Information Literacy & Technology Plan

Learning Guidelines

K-5

Adopted September 2005

Leadership Team Members	Ruskin Site Council members:	
Nora Ho, principal	Nora Ho, principal	Lisa Lee, chairperson
Kindergarten Lan Pham	Kindergarten, Carolyn Lamarr	Elaine Lam, vice-chairperson
First grade Carolyn Lamarr	First Grade,	Jennifer Lommasson, member
Second grade Trish Wolf	Second Grade, Susan Saltzman	Janice Liu, member
Third grade, Terry Simanek	Third Grade, Rachel Trinidad	Xuan Li, member
Fourth grade Barney Barrie	Fourth Grade, Rebecca Cress	Natalie Gardner, member
Fifth grade Bhophinder Dhillon	Fifth Grade, Bhophinder Dhillon	Wendy Bartyczak, member
Paty Guerrero, School Media Techniciar	School Media Technician, Paty Guerrero	

Ruskin Elementary Schools K-5 Grade Level Benchmarks
The specific skills and levels of proficiency describe in these benchmarks are expected of all Ruskin School students. The skills are to be taught as part of the Information Literacy Skills that Media specialists and classroom teachers will assess the successful attainment of these skills by individual students and report their findings as a part of the regular student progress report (report card) as being:
E - Exceeds benchmark
M - Meets benchmark
N - Does not yet meet benchmark
N/A - Not yet assessed

SKILL	K	1	2	3	4	5
Research and Inquiry Skills:	Research ques I can ask a question about interest I have.	Research quest I can ask a question about interest that I ha	Research Ques With a group, I formulate 5 questions about single topic. I can participate creating a mind-map about a to	Research question I can write research questions on a single topic.	Research question I can create th research questions on single topic	Research question I can create a research quest that identifies topics, Subtopics, and key words

Communicat and use	I can tell about something I hav observed or he	I can contribute a class informat sheet I can demonstra my reaction to a story by drawing picture.	I can create an accurately label graph to record findings. I can create a labeled diagram that is clear and recognizable on topic.	-I can explain data using graphs.	I can create a written word-processed rep that answers single researc topic. I can create a time line that shows chronological order - is on a singl topic - is clearly labeled	I can take usable notes which help me answer my research questions that are ir own words and include the source of the information I can communicate and record data on a single topic. I can report and organize findings.
Evaluation	I can evaluate computer-generated pictu I can enjoy a b by: - having it read me. - looking at the pictures.	I can evaluate computer generated pictu using pre-developed crite and verbally explain the pictu I can complete project checklis I can enjoy a b by: - having it read me. - looking at the pictures.	I can interpret m graph and diagr I can enjoy a bo by: -reading it myse - having it read me. - looking at the pictures	- I can explain findings with relevant facts Answers questions and clear and accurate. -I can self-evaluate work using a teache generated checklist.	I can explain an event on a time line is significant. can evaluate project using checklist.	I can compare individual findi to large group findings. I can identify areas for further investigation. Life-long Reading I can identify award winning Newberry and California Your Reader Medal books. I select books from a large variety of sources including - school media center - class room collections - public Library - personal boo collection I recommend books to others
Life-long read behaviors and critical reading viewing and listening:	I can select and check out a boc like. I can create a picture using a computer grapl program.	I can choose a book that I enjo reading. I understand the difference betw fiction books an non-fiction book	I can select a bo that interests me I check out book on a regular bas I can identify a Caldecott or oth winning books. I can identify pictures that enhance the sto	I can identify different kinds stories - tall tales - fairy tales -folk tales -fables	I can identify different kinds literature including: - mysteries - adventure stories - biographies - Newberry nominees	I can identify award winning Newberry and California Your Reader Medal books. I select books from a large variety of sources including - school media center - class room collections - public Library - personal boo collection I recommend books to others
Technology skills:	I can use a computer mous to: - select - drag - drop I can identify a computer's: - keyboard -monitor - mouse and mouse pad	I can demonstra my reaction to a story by creating picture by using drawing softwar program. Using a comput can: -start and quit programs - know how to open, click, dou	I can use compu software to crea graph and a diagram. Using a word processor, I can -edit text - delete text - change fonts, styles, and size - insert and alte clipart graphics.	I can use a computer program to rec graphed data. I can use a computer program creat product and/or presentation. I can use the f menu comman New, Open,	I can use the menu in computer programs to: - cut - copy - paste I can create a multi-media presentation. I can search t on-line library	I can format word processing documents with - columns - headers - footers - tabs I can produce a spreadsheet assistance. I can chart a graph with assistance with a computer th - has axis labeled - has legend/key included - uses appropriate scale - use appropriate

	- CD-ROM driv I understand th books can be found using the on-line library catalog. I can do on-line activities on the Ruskin web site with assistance	click, file, and quit - do simple text entry -use paint tools - print - insert disks I can find a boo on a subject or using the on-lin library catalog. I can read information of th World Wide We with assistance I can start and s the recorder for audio equipmer	I can find a bool using a keyword a search tool in on-line library catalog. I can start and s the recorder for both video and audio equipment I can take an Accelerated Reader Quiz	Close, Save, Print Using a word processor, I ca - align text - select, insert and alter a pic taken from various media sources into text. I can send, rea and delete and mail message I can use a previously set bookmark to access a site the Internet. I can take an Accelerated Reader Quiz	catalog to find book by title, subject, keyword I can take an Accelerated Reader Quiz	intervals I can create a signature and nickname in an email program. I can take an Accelerated Reader Quiz
Appropriate U of Resources:	I can listen to o watch an audio video tape appropriately. I can use and for media materials and equipment in a respectful wa I can return my books on time.	I can communic ideas with other a respectful manner. I can use and c for media mater and equipment a respectful way	I only print with permission. I can use and ca for media mater and equipment a respectful way	I can use and care for media materials and equipment in a respectful wa I understand h to use e-mail a the Internet in appropriate manner. I understand th school's acceptable us policy.	I can use and care for medi materials and equipment in a respectful w I understand difference between appropriate a inappropriate email messag I understand difference between appropriate a inappropriate WWW sites. I understand acceptable us policy.	I can use and care for media materials and equipment. I understand the difference between and appropriate and an inappropriate e-mail message. I understand the difference between an appropriate and an inappropriate WWW site. I understand the district's appropriate use policy.

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Looking at the School Library
An Evaluation Tool

School: _____

Date: _____

Access		NE	IP	E
Hours of library service are posted.				
Library is open before school, breaks, lunch, and after school.				
Library opens early in the fall and remains open until close to the end of the school year.				
There is library access during summer school or special sessions.	*Is library staff present during summer school so that materials don't disappear and students have access to resources?*			
Students are allowed to exchange books frequently.	*There might be a one or two-book limit, but can be books be exchanged as soon as the child has read them? Two books for two weeks is not good.*			
Students are allowed to take library books home.	*Is there training for students to care for books that they borrow? Who is responsible for it?*			
Kindergarten students are allowed to check out books. (Elementary)	*Can kindergarten students take library books home?*			
Library is available for parents to borrow materials.	*This might mean that parents borrow using the student's information or the system is set to include family information.*			
Electronic resources are networked in library and classrooms (High School).	*Most good California high school libraries make their electronic resources available through the library web site on the Internet to allow access from classrooms and home. Does library have a web site?*			
Teachers are encouraged to check out library books for use in classroom.	*Is there a limit to the number of books that can be checked out to the classrooms or can teachers borrow freely and often?*			

Staffing		NI	IP	E
Staff includes a credentialed library media teacher.	*A California library media teacher has both a teaching credential and a library media teacher credential*			
Staff includes a classified library employee.	*Many titles exist for this role. Could be called library tech, library clerk, library aide, library assistant or "librarian."*			
Job descriptions exist for library staff	*Does library staff have a copy?*			
Paid staff present during all hours of operation.	*How many hours per week? If not full time, what happens to library access?*			
Library staff trained in library procedures and service	*Classified staff can get training through county offices, community college programs, regular district events, automation system training, and special library staff development*			
Library staff encouraged to attend staff development events	*See above.*			

Collection		NE	IP	E
Library collection is cataloged and systematically arranged according to accepted standards	*Organizing the library by Dewey is the accepted practice for K-12. Organizing by grade levels, Accelerated Reader levels, or any system that doesn't match the call number is bad. Can you easily spot how to locate fiction, non-fiction, reference, and picture books (elem.) by just looking around?*			
Library collection includes: • Fiction • Non-fiction • Newspapers • Magazines (with an indexing service) • Encyclopedias (at least one print set not over 3 years old) • Materials in other languages (if appropriate) • Basic reference materials, e.g. current almanacs, dictionaries, current atlas, local phone book, *etc.*	*For high schools, periodicals with indexing are critical. Paper copies are important even if electronic access is available. Ask: is there a magazine index?*			
Library collection is selected with professional input	*Is there a Library Selection Committee? District library list of recommended resources?*			
District has a written, board approved policy for selection of library materials including how to deal with challenges.	*Do school personnel know if this exists and how it works? Do principals, teachers, library personnel know what the procedure is when a book is challenged? Does the library have a copy of the policy?*			
Collection is enticing and up-to-date	**Average copyright quick test:** *Count the number of books in the 629's. Total the copyright dates of all books in the 629's and divide that sum by the total number of books in the 629's. (See example)* **Enticing test:** *pull a book. Does it smell okay? Is it clean? Does it have an attractive cover? Are pages torn or missing? Would YOU want to borrow this book?*			

Programs		NE	IP	E
School library offers a variety of programs to motivate reading and library use for all levels of the student population	*Is there evidence of reading incentive programs, e.g. California Young Reader Medal program, Governor's Reading Award, etc.*			
Teachers, parents, students and community members are solicited and involved in the library.				
Library media teacher collaborates with classroom teachers to integrate information skills and use of technology into curriculum				

Facility		NE	IP	E
There is a place called the library that is accessible to all students	*A collection in the back of a classroom is not a library. It must be easy for **all** students and teachers to access.*			
Library has a dedicated telephone line	*Technology doesn't get more basic than this.*			
Library has space and furniture appropriate for students at the school	*Elementary: are there low tables and small chairs? Watch for folding chairs that may be unsafe.*			
Library is aesthetically pleasing, barrier-free, well lighted and ventilated	*Would this be a happy place for you?*			
Facility allows for a variety of activities.	*Is there room for more than one activity at a time? Are areas clearly labeled? At elementary level, is an area designated for the youngest children?*			

Library Administration and Funding		NE	IP	E
School has a plan linked to the district library plan for developing the library	*Since 1998, virtually all school districts apply annually for Library Act funding. A district library plan is part of the application process. Is there a copy of the district plan in the library?*			
School has a written policy for use of computers and of Internet in the library	*Do students have to demonstrate basic skills before using computers independently? Some libraries issue a computer-user license that is displayed on computer when student is working. Does library staff know about district's policy for use of the Internet?*			
School library program has a defined budget	*$158.5 million dollars was shared among districts for five years. Though the funding was drastically reduced in 2002-2003, there still should be evidence of library collection improvement in every school.*			
Library has a functioning automated circulation system	*At the minimum: a system is used to track materials even if only cards and pockets.*			
Library has a functioning electronic catalog	*Card catalog is converted to electronic.* **Try looking up a book.**			
Principal supports school library program	*Principal (or appropriate administrator) can articulate the purpose of the school library. Does the principal routinely visit the library?*			

COMMENTS: