Ohio Library Guidelines for Learners

Grades K-2

DIGITAL LITERACY DL

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

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

1 Demonstrate the use of basic digital tools. I.DL.A.1

2 Distinguish between the different uses for different digital tools. I.DL.A.2

3 Identify letters and numbers on the keyboard with decreasing support. I.DL.A.3

4 Save and retrieve online documents in an organized manner. I.DL.A.4

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

1 Recognize safe and unsafe examples of online communication. I.DL.B.1

2 Describe the need to protect and keep learners' personal information private when online. I.DL.B.2

3 With guidance, discuss how to be a good digital citizen. I.DL.B.3

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

1 Identify the owners of digital artifacts. I.DL.C.1

2 Discuss the reason for crediting the owners of digital artifacts. I.DL.C.2

3 Follow the school's digital pledge and other rules when using computers, peripheral devices or resources. I.DL.C.3

4 Develop a basic understanding of fair use. I.DL.C.4

FOUNDATIONS FOR LIFELONG LEARNING AND LITERACY FLLL

FLLL. The school library promotes reading and helps prepare learners for lifelong learning. II.FLLL

Skip to main content

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 for information and enjoyment. II.FLLL.A.1

2 Read and consider connections to personal life. II.FLLL.A.2

3 Seek help finding materials to read, view and listen to for personal growth. II.FLLL.A.3

4 Read, view and listen to a variety of informational and fictional texts. II.FLLL.A.4

5 Express feelings about characters and events in a story. II.FLLL.A.5

6 Make connections to personal experiences and the experiences of others. II.FLLL.A.6

7 Discuss personal reading preferences. II.FLLL.A.7

8 Identify changes that would help characters, self or society. II.FLLL.A.8

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

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 With guidance, choose a topic. III.IL.A.1

2 With guidance, discuss research questions. III.IL.A.2

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

1 Answer guiding questions using text evidence when prompted. III.IL.B.1

2 Identify the author or creator of a work. III.IL.B.2

3 Use internet search engines effectively. III.IL.B.3

4 Access school electronic resources from both school and home. III.IL.B.4

Skip to main content

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

1 With guidance, discuss and classify key ideas and groups or categories. III.IL.C.1

2 Read closely for key ideas. III.IL.C.2

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

1 Cooperate as a group to solve problems. III.IL.D.1

2 With guidance, create products and share learning with an intended audience. III.IL.D.2

3 With guidance, seek feedback from peers and adults. III.IL.D.3

4 Identify and use multiple communication tools and resources. III.IL.D.4

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 Discuss the inquiry process and how it works, with guidance. III.IL.E.1

2 List questions related to a research topic which then extend into another research topic, with guidance. III.IL.E.2

3 Discuss how information from multiple resources is used during the inquiry process, with guidance. III.IL.E.3

MEDIA LITERACY ML

ML. According to National Association for Media Literacy Education, "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

Skip to main content

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

1. Understand there are many different types of authors and creators (filmmakers, web designers, comic artists, illustrators, animators). IV.ML.A.1
2. Engage with the messages from authors and creators from diverse backgrounds and beliefs. IV.ML.A.2
3. Engage with and understand multiple age appropriate media formats. IV.ML.A.3
4. Read and grow as learners, adapting to changes in format. IV.ML.A.4
5. Explore new media sources with guidance. IV.ML.A.5
6. Understand that resources are more than text; they also can be videos, audio or websites. IV.ML.A.6

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. Recognize that media is created for different purposes, such as commercial, educational, graphics, and pictures. IV.ML.B.1
2. Discuss how various media messages make everyone feel. IV.ML.B.2
3. Distinguish between fact and fiction in various media sources. IV.ML.B.3

CREATE, SHARE AND COLLABORATE Develop a message, alone or in a group, select an appropriate medium and create a message that meets the needs of a specific audience. IV.ML.C

1. Tell a story using audio or video recording tools. IV.ML.C.1
2. Provide feedback to peers using a variety of media formats. IV.ML.C.2
3. Create a message using personal experience and culture. IV.ML.C.3
4. Use various media formats to communicate to a specific audience individually or in collaboration with peers. IV.ML.C.4

Skip to main content

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 With guidance, discuss the cultural context in which media sources were created. IV.ML.D.2

3 Reflect on your personal experiences with media messages. IV.ML.D.3

4 Reflect on how media affects your life, beliefs, needs and wants. IV.ML.D.4

5 Consider what actions you might take as a result of the media messages you consume (i.e. advocate, ask questions, change opinions). IV.ML.D.5