

# 21<sup>st</sup> CENTURY

## Kindergarten Library Media Programs and Information Literacy

The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools.

All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology, and objectives.

### Standard 1: Information Literacy (LM.S.1)

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

### Information Literacy Objectives

Students will:

LM.K.1.1 recognize library and book terms (e.g., title, author, illustrator, cover, spine and pages).

LM.K.1.2 recognize print, non-print and electronic resources (e.g., books, newspapers, magazines, CD software).

LM.K.1.3 recognize ABC order.

### Performance Descriptors (LM.PD.K.1)

#### Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student explains library and book terms in both print and non-print format. He/she independently applies ABC order.

#### Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student identifies library and book terms in both print and non-print format. He/she effectively applies ABC order.

#### Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student recognizes library and book terms in both print and non-print format. He/she generally applies ABC order.

#### Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student occasionally recognizes library and book terms in both print and non-print format. He/she demonstrates limited use of ABC order.

#### Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student, with assistance, recognizes some library and book terms in both print and non-print format. He/she sporadically demonstrates ABC order.

## **Standard 2: Independent Learning (LM.S.2)**

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

## **Independent Learning Objectives**

Students will:

LM.K.2.1 tell the purpose and activities of the Library Media Center [LMC] (e.g. types of materials, circulation, procedures, storytelling).

LM.K.2.2 select and check out books on an appropriate level.

LM.K.2.3 identify good library citizenship including proper use and treatment of print materials and electronic equipment.

LM.K.2.4 identify story elements (e.g., characters, setting, beginning, middle, end) and make predictions about a story.

LM.K.2.5 listen and respond to various types of literature (e.g., nursery rhymes, fairy tales, poetry, make believe and factual materials).

## **Performance Descriptors (LM.PD.K.2)**

### **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student elaborates in detail on the activities within the LMC. The student produces visual illustrations of good library citizenship. He/she discusses and applies story elements in various literary genres, including his/her own work.

### **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student explains the activity of the LMC. He/she tells, in his/her own words, good library citizenship. The student consistently identifies and responds to story elements in various types of literary genres.

### **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate performance that meets the standard in Independent Learning. The student names the activities associated with the LMC. He/she identifies good library citizenship. The student identifies story elements and responds to various types of literary genres.

### **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. With assistance, the student names the activities associated with the LMC. He/she occasionally recognizes good library citizenship. The student, with prompts, notices story elements and partially responds to various types of literary genres.

### **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. With considerable assistance, the student names activities associated with the LMC. He/she rarely recognizes good library citizenship. The student seldom finds story elements or rarely responds to various types of literature.

### **Standard 3: Social Responsibility (LM.S.3)**

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

### **Social Responsibility Objectives**

Students will:

LM.K.3.1 acknowledge the right of classmates to express opinions of their own.

LM.K.3.2 acknowledge ownership of one's work.

LM.K.3.3 illustrate and share information for teacher publication (e.g., class book, class story, picture book).

#### **Performance Descriptors (LM.PD.K.3)**

##### **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student shares insightful opinions and assesses the merit of the opinions of others. He/she recognizes and explains to others an individual's right of ownership of created works. The student enhances his/her illustrations and shares cohesive information for teacher publication.

##### **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student independently recognizes an individual's right of ownership of created works. He/she presents detailed illustrations and shares detailed information for librarian publication.

##### **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student shares his/her opinions with classmates and accepts opinions of others. He/she identifies his/her work on a regular basis. The student illustrates and shares information for teacher publication.

##### **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student inconsistently shares his/her opinions with classmates and accepts the opinions of others. He/she inconsistently demonstrates the concept of ownership of his/her work. The student inconsistently illustrates and shares information for teacher publication.

##### **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student makes minimal attempts in sharing his/her opinions and information with the class. He/she seldom acknowledges ownership of his/her work.