

# Grades 6-8

**Benchmark A:** Understand the function of the school library media center, recognize other types of libraries, and use a variety of libraries to meet informational and personal needs.

## Grade Six

### *Library Awareness*

1. Describe information needs to the library media specialist or library staff member and develop strategies to fulfill the need.
2. Recommend books and library materials to include in the school library media center.

### *Lifelong Learning*

3. Understand that public library items may be placed on hold, reserved or ordered to meet information needs.

## Grade Seven

### *Library Awareness*

1. Discuss search strategies and information retrieval methods with the library media specialist or library staff member as needed.
2. Participate in library media center activities and reading celebrations (e.g., Right to Read Week, Teen Read Week, School Library Media Month).

## Grade Eight

### *Library Awareness*

1. Access the library facility in person and remotely when needed (e.g. Internet).
2. Discuss search strategies and information retrieval methods with the library media specialist or library staff member as needed.
3. Identify books & library materials to include in the school library media center.
4. Participate in library media center activities and reading celebrations (e.g., Right to Read Week, Teen Read Week, School Library Media Month).

### *Lifelong Learning*

5. Utilize public library for informational and personal needs.

**Benchmark B:** Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible use and ethical behavior when using library media materials.

## Grade Six

### *Library Awareness*

1. Select library media center materials based on information need.
2. Use a variety of library material formats as part of the research-process (e.g., print, nonprint, electronic, video, audio).

### *Circulation*

3. Follow appropriate procedures when borrowing library material (e.g., follow check-out and check-in procedures and return materials on time).

### *Library Organization*

4. Locate fiction books alphabetically by author and information books by Dewey Decimal number.
5. Understand the function of the library reference collection.
6. Locate resources using a title, subject or author and keyword search in the library catalog.

### *Responsible Use*

7. Understand concept of intellectual property (e.g. author's ownership of work).
8. Demonstrate awareness of cultural diversities, differing opinions and points of view.

## Grade Seven

### *Library Awareness*

1. Evaluate library materials and select formats based on information need (e.g., print, nonprint, audio, video).

### *Circulation*

2. Demonstrate appropriate procedures when borrowing library material (e.g., follow check-out & check-in procedures and return materials on time).

### *Library Organization*

3. Locate fiction and nonfiction books by call letters/numbers.

4. Use the library reference collection to find answers.
5. Locate resources using a title, subject or author, keyword and advanced searches in the library catalog.
6. Demonstrate awareness of cultural diversities, differing opinions and points of view when using materials.

*Responsible Use*

### **Grade Eight**

*Circulation*

1. Select appropriate library materials based on information, format and communication need.
2. Demonstrate proper care of books and other library media center materials and use appropriate procedures when borrowing library material (e.g., follow check-out and check-in procedures and return materials on time).

*Library Organization*

3. Select appropriate reference tools to answer questions.
4. Locate resources using a title, subject or author, keyword and advanced searches search in the library catalog.

*Responsible Use*

5. Understand plagiarism and its ramifications.
6. Discuss intellectual property, copyright and fair use.
7. Recognize individual rights of others and practice tolerance.

**Benchmark C:** Select literature by genre based on need and personal enjoyment.

### **Grade Six**

*Reading Encouragement*

1. Listen to booktalks and other informational items read by library media center staff.
2. Read for pleasure and information.
3. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

### **Grade Seven**

*Reading Encouragement*

1. Read for pleasure and information.
2. Explore books by authors who write in different fictional genres.
3. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

### **Grade Eight**

*Reading Encouragement*

1. Read for pleasure and information.
2. Identify authors who write books in different fictional genres
3. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

**Benchmark D:** Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.

### **Grade Six**

*Evaluating Resources*

1. Identify main ideas and supporting facts to select relevant information to answer questions.
2. Determine that information located can be used legally and choose appropriately (e.g., locate copyright information for print and graphic information and check for copyright restrictions).
3. Check copyright and publication dates to determine currency of information.
4. Investigate the authority of an online information source to determine the author's qualification to be an expert about a topic (e.g., famous scientist

versus a sixth-grader's Web site, well-known organization versus personal Web site).

## **Grade Seven**

### *Evaluating Resources*

1. Distinguish when current copyright dates of sources are important in answering an information need (e.g., science information on cloning, results of an election).
2. Assess the objectivity of a source when using information. Objectivity is the ability of an author to present information without bias.
3. Compare multiple sources (online encyclopedia, Web site, online magazine database, print source) to check accuracy of information. Do facts match on each site?
4. Determine if a given source has all the information needed for a question or project (coverage) (e.g., general encyclopedia with a subject overview, magazine article highlighting specific issue).
5. Chart information gathered from multiple sources to determine facts to be used in a project.

## **Grade Eight**

### *Evaluating Resources*

1. Understand the structure and organization of information sources including keywords, subject directory or subject search in a library catalog.
2. Demonstrate how to determine copyright issues when creating new products:
  - a. Ask permission to use articles, quotations and graphics
  - b. Credit information to be included in the product.
3. Evaluate the validity of information by comparing information from different sources for accuracy. What makes the author an expert? Is information the same in multiple sources?

**Benchmark E:** Conduct research and follow a research process model that includes the following: develop essential question; identify resources; select, use and analyze information; synthesize and generate a product; and evaluate both process and product.

## **Grade Six**

### *Decide*

1. Generate questions to be answered or a position to be supported when given a topic (e.g., thesis statement).
2. Brainstorm potential resources and identify possible keywords to use as search terms.

### *Find*

3. Narrow or broaden search topic/question according to how many resources are located.
4. Seek information from a variety of viewpoints.
5. Understand how to access electronic resources at school and from home.
6. Explore a variety of resources such as school, public or community resources.

### *Use*

7. Take notes, organize information into logical sequence and create a draft product (e.g., report, research paper, presentation).

### *Check*

8. List information sources used in a district-adopted or teacher-prescribed format (e.g., Modern Language Association, American Psychological Association).
9. Communicate findings orally, visually or in writing and draw conclusions

about findings.

## **Grade Seven**

*Decide*

1. Develop open-ended research questions about a defined information need.

*Find*

2. Select and evaluate relevant information about a specific topic in several sources.

3. Select information from different types resources to meet an information need (e.g., magazine database, picture archive, online encyclopedia).

*Use*

4. Compile information learned about a topic from a variety of sources.

5. Create information products to share information using different formats (e.g., print, audio recording, digital, video, slide show).

6. Identify primary and secondary source material and discuss differences.

7. Take notes, organize information into logical sequence and create a draft product (e.g., report, research paper, presentation).

*Check*

8. Critically evaluate the quality of the information resource (e.g., authority, accuracy, currency, objectivity).

## **Grade Eight**

*Decide*

1. Formulate an essential question to guide the research process.

*Find*

2. Identify and evaluate relevant information and select pertinent information found in each source.

3. Expand search strategies by using Boolean logic.

4. Narrow or broaden search topic/question according to how many resources are located.

5. Seek information from a variety of viewpoints.

*Use*

6. Analyze information, finding connections that lead to a final information product.

7. Demonstrate how to determine copyright issues when creating new products (e.g., permissions to use articles and graphics, credit information to be included).

8. Use a teacher- or district-designated citation-style manual to credit sources used in work (e.g., MLA Style Manual, APA Guidelines).

9. Examine diverse opinions and points-of-view to develop and modify individual point-of-view (e.g., view culture, background, historical context).

10. Take notes, organize information into logical sequence, and create a draft product (e.g., report, research paper, presentation).

11. Digitize information for archiving and future use (e.g., creating an electronic portfolio of curricular projects).

*Check*

12. Revise and edit the information product.

13. Communicate, publish and disseminate findings to multiple audiences in a variety of formats (e.g., report, speech, presentation, Web site).