TOPEKA PUBLIC SCHOOLS
LIBRARY MEDIA TECHNOLOGY - GRADE 1
INSTRUCTIONAL GUIDE

Library Media Goals	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation 1	2	3	4	Sample Teaching Strategy: The LMS has the student…	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
Information Literacy	1.1.1	... locates information appropriate to problems or needs.						**1.** ...recognize that the school library media center has a variety of book and materials that may be used and borrowed, and understands the importance of proper care of these materials. **LMS Notes:** Students are encouraged to compare the resources available between the school library media center and the public library.		**Standard 1:** The student who is information literate accesses information efficiently and effectively. **Benchmark 1:** The student recognizes the need for information.	
Information Literacy	1.2.1.	...identifies and uses parts of a book to gather information for classroom assignments (e.g., title page, glossary, index).						**1.** ...identify parts of a book to gather information for classroom assignments (e.g., title page, glossary, index). **LMS Notes:** A simple bibliography, with teacher assistance, is to teach the importance of citing sources.		**Standard 1:** The student who is information literate accesses information efficiently and effectively. **Benchmark 2:** The student recognizes that accurate and comprehensive information is the basis for intelligent decision making.	

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Information Literacy	1.2.2	...understands and uses subject headings/ descriptors, author's name, and titles and key words when using the automated catalog.						**2.** ...understands subject headings, author's names, and titles and key words. **LMS Notes:**		**Standard 1:** The student who is information literate accesses information efficiently and effectively. **Benchmark 2:** The student recognizes that accurate and comprehensive information is the basis for intelligent decision making.	
Information Literacy	1.2.3	...constructs a simple bibliography (works used) with author/title.						**3.** ...construct with teacher assistance, a simple bibliography (works used) with author/title. **LMS Notes:** A simple bibliography, with teacher assistance, is to teach the importance of citing sources.		**Standard 1:** The student who is information literate accesses information efficiently and effectively. **Benchmark 2:** The student recognizes that accurate and comprehensive information is the basis for intelligent decision making.	
Information Literacy	1.3.1	...formulates broad questions with prompting.						**1.** ...listen as the teacher models a broad question (where would you find a story book?) followed by a specific question (where would you find a book by Eric Carle?) **LMS Notes:**		**Standard 1:** The student who is information literate accesses information efficiently and effectively. **Benchmark 3:** The student formulates questions based on information needs.	

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Information Literacy	1.4.1	...identifies simple reference sources (e.g., pre-encyclopedias, dictionaries, atlases, bookmarked world wide web, and local experts).						**1.** ...identify a variety of simple reference sources provided by the LMS. **LMS Notes:**		**Standard 1:** The student who is information literate accesses information efficiently and effectively. **Benchmark 4:** The student identifies a variety of potential sources of information.	
Information Literacy	1.5.1	...locates the library media center independently and identifies sections (e.g., fiction and nonfiction reference).						**LMS Notes:**		**Standard 1:** The student who is information literate accesses information efficiently and effectively. **Benchmark 5:** The student develops and uses successful strategies for locating information.	
Information Literacy	1.5.2	...interacts with media of various types and lengths to gain information (e.g., pictures, captions, text, icons, CD-ROM).						**LMS Notes:**		**Standard 1:** The student who is information literate accesses information efficiently and effectively. **Benchmark 5:** The student develops and uses successful strategies for locating information.	

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Information Literacy	1.5.3	...recognizes the call number and alphabetizes to the second letter with teacher guidance.						**1.** ...Identify a book by the first tow letters of an author's last name. **LMS Notes:**		**Standard 1:** The student who is information literate accesses information efficiently and effectively. **Benchmark 5:** The student develops and uses successful strategies for locating information.	
Information Literacy	1.5.4	…uses a problem solving strategy to locate information (e.g., The Handy 5, Big Six, Little Three [see glossary for citation]).						**LMS Notes:**		**Standard 1:** The student who is information literate accesses information efficiently and effectively. **Benchmark 5:** The student develops and uses successful strategies for locating information.	

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Information Literacy	2.1.1	…with assistance, defines and gives examples of accurate information.						**1.** ...in a group, examine several resources in various formats and compare, discuss, evaluate, and choose the best resources for a specific topic or learning activity. Repeat activity several times using other resources and topics. **2**. ...create two different party invitations, one containing accurate location, date and time and the other with inaccurate information (i.e., moons, mars, on Jan. 43rd). Discuss which is accurate information. [adopted from Public Schools of North Carolina "NC Standard Course of Study"] **LMS Notes:**		**Standard 2**: The student who is information literate evaluates information critically and competently. **Benchmark 1:** The student determines accuracy, relevance, and comprehensiveness.	
Information Literacy	2.2.1	…with assistance, recognizes facts, opinions, and point of view in various information sources.						**1.** ...discuss and define the difference between fact and opinion (e.g., fact: the cafeteria served pizza today; opinion: the pizza was good). **LMS Notes:**		**Standard 2**: The student who is information literate evaluates information critically and competently. **Benchmark 2:** The student distinguishes among fact, point of view, and opinion.	

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Information Literacy	3.1.1	…demonstrates, with teacher guidance in group setting, the knowledge and skills to organize information.						**1.** ...with guidance and assistance, sort by selecting and deselecting words, phrase, roles, and other ideas into same and/or different categories. **LMS Notes:**		**Standard 3:** The student who is information literate uses the information accurately and creatively. **Benchmark 1:** The student organizes information for practical application.	
Information Literacy	3.2.1	…demonstrates the knowledge and skills to integrate prior knowledge with new information from materials viewed, read, or heard and begin to draw conclusions						**1.** ...with teacher guidance, use picture clues, text, and prior knowledge to make inferences and to draw conclusions. **LMS Notes:**		**Standard 3:** The student who is information literate uses the information accurately and creatively. **Benchmark 2.** The student integrates new information into one's own knowledge.	
Information Literacy	3.3.1	…with guidance in a group setting, follows steps of a basic problem solving model.						**1.** ...with guidance, plan, do, and review a content-based problem in a group setting, e.g., how to plan a birthday party. **LMS Notes:** Use the Super 3, Big 6 and/or The Handy 5 problem solving models. The complexity of the problem-solving model should increase at the upper grade levels.		**Standard 3:** The student who is information literate uses the information accurately and creatively. **Benchmark 3:** The student applies information to critical thinking and problem solving.	

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Information Literacy	3.4.1	…uses various formats to gain and present information.						**1**. ...use pictures books, big books, puppets, skits, videos, finger plays, websites, CD's, and e-books. **LMS Notes:**		**Standard 3:** The student who is information literate uses the information accurately and creatively. **Benchmark 4**: The student produces and communicates information and ideas in appropriate formats.	
Independent Learning	4.1.1	…generally seeks information related to their personal interest.						**1**. ...state personal interests. **2.** ...Independently seeks materials to meet personal interest. **LMS Notes:**		**Standard 4:** The student who is an independent learner is information literate and pursues information related to personal interests. **Benchmark 1:** The student seeks information related to various dimensions of personal well being, such as career interest, community involvement, health matters, and recreational pursuits.	

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Independent Learning	4.1.2	…uses an authoritative source (e.g. adult or primary catalog) to assist in selecting/checking out one's own books and materials.						**1.** ...tour the library to enable students to locate materials independently. **2.** ...become aware that they are welcome to ask of a assistance as needed. **3.** ...model the proper procedure for checking out and returning books. **LMS Notes:**		**Standard 4:** The student who is an independent learner is information literate and pursues information related to personal interests. **Benchmark 1:** The student seeks information related to various dimensions of personal well being, such as career interest, community involvement, health matters, and recreational pursuits.	
Independent Learning	4.2.1	…evaluates an information piece in relation to personal interest.						**1.** ...with teacher guidance, determine fact from fiction. **LMS Notes:**		**Standard 4:** The student who is an independent learner is information literate and pursues information related to personal interests. **Benchmark 2:** The student designs, develops and evaluates information products and solutions to related personal interests.	

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Independent Learning	4.2.2	…develops (with teacher guidance) an information product.						**2**. ...From a collection of books containing fictional and nonfiction about similar subjects, separate books into the two groups. **LMS Notes:**		**Standard 4:** The student who is an independent learner is information literate and pursues information related to personal interests. **Benchmark 2:** The student designs, develops and evaluates information products and solutions to related personal interests.	
Independent Learning	5.1.1	…explains and discusses various examples of fiction.						**1.** ...listen to and respond to various folklore: fairy tale, folk tale, and tall tales and discuss differences and similarities. **LMS Notes:** Read Caldecott stories and Bill Martin, Jr. picture book nominees and winners to your class. Display award winners and their posters for easy access to the students.		**Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. **Benchmark 1:** The student is a competent and self-motivated reader.	

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Independent Learning	5.1.2	…identifies characteristics of folklore: fairy tale, folk tale, tall tale, animal fantasy, and picture books representing a variety of cultures and time periods.						**1.** ...listen to and respond to various folklore: fairy tale, folk tale, and tall tales and discuss differences and similarities. **LMS Notes:**		**Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. **Benchmark 1:** The student is a competent and self-motivated reader.	
Independent Learning	5.1.3	…distinguishes the roles of author and illustrator.						**1.** ...listen to and respond to various folklore: fairy tale, folk tale, and tall tales and discuss differences and similarities. **LMS Notes:**		**Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. **Benchmark 1:** The student is a competent and self-motivated reader.	

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Independent Learning	5.2.1	…is able to understand and enjoy creative works presented in a variety of formats, e.g., video, film internet, television and other creative presentations of information.						**1.** ...view a story book in an electronic format. **2.** ...listen to the same story being read aloud and discuss their preferences for the format. **LMS Notes:** Many "Arthur" and "Franklin" books are available in print and video; present both and discuss the pros and cons of the two formats.		**Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. **Benchmark 2:** The student derives meaning from information presented creatively in a variety of formats.	

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Independent Learning	5.3.1	…interprets a visual and/or aural message in a different format						**1.** ...draw pictures from scenes of a story and then arrange them in sequential order. **2.** ...act out a send from a story. **3.** ...as a class, write a poem about a character in a story they have just had read to them (e.g., various characters in Rumpelstiltskin; Jack in the Bean Stalk; or Little Red Riding Hood) **4.** ...recreate the art method used in a story (e.g., the paper cuttings for various seasons by Lois Ehlert, Ezra Jack Keats, or Eric Carle, or the Shimmery fish similar to Rainbow Fish by Marcus Pfister). **LMS Notes:** Snowballs, Waiting for Wings, or Leaf Man by Lois Ehlert each show cuttings artwork for different seasons. A Snowy Day by Ezra Jack Keats would also be good for winter scenes.		**Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. **Benchmark 3:** The student develops creative products in a variety of formats.	

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Independent Learning	6.1.1	…applies the basic steps of a problem-model.						**1.** ...with teacher assistance, conduct a search of information to locate books. **2.** ...using the basic steps of a problem-solving model, conduct keyword and/or subject searches on the library catalog and online sources to locate needed materials on a favorite leisure activity. **LMS Notes:** The student can with prompts from the LMS begin to apply the basic steps in problem-solving models such as the Big 3 or the Handy 5.		**Standard 6:** The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation. **Benchmark 1:** The student assesses the quality of the process and products of personal information seeking formats.	
Independent Learning	6.2.1	…explains basic strategies for revising and improving his work.						**1.** ...study their community and create a picture of a type of community transportation. **2.** ...look at each other's pictures and, with assistance, determine what other details might be included. **3.** ...look at some picture books about the topic and add to the picture. **LMS Notes:** The student can with prompts from the LMS begin to apply the basic steps in problem-solving models such as the Big 3 or the Handy 5.		**Standard 6:** The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation. **Benchmark 2:** The student devises strategies for revising, improving and updating self-generating knowledge.	

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Independent Learning	6.2.2	…updates his work						**1.** ...study their community and create a picture of a type of community transportation. **2.** ...look at each other's pictures and, with assistance, determine what other details might be included. **3.** ...look at some picture books about the topic and add to the picture. [Information Power, p.30] **LMS Notes:**		**Standard 6:** The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation. **Benchmark 2:** The student devises strategies for revising, improving and updating self-generating knowledge.	
Social Responsibility	7.1.1	…accesses and uses a library with assistance						**1.** ...demonstrate where specific books are located according to call number; the librarian booktalks several multicultural picture books. **LMS Notes:**		**Standard 7:** The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society. **Benchmark 1:** The student seeks information from diverse sources, contexts, and disciplines.	

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Social Responsibility	7.2.1	…checks out materials with assistance and returns materials on time.						**1.** ...review and use the practice for care of materials to promote equitable access (e.g., shelf markers). **LMS Notes:**		**Standard 7:** The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society. **Benchmark 2:** The student respects the principle of equitable access to information.	
Social Responsibility	8.1.1	…understands the concepts of group discussion behavior.						**1.** ...participate in a discussion on an open-ended question, e.g. who should use the library and what are the responsibilities of its users. **LMS Notes:**		**Standard 8:** The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology. **Benchmark 1:** The student respects the principles of intellectual freedom.	

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Social Responsibility	8.2.1	…recognizes the importance of expressing information in the student's own words.						**1.** ...develop a class alphabet book as the author, illustrator, and publisher. **LMS Notes:**		**Standard 8:** The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology. **Benchmark 2:** The student respects intellectual property rights.	
Social Responsibility	9.1.1	…shares information that will contribute to the success of the group (e.g., through collaborative activities, cooperative groups, pair-share).						**1.** ...working in groups of three, prepare an oral report of facts about a specific animal that they 'researched'. **LMS Notes:**		**Standard 9:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. **Benchmark 1:** The student shares knowledge and information with others.	

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Social Responsibility	9.2.1	…describes other's ideas accurately and completely.						**1.** ...working in pairs, research their partner's family's country of origin and interview him/her about a family tradition. **LMS Notes:**		**Standard 9:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. **Benchmark 2:** The student respects other's ideas and backgrounds and acknowledges their contributions.	
Technology Literacy	10.1.1	…uses input/output devices successfully operate technology.						**1.** ...use a mouse and keyboard appropriately. **LMS Notes:**		**Standard 10:** The student understands basic operations and concepts. **Benchmark 1:** The student demonstrates a sound understanding of the nature of operation of technology systems.	
Technology Literacy	10.1.2	…uses a variety of media and technology resources for directed and independent learning activities.						**1.** ...Use a computer and multimedia technology for directed learning activities. **LMS Notes:**		**Standard 10:** The student understands basic operations and concepts. **Benchmark 1:** The student demonstrates a sound understanding of the nature of operation of technology systems.	

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Technology Literacy	10.1.3	…communicates about technology using developmentally appropriate and accurate terminology.						**3.** ...identify various parts of a computer by name. **LMS Notes:**		**Standard 10:** The student understands basic operations and concepts. **Benchmark 1:** The student demonstrates a sound understanding of the nature of operation of technology systems.	
Technology Literacy	11.1.1	…understands ethical issues related to technology.						**1.** …demonstrate appropriate use of passwords and network use. **LMS Notes:**		**Standard 11:** The student demonstrates knowledge of social, ethical, and human issues. **Benchmark 1:** The student understands ethical, cultural and societal issues related to technology.	
Technology Literacy	11.2.1 11.2.2 11.2.3	…practices responsible use of technology systems; information; software.						**1.** …understand the jobs of author, illustrator, and publisher of a published work. **LMS Notes:**		**Standard 11:** The student demonstrates knowledge of social, ethical, and human issues. **Benchmark 2:** The student practices responsible use of technology systems, information, and software.	

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Technology Literacy	11.3.1	Not introduced at this level.						**LMS Notes:**		**Standard 11:** The student demonstrates knowledge of social, ethical, and human issues. **Benchmark 3:** The student develops positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	
Technology Literacy	12.1.1 12.1.2 12.1.3	…uses technology tools to enhance learning; increase productivity; promote learning.						**1.** ...create a family genealogy/family tree using concept-mapping software (e.g., Kidspiration, with adult assistance). **LMS Notes:**		**Standard 12:** The student uses technology productivity tools. **Benchmark 1:** The student uses technology tools to enhance learning, increase productivity, and promote creativity.	
Technology Literacy	12.2.1 12.2.2 12.2.3	…uses productivity tools to collaborate in constructing technology-enhanced models; to prepare publications; to produce other creative works.						**1.** ...sequence images from smallest to largest using concept-mapping software with adult assistance (e.g., Kidspiration). **LMS Notes:**		**Standard 12:** The student uses technology productivity tools. **Benchmark 2:** The student uses productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	

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Technology Literacy	13.1.1 13.1.2 13.1.3	…uses telecommunications to collaborate; to publish; to interact with peers, experts, and other audiences.						**1.** ...explore common telecommunication formats with adult assistance. **LMS Notes:**		**Standard 13:** The student uses technology communication tools. **Benchmark 1:** The student uses telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	
Technology Literacy	13.2.1 13.2.2	…uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.						**1.** …participate in online projects, with adult assistance. **LMS Notes:**		**Standard 13:** The student uses technology communication tools. **Benchmark 2:** The student uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.	
Technology Literacy	14.1.1 14.1.2	…uses appropriate technology tools to locate information; collect information.						**1.** ...use appropriate multimedia or online resources to gather information. **LMS Notes:**		**Standard 14:** The student uses technology research tools. **Benchmark 1:** The student uses technology to locate, collect, and evaluate information from a variety of sources.	

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Library Media Goals	P.I.#	Student Performance Indicator The student…	ESS EXP EXT KSA	Time Allocation 1	2	3	4	Sample Teaching Strategy: The LMS has the student…	Sample Assessment	Correlation to Ks. Lib. Media & Tech. Benchmark	Curriculum Connections
Technology Literacy	14.2.1 14.2.2	…uses appropriate technology tools to process data; report results.						**1.** …use simple graphing software to record the results of a survey as a class. **LMS Notes:**		**Standard 14:** The student uses technology research tools. **Benchmark 2:** The student uses technology tools to process data and report results.	
Technology Literacy	14.3.1	…surveys possible information resources and selects appropriate resources for specific tasks.						**1.** ...choose the best source(s) of information on a topic from a pre-selected group of materials. **LMS Notes:**		**Standard 14:** The student uses technology research tools. **Benchmark 3:** The student evaluates and selects new information resources and technological innovations based on the appropriateness for specific tasks.	
Technology Literacy	15.1.1 15.1.2 15.1.3	Not introduced at this level.						n/a		**Standard 15:** The student uses technology problem-solving and decision-making tools. **Benchmark 1, 2 & 3:** The student uses technology resources for solving problems and making informed decisions.	

ESS - Essential
EXP - Expected
EXT - Extended
KSA - Ks Performance Assessment