Ohio Library Guidelines for Learners

Grades 3-5

DIGITAL LITERACY DL

DL. Learners use technology to find, evaluate, create and communicate information across disciplines in the school and beyond. I.DL

DIGITAL TOOLS Use tools to create, manipulate, analyze, edit, publish or develop digital objects. I.DL.A

1 Use digital tools (local and online) to produce digital artifacts. I.DL.A.1

2 Use digital tools to communicate and exchange information. I.DL.A.2

3 Demonstrate basic research skills to produce digital artifacts and attribute credit. I.DL.A.3

4 Create an artifact that answers a research question. I.DL.A.4

5 Use collaborative electronic tools to create media products. I.DL.A.5

SAFETY Follow rules of personal privacy and safety when using the internet and collaborating with others. I.DL.B

1 Describe the need to protect and keep personal information private (name, location, phone number, home address). I.DL.B.1

2 Identify different types of cyberbullying (harassment, flaming, excluding people, outing, impersonation). I.DL.B.2

3 Discuss how and when to report cyberbullying or other inappropriate content. I.DL.B.3

4 Describe safe internet practices and how to avoid risks and dangers associated with online communications. I.DL.B.4

ETHICAL USE Use digital tools ethically and responsibly. I.DL.C

1 Practice using computers, peripheral devices and resources as outlined in the school's digital pledge and other rules. I.DL.C.1

2 Differentiate between digital artifacts that are open or free and those protected by copyright. I.DL.C.2

3 Discuss copyright and the inappropriate use of digital artifacts. I.DL.C.3

4 Describe the fair use of downloading, sharing or modifying digital artifacts. I.DL.C.4

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FOUNDATIONS FOR LIFELONG LEARNING AND LITERACY FLLL

FLLL. Learners select materials, read, empathize, reflect and share ideas to pursue personal growth and to improve society. II.FLLL

SELECT, READ, REFLECT, SHARE Select materials, read, empathize, reflect and share ideas to pursue personal growth and improve society. II.FLLL.A

1. Use a library materials management system to select materials and read for information, enjoyment and personal growth. II.FLLL.A1.
2. Read while considering previous reading experience and personal viewpoints. II.FLLL.A2
3. Set and communicate criteria for selecting materials to read, view and listen to for personal growth. II.FLLL.A3
4. Identify different genres and apply recommended reading, viewing and listening strategies for each genre. II.FLLL.A4
5. Read, view and listen to a range of resources for a variety of purposes (to live the experience of a character, answer questions, find out about something new, explore personal interests). II.FLLL.A5
6. Make connections to personal experiences and the experiences of others. II.FLLL.A6
7. Discuss important messages of stories and share favorite books, authors and characters. II.FLLL.A7
8. Use reading as a springboard for inspiring change. II.FLLL.A8

INFORMATION LITERACY IL

IL. Learners recognize when information is needed and can locate, evaluate, search and use information effectively (American Library Association, 2019). III.IL

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QUESTION AND ANALYZE Deepen curiosity and inquiry by considering prior knowledge, learning interests and the broader context before setting research goals and forming a research plan. III.IL.A

1. Choose which parts of a topic or problem will be researched. III.IL.A.1
2. Formulate research questions about a topic or problem. III.IL.A.2
3. Reflect on prior knowledge to add context to the research findings. III.IL.A.3
4. Explain why the research topic or problem is important. III.IL.A.4

RESEARCH AND EXPLORE Use resources to search and evaluate information in a safe, legal and ethical manner. III.IL.B

1. Conduct a short research project using a research process model. III.IL.B.1
2. Select text evidence to answer questions and support claims. III.IL.B.2
3. Identify strategies to narrow or broaden a search. III.IL.B.3
4. Use, synthesize and evaluate a variety of sources. III.IL.B.4
5. Define plagiarism. III.IL.B.5
6. Describe how to document or cite information. III.IL.B.6

COLLECT Record, classify and use information and resources in a meaningful way. III.IL.C

1. Examine different methods to collect and sort information. III.IL.C.1
2. Select evidence from text to answer information needs. III.IL.C.2
3. Categorize information using age-appropriate skills. III.IL.C.3
4. Read closely for details to support key ideas. III.IL.C.4

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SHARE AND COLLABORATE Create and distribute information with others in an inclusive environment. III.IL.D

1 Contribute to a group solving a problem together. III.IL.D.1

2 Recognize the need to cite and list sources used in research. III.IL.D.2

3 Create products for an intended audience. III.IL.D.3

4 Seek and provide feedback to peers and adults. III.IL.D.4

5 Select and use multiple communication tools and resources. III.IL.D.5

EXTEND – FORMULATE Develop questions for further exploration and to extend learning. Reflect on the collection, research, collaboration and application of information from multiple types of sources. III.IL.E

1 Reflect on the topic of inquiry with guided questions from the librarian. III.IL.E.1

2 Discuss new questions and topics to be explored in the next research unit. III.IL.E.2

3 Brainstorm how to use information from selected print and digital resources during the inquiry process. III.IL.E.3

4 Reflect how information from print and digital resources is used during the inquiry process. III.IL.E.4

MEDIA LITERACY ML

ML. According to National Association for Media Literacy Education (NAMLE), "Media literacy is the ability to ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication. In its simplest terms, media literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing. Media literacy empowers people to be critical thinkers and makers, effective communicators and active citizens." (NAMLE, 2017). IV.ML

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ACCESS Explore the world of information for personal and educational use through a variety of formats. IV.ML.A

1. Identify the purpose and understand how authors adjust their messages for a target audience. IV.ML.A1.
2. Identify many different types of authors and creators (filmmakers, web designers, comic artists, illustrators, animators), and understand how their media format affects their treatment of their subject. IV.ML.A2
3. With guidance, discuss how authors' and creators' messages are affected by their diverse backgrounds and beliefs. IV.ML.A3
4. Engage with multiple media formats at school and at home including search engines and databases. IV.ML.A4
5. Understand the elements of design, criteria for quality and differences between formats. IV.ML.A5
6. Compare and contrast multiple formats' treatment of a subject. IV.ML.A6
7. Evaluate the quality of sources given librarian-set criteria. IV.ML.A7
8. Understand that resources are more than text; actively seek videos, audio or websites to meet personal and educational needs. IV.ML.A8

ANALYZE AND EVALUATE Analyze and evaluate media formats and messages for accuracy, validity, social and emotional context and appropriateness for need. IV.ML.B

1. Identify the purpose for which each media source was created. (e.g., commercial, educational, graphics, pictures, etc.) Give evidence to support your position or thesis. IV.ML.B.1
2. Discuss how various media messages make everyone feel and explain how the author or creator evoked that feeling. IV.ML.B.2
3. Discuss how the authors' or creators' purpose affects an individual's interpretation of their media source. IV.ML.B.3
4. Expand knowledge about the authors' or creators' works and creative processes. IV.ML.B.4
5. Identify biases and distinguish between fact and fiction in various media sources. IV.ML.B.5
6. With guidance, ask good questions to evaluate the authors' or creators' credibility. IV.ML.B.6
7. Identify and analyze design elements of various media sources and their impact on purpose. IV.ML.B.7

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CREATE, SHARE AND COLLABORATE Develop a message, alone or in a group, select an appropriate medium and create a message that meets a particular audience's need. IV.ML.C

1 Create and accomplish a purpose using audio or video recording tools. IV.ML.C.1

2 Provide and take feedback to collaborate with peers using a variety of media formats. IV.ML.C.2

3 Create and effectively share a message using your personal experiences and cultural views. IV.ML.C.3

4 Individually or in a collaborative group, effectively communicate a specific message to a target audience using various media formats. IV.ML.C.4

5 Use a variety of tools to capture, create and modify digital images, audio and video content. IV.ML.C.5

ACT Develop informed, reflective and engaged participation essential for a democratic society, recognizing that media is a part of culture and function as agents of socialization (NAMLE). IV.ML.D

1 Actively seek to understand others' perspectives and cultures. IV.ML.D.1

2 Incorporate new perspectives into your personal framework for understanding the world. IV.ML.D.2

3 Investigate and discuss the cultural context in which media sources were created. IV.ML.D.3

4 Reflect on personal experiences with media and explain how those experiences influence your reaction to new media sources. IV.ML.D.4

5 Reflect on how media affects peoples' lives, beliefs, needs and wants. IV.ML.D.5

6 Consider what actions someone might take as a result of the media messages they consume (i.e. advocate, ask questions, change opinions). IV.ML.D.6

7 Understand what language, expressions, tone and environment are appropriate for each media format. IV.ML.D.7