

Guaranteed and Viable K-12 Continuum of Information Literacy Skills and Practices

Created by School Librarians within the OCM BOCES & CITI BOCES Region, Edited 2019
DeRuyter, McGraw, Marathon, edited McGraw 2020

McGraw

Grade	GV Continuum	Tasks / Skill/Practice	Performance Indicator
Pre-K	<ul style="list-style-type: none"> ● Recognize the library as a welcoming classroom. ● Know the library provides access to resources for personal and academic use. ● Listen (to a book) for enjoyment and/or learning. ● Understand resources borrowed require care and specific responsibilities. ● Follow library procedures. <p style="margin-left: 40px;">CTP* ~Create and follow an algorithm (at least 3 steps), focus on sequencing.</p> <p style="margin-left: 40px;">*NYS K-12 Computational Thinking & Programming</p>	<ul style="list-style-type: none"> ❖ Enter library ❖ Determine renew (same) or return (different). ❖ Listen to the fiction or nonfiction book. ❖ Peruse specific shelves. ❖ Make a decision based on personal and/or academic use. ❖ Checkout books. ❖ Exit library. 	<ul style="list-style-type: none"> ★ Enters library in an orderly manner, waits while students place returned books on the desk. ★ Students wait for directions. ★ Students follow directions. ★ Students listen to story/participate in the activity. ★ Students choose books ★ Students check out books and wait patiently for others ★ Exit library.
K	<ul style="list-style-type: none"> ● Recognize the library as a welcoming classroom ● Know the library provides 	<ul style="list-style-type: none"> ❖ Enter library ❖ Determine renew or return 	<ul style="list-style-type: none"> ★ Enter performance indicators as

	<p>access to resources for personal and academic use.</p> <ul style="list-style-type: none"> ● Introduction to the parts of a book (front, back, and spine) ● Introduction to the title page and author/illustrator ● Know the author and/or illustrator's role in the creation of a book. ● Listen (to a book) for enjoyment and/or learning. ● Navigate the library based on its organization to find resources ● Understand resources borrowed require care and specific responsibilities. ● Follow library procedures <p>CTP ~Create and follow an algorithm (at least 3 steps), focus on sequencing.</p>	<p>borrowed books</p> <ul style="list-style-type: none"> ❖ Identify parts of a book (front, back, and spine). ❖ Know where to find the title, author, illustrator (title page) in the book ❖ Begin author/illustrator study ❖ Note the similarities and differences of the various titles of the same author/illustrator ❖ Borrow books making a decision based on personal and/or academic use. ❖ Checkout books. ❖ Exit library 	<p>stated above.</p> <ul style="list-style-type: none"> ★ Follow up discussion and review parts of the book. ★ Discussion and review of author/illustrator studied ★ Exit performance indicators stated above.
1st	<ul style="list-style-type: none"> ● Introduction to fairy tales ● Understand the importance of telling and retelling ● Understand the difference in the fairy tales with respect to the (physical) location of the tale and the setting ● Note the difference in the culture and nuance as a result of the of the setting 		
2nd	<ul style="list-style-type: none"> ● Distinguish between fiction/non fiction - informational ● Navigate the library based on its organization to find books and informational resources 	❖	★

	<ul style="list-style-type: none"> ● Parts of a story (beginning, middle, end). ● Formulate questions about a personal interest or curricular topic 		
3rd	<ul style="list-style-type: none"> ● Use the spine label to locate the book on the library shelves. ● Dewey Decimal System ● Self Check Out ● Make informed decisions to choose resources based on reading ability ● Gather information from available resources to meet personal and academic needs. ● Access information in a variety of formats 	❖	★
	<ul style="list-style-type: none"> ● Search the online catalog with assistance to locate materials ● Identify genres ● Understanding Intellectual Property ● Refine questions to gather information about a personal interest or a curricular topic 	❖	★
4th	<ul style="list-style-type: none"> ● Read widely and deeply in multiple genres and/or formats and create for a variety of purposes ● Beginning creating citation of resources ● Use selected search engines and databases to find appropriate information ● Generate a list of search terms or keywords to answer questions. 	❖ title, creator, copyright date	★
5th	<ul style="list-style-type: none"> ● Responsibly apply information, technology, and media to learning and in 	❖	★