses the Boolean and key word search strategy to locate information on the Internet.
- Z. The student draws conclusions from books in the library.
- AA. The student identifies author or character points of view.
- BB. The student listens to book talks given by the Library Media Specialist and models, using storytelling techniques.
- CC. The student presents creative ideas through student-produced media.
- DD. The student differentiates between figurative and literal language.
- EE. The student recognizes that information comes in a variety of formats, locates materials, operates the equipment necessary to retrieve the information, and produces electronic materials to accompany a report.
- FF. The student uses the computer as a communication tool.
- GG. The student describes advertising techniques, detects the use of propaganda, and overgeneralization.
- HH. The student evaluates the effectiveness of information from the Internet.

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| SEVENTH AND EIGHTH GRADERS |
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Orientation and Circulation

- A. The student locates and uses the Circulation area, Card Catalog/OPAC, Fiction/Easy, Periodical, Reference, Non-fiction, Religious Materials, and Biography sections of the library.

- B. The student demonstrates knowledge of acceptable behavior and responsibility in the library.
- C. The student explores the public libraries, university libraries, museums, community resources, and religious institutions in school assignments.
- D. The student demonstrates a working knowledge of library media center vocabulary (media, author, title, illustrator, etc.).
- E. The student handles and cares for materials and equipment properly.
- F. The student demonstrates effective use of the card catalog and/or Online Public Access Catalog (OPAC).
- G. The student identifies the arrangement of fiction, non-fiction, and biography on shelves.
- H. The student identifies and uses media formats in the library.
- I. The student demonstrates an understanding that the card or online catalog is an index to the library collection and interprets the catalog information to locate materials in the library.
- J. The student demonstrates an understanding of the Dewey Decimal Classification System for research and individual assignments.

Literature Appreciation

- A. The student develops vocabulary through reading.
- B. The student interprets stories through creative expressions.
- C. The student distinguishes and uses various genres of literature.
- D. The student selects, listens to, reads, and responds to several types of fictional literature including Mystery, Realistic, Fantasy, Adventure, Science, Historical, Sports, and Humorous.
- E. The student reads or has read to him/her a variety of religious and multicultural/multiethnic materials available in the library collection.
- F. The student understands that bilingual books and Spanish books are a part of the library collection.
- G. The student identifies and reads Caldecott Award Books.
- H. The student identifies and reads award books (Newbery, Coretta Scott King, Laura Ingalls Wilder, Blue Spruce, CCBA, Carnegie, etc.)
- I. The student demonstrates the correlation between the classroom reading program and library experiences.
- J. The student communicates effectively one-on-one and in small groups.
- K. The student locates fiction books to read or have read to him/her for active listening.
- L. The student identifies authors and illustrators.
- M. The student identifies feelings and emotions of characters.
- N. The student recognizes and identifies the elements of a story.
- O. The student listens to appreciate sounds for each letter of the alphabet and the devices of repetition, rhyme, rhythm, alliteration, and onomatopoeia.
- P. The student participates in various reading incentive programs in the library (peer reading, Book It, Accelerated Reader, Jr. Great Books, etc.).

Information Technology

- A. The student demonstrates information literacy by recalling facts and details from listening to and reading fiction and non-fiction literature.
- B. The student recognizes that different parts of a book offer information (visual aids, chapter headings, subheadings, italics, color coding, marginal notes, footnotes, jacket summary, appendices).
- C. The student prepares simple reports integrated with a classroom unit of study as an individual or a group.
- D. The student uses comprehension skills to retell or summarize a story.
- E. The student demonstrates active listening to stories, plays, and poems through various technologies available in the library.
- F. The student identifies basic reference tools such as the dictionaries, encyclopedias, and the Catechism, both print and electronic.
- G. The student identifies and uses computer programs such as the encyclopedia, periodical indexes, newspaper, and author studies.
- H. The student uses a variety of comprehension strategies before, during, and after reading.
- I. The student identifies different versions of stories.
- J. The student follows a storyline involving several characters.
- K. The student uses online databases and electronic catalogs in the library.
- L. The student uses skimming and scanning techniques for information gathering.
- M. The student focuses attention on computer and computer software, video, and multi-media productions.
- N. The student uses comprehension skills to draw conclusions from whatever is read.
- O. The student develops skills in gathering, analyzing, interpreting, organizing, and evaluating information. (The Big Six – see Appendix B).
- P. The student identifies criteria for selecting appropriate television programs.
- Q. The student organizes information using graphic organizers such as notes, charts, and graphs.
- R. The student distinguishes fact from opinion.
- S. The student uses the informational databases and electronic encyclopedias in the library.
- T. The student begins to balance reading by selecting a variety of works.
- U. The student compares different versions of the same story.
- V. The student becomes familiar with and uses the Boolean and key word search strategy to locate information on the Internet.
- W. The student draws conclusions from books in the library.
- X. The student distinguishes the unique characteristics of various reference sources, determines the source most appropriate for a specific purpose, and uses the resources to enhance information presented in texts.
- Y. The student identifies author or character points of view.
- Z. The student listens to book talks given by the Library Media specialist and models, using storytelling techniques.
- AA. The student presents creative ideas through student produced media.
- BB. The student differentiates between figurative and literal language.

- CC. The student recognizes that information comes in a variety of formats, locates materials, operates the equipment necessary to retrieve the information, and produces electronic materials to accompany a report.
- DD. The student uses and demonstrates knowledge of technology available in the library media center.
- EE. The student describes advertising techniques, detects the use of propaganda, and over-generalization.
- FF. The student evaluates the effectiveness of information from the Internet.

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| NINTH - TWELFTH GRADES |
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Orientation and Circulation

- A. The student locates and uses the Circulation area, Card Catalog/OPAC, Fiction/Easy, Periodical, Reference, Non-fiction, Religion, and Biography sections of the library.
- B. The student demonstrates acceptable behavior and responsibility in the library.
- C. The student demonstrates a working knowledge of library media center vocabulary appropriate for each grade level (library, media, author, title, illustrator, etc.).
- D. The student explores the public libraries, university libraries, museums, religious institutions, and community resources in school assignments.
- E. The student handles and cares for materials and equipment properly.
- F. The student demonstrates effective use of the card catalog and/or Online Public Access Catalog (OPAC).
- G. The student identifies the arrangement of fiction, non-fiction, and biography on shelves.
- H. The student identifies and uses media formats in the library.
- I. The student demonstrates an understanding that the card or online catalog is an index to the library collection and interprets the catalog information to locate materials in the library.
- J. The student demonstrates an understanding of the Dewey Decimal Classification System, as well as Library of Congress system, for research and individual assignments.

Literature Appreciation

- A. The student expands vocabulary through reading.
- B. The student interprets stories through creative expressions.
- C. The student distinguishes and uses various genres of literature.
- D. The student selects, listens to, reads, and responds to several types of fictional literature including Mystery, Realistic, Fantasy, Adventure, Science, Historical, Sports, and Humorous.
- E. The student reads or has read to him/her a variety of religious and multicultural/multiethnic materials available in the library collection.

- F. The student understands that bilingual books, Spanish books, and other foreign language books are a part of the library collection.
- G. The student identifies and reads ALA Outstanding Books for the College Board, etc.
- H. The student demonstrates the correlation between the classroom reading program and library experiences.
- I. The student communicates effectively one-on-one and in small groups.
- J. The student locates fiction books to read for active listening.
- K. The student identifies authors and illustrators.
- L. The student discusses the feelings and emotions of characters.
- M. The student recognizes and identifies the elements of a story.
- N. The student listens to appreciate sounds for each letter of the alphabet and the devices of repetition, rhyme, rhythm, alliteration, and onomatopoeia.

Information and Technology

- A. The student demonstrates information literacy by recalling facts and details from listening to and reading fiction and non-fiction literature.
- B. The student recognizes that different parts of a book offer information (cover, spine, title page, table of contents, glossary, appendix, dedication, index, bibliography, preface, and copyright page).
- C. The student prepares reports integrated with a classroom unit of study as an individual or a group.
- D. The student uses comprehension skills to retell or summarize a story.
- E. The student demonstrates active listening to stories, plays, and poems through various technologies available in the library (audio cassettes, CD-ROM, laser videodisc, etc.).
- F. The student uses basic reference tools such as the dictionaries and encyclopedia, both print and electronic.
- G. The student uses Biblical references such as concordance, commentary, atlases, and dictionaries.
- H. The student identifies and uses computer programs such as the encyclopedia, periodical indexes, newspaper, and author studies.
- I. The student uses a variety of comprehension strategies before, during, and after reading.
- J. The student compares reviews of literature, film, and performance with his/her own responses.
- K. The student follows a storyline involving several characters.
- L. The student uses online databases and electronic catalogs in the library.
- M. The student uses skimming and scanning techniques for information gathering.
- N. The student focuses attention on computer software, video, and multi-media productions.
- O. The student uses comprehensive skills to draw conclusions from whatever is read.
- P. The student relates appropriate vocabulary in complete sentences.

- Q. The student develops skills in gathering, analyzing, interpreting, organizing, and evaluating information. (The Big Six – see Appendix B).
- R. The student uses and develops personal criteria for selecting appropriate television programs.
- S. The student organizes information using graphic organizers such as notes, charts, and graphs.
- T. The student distinguishes fact from opinion.
- U. The student uses the informational databases and electronic encyclopedias in the library.
- V. The student balances reading by selecting a variety of works.
- W. The student compares, contrasts, and critiques various media coverage of the same event such as in newspapers, television, and on the Internet.
- X. The student generates relevant, interesting, and researchable questions.
- Y. The student draws conclusions from books in the library.
- Z. The student distinguishes the unique characteristics of various reference sources, determines the source most appropriate for a specific purpose, and uses the resources to enhance information presented in texts.
- AA. The student identifies author or character points of view.
- BB. The student listens to book talks given by the Library Media Specialist and models, using storytelling techniques.
- CC. The student presents creative ideas through student produced media.
- DD. The student differentiates between figurative and literal language.
- EE. The student recognizes that information comes in a variety of formats, locates materials, operates the equipment necessary to retrieve the information, and produces electronic materials to accompany a report.
- FF. The student uses and demonstrates knowledge of technology available in the library media center.
- GG. The student evaluates the effectiveness of information from the Internet.
- HH. The student describes advertising techniques, detects the use of propaganda and over-generalization.