

**Library/Reference Skills
Grade Four**

STANDARDS	CONTENT/TOPIC	SKILLS	EXAMPLES	ASSESSMENT
PA 3.2 Citizenship	> Review library holdings	Distinguishes between types of books found in library Determines reference books are nonfiction books that may be used to find answers Uses a variety of resources such as school, public, or community Understands that reference material is available in a variety of formats (e.g. print, nonprint, electronic, and online) Identifies librarian's role and role of volunteer aides Knows and follows circulation procedures Demonstrates responsible use of library materials	Talk about various resources found in the library (concentrate: on fiction vs. nonfiction, periodical vs. copyright) Show examples of books on the same topic and explain why in each case one book on a topic is non-fiction and the other is fiction Use a sheet of paper numbered from 1-12, and listen to descriptions of books in order to classify as fiction or non-fiction for each	Oral discussion Checklist
PA 1.1; 2.3; 3.1 Organization	> Introduce Internet search tools > Review individual biography, autobiography, and collective biography > Introduce Dewey Decimal System in depth > Review using electronic or traditional card catalog (author, title, subject, or keyword search)	Recognizes and uses Internet resources available in the school Identifies and locates biographies including autobiographies and collective biographies Recognizes arrangement of books Recognizes that the Dewey Decimal numbers refer to the subject of the book and that each subject has a Dewey number Defines the author, title, subject and keyword search features of electronic resources Locates and uses title, subject and/or author search in the library catalog (electronic or traditional)	Use books from library shelves (with call numbers covered) to have students classify them Organize biography (individual, autobiography, and collective) call numbers Show and tell various electronic screens to explain features shown on screen	Oral discussion Visual observation

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		Identifies and uses all material listed in the catalog or electric system having a bibliographic record containing information about the material (e.g., author, illustrator, publisher, place of publication, call number, number of pages, copyright date, series, annotation – summary, subject)	Use a variety of games or activities to reinforce Dewey Decimal System Can You Do Dewey @ http://www.thrall.org/dewey/ KidsClick do a search using Dewey Classification Numbers @ http://sunsite.berkeley.edu/KidsClick!/dewey.html	
PA 1.2; 2.1; 2.2 Selection and Utilization	<p>>Review parts of a book</p> <p>>Review nonprint materials</p> <p>>Review electronic sources and online catalog access</p> <p>>Review reference books</p> <p>>Introduce book awards</p> <p>>Introduce how to evaluate library materials</p> <p>>Introduce selecting materials based on individual needs</p> <p>>Examine Boolean search terms (e.g.: “AND,” “OR,” “NOT”)</p>	<p>Knows and uses words and definitions for parts of the book</p> <p>Identifies information within print resources, e.g., table of contents, index, headings and subheadings, copyright date, volume number</p> <p>Knows and uses nonprint materials (videotapes, computer disks, DVD’s, CD’s, etc.)</p> <p>Able to access to award winning books</p> <p>Identifies genres (e.g. fantasy, mystery, historical fiction, science fiction)</p> <p>Selects leisure reading for topic of interest using subject or author search</p> <p>Uses and evaluates information on electronic resources at school and from home</p> <p>Can narrow or broaden search using Boolean operators, keywords, and subject terms (e.g.: “AND,” “OR,” “NOT”)</p>	<p>Create PowerPoint presentation about book parts</p> <p>Locate and define the parts of a book</p> <p>Locate how many pages are included in a chapter using the table of contents</p> <p>Use games and activities related to award books</p> <p>Websites to introduce Boolean operators</p> <p>Basis of Boolean logic @ http://adam.ac.uk/info/boolean.html#bool http://www.searchability.com/boolean.htm</p>	<p>Use a rubric for computer and Internet research</p> <p>Observation</p> <p>Oral questioning</p>

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PA 1.3; 2.3; 3.2 Comprehension	<p>>Review reference books</p> <p>>Introduce cross reference</p> <p>>Introduce specialized reference materials</p> <p>>Review computer based reference sources</p> <p>>Introduce Works Cited in MLA format</p> <p>>Introduce plagiarism</p> <p>>Introduce note-taking and outlining</p>	<p>Uses and organizes information from: Dictionary, Thesaurus, Atlas, Almanac, Encyclopedias, and specialized books</p> <p>Differentiates between qualities of useful reference resources</p> <p>Acquires additional information from using cross references words (See and See also)</p> <p>Identifies and distinguishes subtopics from topics</p> <p>Compares and contrasts specialized materials</p> <p>Identifies other computer reference databases (Power Library, Nettekker, and Online reference)</p> <p>Knows citing sources in correct format using MLA (Modern Language Association) for books, magazines, reference books, interviews, and Internet</p> <p>Recognizes ethically and legally responsible ways to use print and nonprint material</p> <p>Identifies bibliographic and other important information in print and nonprint materials, e.g., title, author, director, producer, copyright date, copyright and duplication warnings</p> <p>Recognizes plagiarism and its implications</p> <p>Understands why effective note taking is one of the most important steps in research</p> <p>Knows there are various types of notes</p>	<p>Discuss the basic design of a thesaurus that you have available for student use</p> <p>Emphasize the use of guide words, alphabetical order and synonyms.</p> <p>Locate topics and subtopics in an index.</p> <p>Explain the dash and the comma separating page numbers when using an index</p> <p>Review the parts and purpose of a dictionary</p> <p>Collect information using available primary and secondary resources</p> <p>Review the various tools available for research</p> <p>Develop note-taking skills to record information, e.g., take notes on cards, photocopy, download, dictate</p> <p>Encourage students to use direct quotation skills in notetaking, when needed</p>	<p>Written reports</p> <p>Oral reports</p> <p>Rubrics for research</p> <p>Skills projects</p>

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		you take for different purposes		
			<p>Use Noodle-Tools website @ (NoodleBib MLA Starter)</p> <p>Practice safe, responsible, ethical and legal use of materials</p> <p>Explore correct ways to reference information sources and avoid plagiarism by accurately summarizing a New York Times article.</p> <p>Use sequencing, webbing, and outlining have students organize and integrate information</p>	Skills projects
PA 1.3; 2.1; 3.2; 3.3 Presentation and Appreciation	> Introduce author study	<p>Identifies and uses books an author has written</p> <p>Locates biographical information about an author</p> <p>Defines the genre of books</p> <p>Recognizes with databases for author research “Author Quest”</p>	<p>Read novels and books to students</p> <p>Write to authors</p> <p>Visit author websites great sources @ www.bethanyroberts.com/chilrensbookauthors.htm;</p> <p>www.webenglishteacher.com/hildlit.html</p> <p>Assign projects related to author</p> <p>Analyze print and nonprint versions of an author’s work</p>	Book talks Literature Circle Summary activity

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	>Review Copyright Law >Introduce Library of Congress >Introduce “fair use”	Knows copyright as protection by law Recognizes Library of Congress as place to obtain copyright Recognizes “fair use” as our right to use copyrighted materials	Visit Library of Congress home page @ http://www.loc.gov/ Visit Cyberbee website @ http://www.cyberbee.com/copyright.html Use a kids’ court to discuss rights of both parties	Oral Checklist Observation
	>Book Awards introduce Newbery, Coretta Scott King, Regina Medal	Locates and uses Newbery, Caldecott, Coretta Scott King, Regina Medal books Recognizes benefits of winning book awards Identifies and reads award-winning books in the library	Visit web sites about authors @ http://books.scholastic.com/teachers/ http://literature.mrdonn.org/authors.html#authors Create a biographical timeline of authors Discuss the different ways the authors make readers feel Assign a different genre to each student in order to create a PowerPoint to describe the best elements of that genre	Book talks Accelerated Reading (where available) Online book websites Book reports Author studies

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