

# Grade 1

Adopted 2004

**Defining/Focusing/Appreciation/Organization** Knows the school library media center (LMC) and feels comfortable asking for help.

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knows the location and organization of materials in the LMC and browses to find appropriate materials.

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demonstrates good library citizenship, including rules of behavior and proper use and treatment of print materials and electronic resources (equipment, software).

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identifies and responds to a variety of classic and contemporary literature from appropriate genres.

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identifies key differences in various genres (folklore, fairytales, tall tales, legends, etc.).

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identifies real and make-believe (non-fiction, fiction, poetry, etc.).

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recognizes the role of the author & illustrator, identifies favorites, and locates their works.

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identifies award winning books.

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identifies the purpose of focusing on a specific question to be answered.

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brainstorms ideas and information about a topic by recalling previous experiences.

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is aware of and uses community libraries.

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**Selecting Tools/Resources**

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asks for help in locating materials, when necessary.

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alphabetizes to the first letter and locates words in a picture dictionary.

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recognizes the library card or online catalog.

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selects materials and uses appropriate check-out procedures.

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identifies and uses parts of book (title page, table of contents, and glossary).

	<p>identifies various information sources (books, newspapers, magazines, audio &amp; visual materials, CD-ROM, Internet, community resources, television and radio, etc.).</p> <p>uses appropriate equipment correctly (e.g., audio cassette player, overhead projector, computer, etc.)</p> <p>uses organizational features of printed text, other media and electronic information.</p> <p>uses simple maps and globes.</p> <p>uses technology to find answers to basic questions, with teacher guidance.</p> <p>develops a beginning awareness of Internet use policies.</p> <p>distinguishes between television programs and commercials.</p>
<b>Extracting/Recording</b>	<p>listens and observes for answers to specific questions.</p> <p>determines main idea.</p> <p>records simple information in picture, single word, or short answer form using simple graphic organizers.</p> <p>recalls/records what is observed and listened to (e.g., demonstrations, field trips, experiments, etc.).</p> <p>participates in teacher-facilitated information gathering (e.g., e-mail, ask an expert, online searches).</p>
<b>Processing Information</b>	<p>recalls simple, specific details from print, visual, or auditory materials.</p> <p>identifies story elements (setting, plot, characters, theme, time &amp; events).</p> <p>retells story in order and recognizes story patterns.</p> <p>makes simple predictions.</p> <p>determines cause and effect in picture and simple word form.</p> <p>interprets meaning from literature and relates it to his/her experiences.</p> <p>interprets information in different formats (e.g., graphs, charts).</p> <p>assesses validity of information, at an introductory level, with teacher guidance.</p>
<b>Organizing Information</b>	<p>sorts and classifies pictures, simple words, and sentences.</p>

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**sequences pictures and simple sentences.**

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**identifies patterns and relationships using modeled examples.**

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**decides on an appropriate presentation format using modeled examples.**

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**Producing Findings**

**shares information and ideas orally and in simple written sentences.**

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**presents thoughts and information through student-produced media.**

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**presents information in a group graph/chart/diagram.**

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**Evaluating Efforts**

**uses simple graphics to self-evaluate assignment's success.**

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**respects the rights and opinions of others.**

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**demonstrates competence, as evaluated by the teacher using one or more of the following techniques: teacher observation, checklists, rubrics, work samples/portfolios, conferences, and journals/learning logs**