

PreK-2

Define an Information Task 1

- 1 Ask a question that requires information seeking. 1.1
- 2 Rephrase the classroom assignment: What am I supposed to do? 1.2
- 3 Identify existing knowledge and, with assistance, areas where more information is needed. Example: complete a topic chart, "What I Know, What I Think I Know, What I Need to Find Out." 1.3
- 4 Brainstorm additional questions to answer in solving an information problem. 1.4

Develop Information Seeking Strategies 2

- 1 Exhibit proper respect for and care of library materials, facilities, and equipment. 2.1
- 2 Understand the layout and organization of the library. 2.2
- 3 Understand and follow library rules and procedures. 2.3
- 4 Identify the parts of a book: spine, spine label, cover, title, page, verso page, barcode, etc. 2.4
- 5 Explain the difference between fiction and non-fiction. 2.5
- 6 Recognize which resources are the best to use and why. 2.6
- 7 Web or map a topic based on prior knowledge and preliminary background information. 2.7
- 8 Develop a strategy to solve an information problem. 2.8

Locate and Access Information 3

- 1 Independently locate library staff and navigate the library's physical space. 3.1
- 2 Independently approach the library teacher for assistance. 3.2
- 3 Understand that there is a relationship between spine label and book content and independently locate fiction and non-fiction sections in the school library. 3.3

Use Information 4

- 1 Evaluate for appropriateness. 4.1
 - a Distinguish fiction from non-fiction. 4.1.A

2 Extract the most relevant information. 4.2

- a Sort, classify, and sequence pieces of information; place events along a timeline, sort families of animals, etc. 4.2.A
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3 Behave ethically in information use. 4.3

- a Indicate the source of information. 4.3.A
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Synthesize Information 5

1 Create and share developmentally appropriate text and images with others. 5.1

2 Use new information in the final product. 5.2

3 With assistance, present a final product using an appropriate format: report, poster, electronic program, or other medium. 5.3

Participate in Collaborative Activities 6

1 Demonstrate appropriate group conduct (take turns speaking, respect opinions, use library voice). 6.1

2 Listen to the information and ideas of others. 6.2

3 Cooperate with others and share resources. 6.3

4 Work with other students to create and evaluate simple information products. 6.4

5 Assist other students with book selection. 6.5

Evaluate the Process and the Product 7

1 Use a provided checklist or rubric to determine that the project is complete and accurate. 7.1

2 Judge the process by asking questions; What did I like? What was easy? What was difficult? How can I do it better next time? 7.2

3 Judge the product by asking questions: Did I complete the steps required by my teacher? What have I learned? How can I improve my final product? If I had to do it again, what would I do differently? 7.3

Appreciate Literature 8

1 Understand the importance of the library as an information source. 8.1

2 Demonstrate active listening skills. 8.2

3 Listen to literature for pleasure and information. 8.3

4 Use illustrations to acquire a greater understanding of the story. 8.4

5 Use the library collection for pleasure reading. 8.5

6 Understand the difference between an author and an illustrator. 8.6

7 Demonstrate comprehension of a story heard, read, or viewed through verbal discussion and/or written responses or artwork. 8.7

8 Share books by favorite authors and illustrators. 8.8

9 Identify book award winners; Caldecott, Newbury, Coretta Scott King Awards. 8.9