

RIEMA
Library Media Curriculum
Elementary School – Outcomes for Grade 4

Standard	Performance Indicators	Benchmarks	Standards in Action
<p>Standard 1: The student who is information literate accesses information efficiently and effectively.</p>	<p>Indicator 1: Recognizes the need for information.</p>	<p>Basic: Determines the information problem to be solved. Proficient: Clearly defines the information problem. Exemplary: Determines whether or not additional information is needed to resolve the problem.</p>	<p>Student:</p> <ul style="list-style-type: none"> ◆ decides what information is needed. ◆ uses a variety of information sources. ◆ utilizes graphic organizers.
	<p>Indicator 2: Recognizes that accurate and comprehensive information is the basis for intelligent decision-making.</p>	<p>Basic: Defines the terms "accurate" and "complete" in terms of information. Proficient: Selects examples of inaccurate and accurate information and complete and incomplete information. Exemplary: Recognizes the need for currency and depth when solving an information problem.</p>	<p>Project Example: Given an assignment to present information about a Native American tribe, student identifies a research question, determines appropriate sources and gathers the information.</p>
	<p>Indicator 3: Formulates questions based on information needs.</p>	<p>Basic: Recognizes good questions. Proficient: Constructs an appropriate question based on an information need. Exemplary: Recognizes that questions may change as information needs change.</p>	

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	<p>Indicator 4: Identifies a variety of potential sources of information.</p>	<p>Basic: Demonstrates the ability to generate a list of potential sources of information.</p> <p>Proficient: Identifies at least two sources that can assist in solving specific information problems.</p> <p>Exemplary: Identifies at least three sources of information that can assist in solving specific information problems.</p>	
	<p>Indicator 5: Develops and uses successful strategies for locating information.</p>	<p>Basic: Determines where sources can be found (i.e.: the classroom, library, community, Internet, etc).</p> <p>Proficient: Recognizes the organization of various sources of information (alphabetical, subject, keyword).</p> <p>Exemplary: Employs alphabetical, subject, chronological and keyword patterns as appropriate to find basic information.</p>	

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<p>Standard 2: The student who is information literate evaluates information critically and competently.</p>	<p>Indicator 1: Determines accuracy, relevance, and comprehensiveness.</p>	<p>Basic: Understands the value of accurate information. Proficient: Uses the title page and copyright date to determine currency of information. Exemplary: Compares and contrasts similar information from different sources.</p>	<p>Student:</p> <ul style="list-style-type: none"> ◆ locates dates in print and Internet sites ◆ evaluates information based on currency ◆ recognizes differences in domain names ◆ recognizes propaganda ◆ compares and contrasts information found in more than one source ◆ uses Internet search engines.
	<p>Indicator 2: Distinguishes among fact, point of view, and opinion.</p>	<p>Basic: Recognizes the difference between fiction and nonfiction and identifies each. Proficient: Recognizes the difference between fact and opinion in information sources and identifies each. Exemplary: Identifies fiction, nonfiction, fact, opinion, and point of view.</p>	<p>Project Example: Student researches an historical event from two points of view, for example: the Revolutionary War from the Colonists and the British point of view, New World explorers versus native peoples, deforestation versus preservation of the rain forest.</p>
	<p>Indicator 3: Identifies inaccurate and misleading information</p>	<p>Basic: Recognizes that information may be inaccurate or misleading. Proficient: Recognizes misleading and inaccurate information. Exemplary: Recognizes that using more than one source gives a more accurate perspective.</p>	

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	<p>Indicator 4: Selects information appropriate to the problem or questions at hand.</p>	<p>Basic: Uses the table of contents, index and search engines to identify appropriate information. Proficient: Uses the table of contents, index, topical sentences and search engines to identify appropriate information. Exemplary: Uses the table of contents, index, topical sentences, and search engines and skims and scans for relevant information.</p>	
<p>Standard 3: The student who is information literate uses information accurately and creatively.</p>	<p>Indicator 1: Organizes information for practical application.</p>	<p>Basic: Uses graphic organizers to record information. Proficient: Uses graphic organizers and other note-taking techniques to record information. Exemplary: Utilizes the most appropriate method for recording information.</p>	<p>Student:</p> <ul style="list-style-type: none"> ◆ completes graphic organizers ◆ records sources of information ◆ organizes and synthesizes new information through the use of KWHL charts. ◆ Chooses appropriate methods to share information
	<p>Indicator 2: Integrates new information into one's own knowledge.</p>	<p>Basic: Recognizes new information. Proficient: Makes connections between new information and personal experiences. Exemplary: Compares and contrasts previous knowledge with new information to create new meaning.</p>	<p>Project Example: Research a person who has made a contribution to civil rights and present findings in appropriate formats such as diary, journal, timeline, interview, newspaper article, etc.</p>

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	<p>Indicator 3: Applies information in critical thinking and problem solving.</p>	<p>Basic: Identifies information that meets a particular need. Proficient: Use facts to support opinion. Exemplary: Uses facts to support opinion and solve problems.</p>	
	<p>Indicator 4: Produces and communicates information and ideas in appropriate formats</p>	<p>Basic: Identifies the intended audience and purpose. Proficient: Generates a list of possible formats to present information to a given audience for a given purpose. Exemplary: Chooses the most appropriate format for presenting information based on the information itself, the audience and the purpose.</p>	
<p>Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.</p>	<p>Indicator 1: Seeks information related to various dimensions of personal well being, such as career interests, community involvement, health matters, and recreational pursuits</p>	<p>Basic: Asks for assistance in locating materials for personal interests. Proficient: Is capable of locating materials for personal interests. Exemplary: Independently and effectively accesses materials for personal interests.</p>	<p>Student:</p> <ul style="list-style-type: none"> ◆ uses OPAC to locate career materials found in both the circulating and reference sections ◆ uses an online directory, such as Yahoologans, to find drama career information on the web ◆ evaluates information and compares findings through discussion.

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	<p>Indicator 2: Derives meaning from information presented creatively in a variety of formats.</p>	<p>Basic: Can identify similarities and differences between two formats (book and video). Proficient: Analyzes and explains information presented in a variety of formats. Exemplary: Evaluates the strengths and weaknesses of various creative presentations of information (book, video, web page, etc.).</p>	<p>Project Example: Student researches topics of personal interest, such as careers, sports, music, person, historical event and selects creative and appropriate means of sharing with class.</p>
	<p>Indicator 3: Develops creative products in a variety of formats.</p>	<p>Basic: Expresses information and ideas in simple formats. Proficient: Expresses information and ideas creatively in more than one format. Exemplary: Integrates information and ideas in more than one format to present a product.</p>	
<p>Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.</p>	<p>Indicator 1: Is a competent and self-motivated reader.</p>	<p>Basic: Meets English/Language Arts standard of reading twenty-five books or equivalent per year. Proficient: Selects reading material from a variety of genres. Exemplary: Evaluates the strengths and weaknesses of various creative presentations of information (book, video, web page)</p>	<p>Student:</p> <ul style="list-style-type: none"> ◆ participates in reading incentive programs ◆ discusses favorite books, recommends books informally to other students ◆ writes book reviews for both teacher and student audiences ◆ seeks information related to one topic that is presented in various formats

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	<p>Indicator 3: Develops creative products in a variety of formats.</p>	<p>Basic: Expresses information and ideas in simple formats. Proficient: Expresses information and ideas creatively in more than one format. Exemplary: Integrates information and ideas in more than one format to present a product.</p>	

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<p>Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation</p>	<p>Indicator 1: Assesses the quality of the process and products of personal information seeking.</p>	<p>Basic: Can retrace steps taken to find information. Proficient: Can retrace steps taken in the information seeking process and evaluate effectiveness. Exemplary: Evaluates information seeking process as it occurs and makes adjustments as necessary.</p>	<p>Student:</p> <ul style="list-style-type: none"> ◆ uses Big6 skills research model to solve information problems ◆ uses rubrics or checklists to evaluate final products ◆ compares final product to teacher rubric and self-evaluates.
	<p>Indicator 2: Devises strategies for revising, improving, and updating self-generated knowledge.</p>	<p>Basic: Identifies basic strategies to improve work. Proficient: Applies basic strategies for revising and improving work. Exemplary: Uses a model to identify gaps in personal research strategies.</p>	<p>Project Example: Incorporating all the steps of a research process, students create a project or presentation based on research on a thematic unit, such as biomes, human body, states, etc.</p>
<p>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.</p>	<p>Indicator 1: Seeks information from diverse sources, contexts, disciplines, and cultures.</p>	<p>Basic: Can identify several appropriate sources of information to answer their information need. Proficient: Uses a variety of sources to answer their information needs. Exemplary: Blends information from several sources to answer their information problem.</p>	<p>Student :</p> <ul style="list-style-type: none"> ◆ culls information from atlases, almanacs, encyclopedias, as well as web sites and family interviews ◆ shares research materials.
	<p>Indicator 2: Respects the principles of intellectual freedom.</p>	<p>Basic: Understands fairness is important in sharing books and resources Proficient: Returns books and resources on time so others can use them Exemplary: Uses materials with care and helps others</p>	<p>Project Example: Working in a group, students create a poster of a country and its culture using graphics and facts.</p>

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<p>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</p>	<p>Indicator 1: Respects the principles of intellectual freedom.</p>	<p>Basic: Understands that people can disagree about important issues. Proficient: Listens carefully to the views of others in a group discussion. Exemplary: Respects the views of others.</p>	<p>Student:</p> <ul style="list-style-type: none"> ◆ utilizes note-taking strategies ◆ creates bibliographies ◆ takes turns using OPAC.
	<p>Indicator 2: Respects intellectual property rights</p>	<p>Basic: Lists sources of information when doing research. Proficient: Puts information into own words. Exemplary: Gives credit to others for ideas used.</p>	<p>Project Example: Students read books and explore web sites about the immigrant experience. They discuss feelings of immigrants and feelings of those who feel threatened by them and create a chart or poster to display findings.</p>
	<p>Indicator 3: Uses information technology responsibly</p>	<p>Basic: Understands library/media center technology use rules. Proficient: Follows directions using technology. Exemplary: Uses technology sources conscientiously.</p>	
<p>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.</p>	<p>Indicator 1: Shares knowledge and information with others.</p>	<p>Basic: Contributes to group work. Proficient: Sorts through ideas and resources to find what will help the group effort most. Exemplary: Works well with others to create new information projects.</p>	<p>Student:</p> <ul style="list-style-type: none"> ◆ works with others to perform a "Reader's Theatre" production. ◆ participates in an oral history project. ◆ works with others to organize activities for special events.

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	<p>Indicator 2: Respects others' ideas and backgrounds and acknowledges their contributions.</p>	<p>Basic: Listens to the views of others. Proficient: Encourages others to express their views. Exemplary: Helps to blend ideas of the group members.</p>	<p>Project Example: Students work together as a class to explore their cultural heritages, interview family and community members, gather family recipes, etc. to create a class book of recipes, history and traditions.</p>
	<p>Indicator 3: Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions.</p>	<p>Basic: Willing to express ideas. Proficient: Participates in group discussions. Exemplary: Works effectively with others to find solutions to information problems.</p>	
	<p>Indicator 4: Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions.</p>	<p>Basic: Works with others Proficient: Works with others to create new products. Exemplary: Works with others to create new products in a variety of formats</p>	

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