

School Library Skills Continuum



Department of Education
English Programs

School Library Skills Continuum

**2007
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Table of Contents

School Library Skills Continuum

Acknowledgements	iii
Background	1
Staff-Developed Continuum	1
School Library Skills Continuum	2

School Library Skills Grades K - 1

Appreciation and Enjoyment	3
School Library/Resource Centre Orientation	3
Selection of Resources	3
Utilization of Resources	4
Comprehension, Study, and Literacy Skills	4
Production and Presentation	4

School Library Skills Grades 2 - 3

Appreciation and Enjoyment	5
School Library/Resource Centre Orientation	5
Selection of Resources	5
Utilization of Resources	6
Comprehension, Study, and Literacy Skills	6
Production and Presentation	7

School Library Skills Grades 3 - 4

Appreciation and Enjoyment	8
School Library/Resource Centre Orientation	8
Selection of Resources	9
Utilization of Resources	9
Comprehension, Study, and Literacy Skills	10
Production and Presentation	11

School Library Skills Grades 5 - 6

Appreciation and Enjoyment	12
School Library/Resource Centre Orientation	12
Selection of Resources	13
Utilization of Resources	13
Comprehension, Study, and Literacy Skills	14
Production and Presentation	15

School Library Skills Grades 7 - 8

Appreciation and Enjoyment	16
School Library/Resource Centre Orientation	16
Selection of Resources	17
Utilization of Resources	17
Comprehension, Study, and Literacy Skills	17
Production and Presentation	18

School Library Skills Grades 9 - 10

Appreciation and Enjoyment	19
School Library/Resource Centre Orientation	19
Selection of Resources	20
Utilization of Resources	20
Comprehension, Study, and Literacy Skills	21
Production and Presentation	22

School Library Skills Grades 11 - 12

Appreciation and Enjoyment	23
School Library/Resource Centre Orientation	23
Selection of Resources	24
Utilization of Resources	24
Comprehension, Study, and Literacy Skills	25
Production and Presentation	26
 Bibliography	 27

Acknowledgements

The Department of Education gratefully acknowledges the contributions of the following individuals toward the development of this document:

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Sue Geddes, Stonepark Intermediate (Intermediate Standing Committee member) &
(PEITLA President)

Gail Finniss, Greenfield Elementary (School Library Department Head, Western School Board) & (Elementary Standing Committee member)

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SCHOOL LIBRARY SKILLS CONTINUUM

Background

As educators, we are constantly reminded that we are in the midst of an information explosion. Our educational literature is filled with references to adults being able to retrieve, process, and present tremendous amounts of information in order to function as literate people.

Teachers, in particular, recognize their responsibility to develop strategies which will enhance their students' ability to cope in the information world. In addition, teachers have always felt that they play a significant role in nurturing a lifelong appreciation for reading and learning. Nowhere is this growing pressure to deal with information skills and appreciation for learning felt more than in the school library.

In essence, the school library resource centre is the support system of the curriculum, providing a centralized resource of print and non-print materials reflecting the learning goals of the individual school and the system as a whole. The teacher-librarian is charged with the responsibility to manage and develop the school library resource centre. In partnership with classroom teachers, the teacher-librarian also acts as a facilitator, providing opportunities for students to hone their informational skills and develop their appreciation for reading and learning. The cooperative planning of study units allows for more efficient use of the library resources and for more purposeful learning on the part of students.

Staff-Developed Continuum

Before any effective use of the school library resource can be made, a staff must recognize how these resources can be integrated into their curriculum, as well as the role of the teacher-librarian in bringing students and teachers together to make the best use of the library resources.

The School Library Skills Continuum, as it appears here, is not a curriculum that schools are expected to adopt, but rather a guide which will act as a catalyst for each school staff as it develops its own library program. Since each school has its own needs, the library resources and the library program utilizing these resources must develop as a direct reflection of the school's expressed needs. With the formation of a school-based, staff developed skills continuum, full integration of the library resources into the school curriculum will take place and all staff members will feel a sense of ownership in the library program.

School Library Skills Continuum

This skills continuum contains most of the skills related to library, literacy, information processing, and appreciation for reading and learning which are necessary to develop independent and inquiring students and to foster lifelong learning and the enjoyment of various media. The skills are arranged into six strands: appreciation and enjoyment; school library/resource centre orientation; selection of resources; utilization of resources; comprehension, study, and literary skills; and production and presentation.

Each skill statement begins with the phrase “Students will have opportunities to” which suggests that review and reinforcement of each skill may be needed in subsequent grade levels. The symbol □ has been used to refer to the introduction of the skill whereas the symbol • indicates reinforcement and/or expansion of the skill.

Because the third grade is a transitional one, it appears twice on the continuum as grades 2-3 and again as grades 3-4. The final year, grade 12, is seen as a stage where previous skills culminate in a demonstration of proficiency in all aspects of the skills continuum.

The following clarification of terms may be useful:

Identify	-	What is it?
Locate	-	Where is it?
Find	-	Retrieve and/or replace it
Select	-	Take by preference
Choose	-	Take by reason or after consideration

SCHOOL LIBRARY SKILLS

GRADES K- 1

APPRECIATION AND ENJOYMENT

Students will have opportunities to

- ☐ listen to stories and poetry read or told
- ☐ view a variety of media as sources of information and enjoyment
- ☐ browse to find material of interest
- ☐ enjoy the works of favourite authors and illustrators
- ☐ develop an awareness and appreciation of Canadian literature
- ☐ become aware of cultural resources online and within the community, for example public libraries, museums, and/or art galleries

SCHOOL LIBRARY/RESOURCE CENTRE ORIENTATION

Students will have opportunities to

- ☐ learn and follow library rules and procedures
- ☐ handle resources properly
- ☐ learn procedures for checking out resources properly
- ☐ identify various kinds of media
- ☐ identify location of resources and equipment
- ☐ locate and find easy-to-read resources correctly
- ☐ locate other resources, for example fiction, non-fiction, magazines, and reference materials

SELECTION OF RESOURCES

Students will have opportunities to

- ☐ select resources for personal interest
- ☐ select a resource by identifying its title, author, and illustrator

UTILIZATION OF RESOURCES

Students will have opportunities to

- ☐ identify a book's front, back, spine/call number, title page, index, table of contents, glossary, and copyright date
- ☐ alphabetize to first letter
- ☐ use a CD Player within a listening station, and use a mouse to access and operate a basic curriculum CD Rom/computer program independently

COMPREHENSION, STUDY, AND LITERACY SKILLS

Students will have opportunities to

- ☐ use picture clues to aid in understanding material
- ☐ respond to questions leading to the identification of the main idea in orally presented stories
- ☐ identify a simple sequence of events in orally presented stories
- ☐ use title as guide to contents
- ☐ distinguish between a fiction and non-fiction resource
- ☐ provide answers to questions listened to/viewed/read
- ☐ acquire information through listening and observing with a purpose
- ☐ explore different forms of literature
- ☐ identify simple components of fiction, for example, character
- ☐ recognize some examples of unfair and hurtful vocabulary and begin to make vocabulary choices that affirm rather than hurt people

PRODUCTION AND PRESENTATION

Students will have opportunities to

- ☐ compose a story, poem, picture, graph, list, or chart
- ☐ present information orally, and in sequence
- ☐ respond to ideas in a story using a variety of forms, for example pictures, sculpture, drama, and/or reader's theatre
- ☐ compose factual text
- ☐ compose point form notes
- ☐ compile a simple bibliography

SCHOOL LIBRARY SKILLS

GRADES 2-3

APPRECIATION AND ENJOYMENT

Students will have opportunities to

- listen to stories and poetry read or told
- view a variety of media as sources of information and enjoyment
- browse to find material of interest
- enjoy the works of favourite authors and illustrators
- develop an awareness and appreciation of Canadian literature
- become aware of cultural resources online and within the community, for example public libraries, museums, and/or art galleries
- ☐ develop an understanding of the role of computers in society
- ☐ broaden reading choices

SCHOOL LIBRARY/RESOURCE CENTRE ORIENTATION

Students will have opportunities to

- learn and follow library rules and procedures
- handle resources properly
- identify various kinds of media
- identify location of resources and equipment
- locate and find easy-to-read resources correctly
- locate various media resources
- ☐ check out resources properly
- ☐ access, with assistance, online periodical databases

SELECTION OF RESOURCES

Students will have opportunities to

- select resources for personal interest
- select a resource by identifying its title, author, and illustrator
- ☐ select materials appropriate to each student's approximate reading level

UTILIZATION OF RESOURCES

Students will have opportunities to

- identify a book's front, back, spine/call number, title page, index, table of contents, glossary, and copyright date
- ☐ alphabetize to second letter
- ☐ use a book's table of contents, index, and glossary
- ☐ use a simple dictionary to find the meaning of a word
- ☐ use traditional and digital reference resources, for example encyclopedias, encyclopedias on CD ROM, and dictionaries
- ☐ use a computer, with assistance, to navigate pre-selected sites

COMPREHENSION, STUDY, AND LITERACY SKILLS

Students will have opportunities to

- identify a variety of forms of literature
- ☐ identify main idea and supporting details in fiction and non-fiction
- ☐ identify a sequence of events in fiction and non-fiction
- ☐ find specific information using a variety of traditional and digital resources
- ☐ interpret simple pictorial maps, graphs, charts, and diagrams
- ☐ skim, using structures of non-fiction text, to find answers to specific questions
- ☐ distinguish between the content of a fiction, non-fiction, and info-fiction book
- ☐ distinguish between the appropriate use of media equipment and programs, for example overheads, videos/dvd's, computers, and slide shows
- ☐ develop specific and purposeful questions
- ☐ record and summarize information gained from various sources
- ☐ exchange ideas through discussion
- ☐ identify award-winning books
- ☐ identify components of fiction, non-fiction and poetry, for example author's style (use of words)
- ☐ identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people

PRODUCTION AND PRESENTATION

Students will have opportunities to

- compose a story, poem, picture, graph, and/or chart
- present information orally, in sequence and with clarity
- respond to ideas in a story using a variety of forms, for example pictures, sculpture, drama, and/or reader's theatre
- compose factual text
- compose point form notes
- compile a simple bibliography
- ☐ present a story or factual information in a short written report with supporting visuals
- ☐ experience the use of slide show presentations as a tool for presenting information
- ☐ use media to support/enhance presentations, for example music, overheads, web sites, and/or pictures

SCHOOL LIBRARY SKILLS

GRADES 3-4

APPRECIATION AND ENJOYMENT

Students will have opportunities to

- listen to stories and poetry read or told
- view a variety of media as sources of information and enjoyment
- browse to find material of interest
- enjoy the works of favourite authors and illustrators
- develop an awareness and appreciation of Canadian literature
- expand their awareness of cultural resources online and within the community, for example public libraries, museums, and/or art galleries
- broaden reading choices
- ☐ develop an awareness and appreciation of the impact of computers on our lives and the purpose they serve
- ☐ continue to read for enjoyment

SCHOOL LIBRARY/RESOURCE CENTRE ORIENTATION

Students will have opportunities to

- learn and follow library rules and procedures
- handle resources properly
- check out resources properly
- identify kinds of media
- identify location of resources and equipment
- locate and find easy-to-read and fiction resources correctly
- locate various media resources
- access, with assistance, online periodical databases
- ☐ develop an understanding of the school library database
- ☐ locate resources correctly using the automated school library database
- ☐ locate and find specific non-fiction areas by beginning to develop an understanding of the dewey decimal (call number) organization system

SELECTION OF RESOURCES

Students will have opportunities to

- select resources for personal interest
- select materials appropriate to student's approximate reading level
- ☐ choose resources appropriate to a specific need
- ☐ distinguish between the purpose of a dictionary and an encyclopedia
- ☐ choose appropriate reference resources for specific needs
- ☐ choose correct volume of an encyclopedia by using the index to locate specific information
- ☐ choose correct volume of an encyclopedia that does not have an index
- ☐ choose digital and online encyclopedias and/or dictionaries

UTILIZATION OF RESOURCES

Students will have opportunities to

- use a book's table of contents, index, and glossary
- use a simple dictionary to find the meaning of a word
- use traditional and digital reference resources, for example encyclopedias, encyclopedias on CD ROM, dictionaries and thesauruses
- use a computer, with assistance, to navigate pre-selected sites
- ☐ alphabetize to the third letter
- ☐ use a book's title page and verso page to identify the author, title, publisher, and copyright date
- ☐ use traditional and online newspapers and magazines to find information
- ☐ become aware of the use of the school library database to locate call numbers
- ☐ use call numbers to locate resources
- ☐ use computers, with guidance, to navigate appropriate online and digital resources
- ☐ use cross references and links, in print and digital resources, to locate information

COMPREHENSION, STUDY, AND LITERACY SKILLS

Students will have opportunities to

- continue to identify a variety of forms of literature, for example fables, fairytales, novels, poetry, short stories, drama, adventure, and essays
- identify main idea and supporting details in fiction and non-fiction
- identify a sequence of events in fiction and non-fiction
- find specific information using a variety of traditional and digital resources
- interpret simple pictorial maps, graphs, charts, and diagrams
- skim, using structures of non-fiction text, to find answers to specific questions
- distinguish between the content of a fiction, non-fiction, and info-fiction book
- distinguish between the appropriate use of media equipment and programs, for example overheads, videos/dvd's, computers, and slide shows
- develop specific, purposeful, appropriate, and relevant questions
- record and summarize information gained from various sources
- exchange ideas through discussion
- identify award-winning books
- identify components of fiction, non-fiction and poetry, for example author's style (use of words)
- ☐ identify examples of prejudice and stereotyping in oral language, and use language that shows respect for all people
- ☐ find information in traditional and digital resources by using key words and key phrases
- ☐ skim and scan resources, with assistance, to get an overview of information
- ☐ develop techniques to record and organize information, for example jot notes, diagrams, charts, webs, and/or matrix using a variety of traditional and digital resources
- ☐ answer, in their own words, specific and purposeful questions

PRODUCTION AND PRESENTATION

Students will have opportunities to

- compose a story, poem, picture, graph, and/or chart
- present information orally, in sequence and with clarity
- respond to ideas in a story using a variety of forms, for example pictures, sculpture, drama, and/or reader's theatre
- compose factual text
- compile a simple bibliography
- present a story or factual information in a short written report with supporting visuals
- experience use of slide show presentations as a tool for presenting information
- use media to support/enhance presentations, for example music, overheads, web sites, and/or pictures
- ☐ participate in a group production, for example drama, radio program, video program, bulletin board display, and/or slide show
- ☐ construct a basic map, chart, or graph
- ☐ present information orally using a variety of media
- ☐ "publish" a book with text features, for example cover, title page, author statement, front, back, spine, table of contents, copyright date, publisher, and glossary

SCHOOL LIBRARY SKILLS

GRADES 5-6

APPRECIATION AND ENJOYMENT

Students will have opportunities to

- listen to stories and poetry read or told
- view a variety of media as sources of information and enjoyment
- browse to find material of interest
- enjoy the works of favourite authors and illustrators
- develop an awareness and appreciation of Canadian literature
- expand their awareness of cultural resources online and within the community, for example public libraries, museums, and/or art galleries
- broaden reading choices
- develop an appreciation of the impact of computers on our lives and the purpose they serve
- continue to read for enjoyment
- ☐ recognize the role fiction plays as a source of information
- ☐ recognize the importance of research in the writing of fiction
- ☐ explore drama, music, poetry, dance, and stories presented in various forms

SCHOOL LIBRARY/RESOURCE CENTRE ORIENTATION

Students will have opportunities to

- learn and follow library rules and procedures
- handle resources properly
- check out resources properly
- identify various kinds of media
- identify location of resources and equipment
- locate various media resources
- develop an understanding of the school library database
- locate resources correctly using the automated school library database
- ☐ locate and find easy-to-read, fiction, and non-fiction resources correctly
- ☐ access and navigate online periodical databases
- ☐ locate and find specific resources by using the dewey decimal (call number) organization system
- ☐ locate traditional and digital reference resources, for example encyclopedias, dictionaries, thesauruses, atlases, almanacs, and indexes

SELECTION OF RESOURCES

Students will have opportunities to

- select resources for personal interest
- select materials appropriate to student's approximate reading level
- choose resources appropriate to a specific need
- distinguish between the purpose of a dictionary and an encyclopedia
- choose appropriate reference resources for specific needs
- choose correct volume of an encyclopedia by using the index to locate specific information
- choose correct volume of an encyclopedia that does not have an index
- choose digital and online encyclopedias and/or dictionaries
- ☐ recognize the existence and purpose of specialized reference resources, for example dictionaries, encyclopedias, atlases, and thesauruses
- ☐ recognize the difference between primary and secondary sources of information
- ☐ distinguish between current and outdated sources

UTILIZATION OF RESOURCES

Students will have opportunities to

- use a book's table of contents, index, glossary, and bold headings
- use a simple dictionary to find the meaning of a word
- use traditional and digital reference resources, for example, encyclopedias, encyclopedias on CD ROM, dictionaries and thesauruses
- use a computer, with assistance, to navigate pre-selected sites
- use a book's title page and verso page to identify the author, title, publisher, and copyright date
- use traditional and online newspapers and magazines to find information
- become aware of the use of the school library database to locate call numbers
- use call numbers to locate resources
- use computers, with guidance, to navigate appropriate online and digital resources
- use cross references and links, in print and digital resources, to locate information
- ☐ alphabetize authors' names and titles to the end of words

- identify and understand basic summary information from the online catalogue search, for example author, title, subject, call number, series, and copyright date

COMPREHENSION, STUDY, AND LITERACY SKILLS

Students will have opportunities to

- continue to identify a variety of forms of literature, for example fables, fairytales, novels, poetry, short stories, drama, adventure, essays, myths, legends, mystery, and biographies
- identify main idea in fiction and non-fiction
- identify a sequence of events in fiction and non-fiction
- find specific information using a variety of traditional and digital resources
- interpret simple pictorial maps, graphs, charts, and diagrams
- skim, using structures of non-fiction text, to find answers to specific questions
- distinguish between the content of a fiction, non-fiction, and info-fiction book
- distinguish between the appropriate use of media equipment and programs, for example overheads, videos/dvd's, computers, and slide shows
- develop specific, purposeful, appropriate, and relevant questions
- record and summarize information gained from various sources
- exchange ideas through discussion
- identify award-winning books
- identify components of fiction, non-fiction and poetry, for example author's style (use of words)
- find information in traditional and digital resources by using key words and key phrases
- skim and scan resources, with assistance, to get an overview of information
- expand on techniques to record and organize information, for example jot notes, diagrams, charts, webs, matrixes, and outlines using a variety of traditional and digital resources
- answer, in their own words, specific and purposeful questions
- detect examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language

- ☐ distinguish between relevant and irrelevant information
- ☐ recognize the significance of copyright and plagiarism
- ☐ develop an awareness of the components of fiction, for example plot structure (sequence of events, and problems)
- ☐ distinguish between fact and opinion
- ☐ make concise notes from a variety of resources

PRODUCTION AND PRESENTATION

Students will have opportunities to

- compose a story, poem, picture, graph, and/or chart
- present information orally, in sequence and with clarity
- respond to ideas in a story using a variety of forms, for example pictures, sculpture, drama, and/or reader's theatre
- compose factual text
- write a simple outline
- compile a simple bibliography
- present a story or factual information in a short written report with supporting visuals
- experience use of slide shows as a tool for presenting information
- use media to support/enhance presentations, for example music, overheads, web sites, and/or pictures
- present information orally using a variety of media
- "publish" a book with text features, for example cover, title page, author statement, front, back, spine, table of contents, copyright date, publisher, and glossary
- participate in a group production, for example drama, newspaper, radio program, video program, bulletin board display, and/or slide show presentation
- ☐ make a detailed map, chart, or graph
- ☐ illustrate a presentation using original slides, photographs, videotape, or audiotape
- ☐ write a research report which includes a title page, table of contents, glossary, and simple bibliography
- ☐ prepare a book talk and/or written book report

SCHOOL LIBRARY SKILLS

GRADES 7-8

APPRECIATION AND ENJOYMENT

Students will have opportunities to

- listen to stories and poetry read or told
- view a variety of media as sources of information and enjoyment
- browse to find material of interest
- enjoy the works of favourite authors and illustrators
- develop an awareness and appreciation of Canadian literature
- utilize cultural resources online and within the community, for example public libraries, museums, and/or art galleries
- broaden reading choices
- develop an understanding and appreciation of the impact of computers on our lives and the purpose they serve
- recognize the role fiction plays as a source of information
- recognize the importance of research in the writing of fiction
- continue to read for enjoyment
- experience drama, music, poetry, dance, and stories presented in various forms
- ☐ appreciate and identify photography and film techniques
- ☐ appreciate the impact of mass media on our lives

SCHOOL LIBRARY/RESOURCE CENTRE ORIENTATION

Students will have opportunities to

- learn and follow library rules and procedures
- handle resources properly
- check out resources properly
- identify various kinds of media
- identify location of resources and equipment
- locate various media resources
- develop an understanding of the school library database
- locate resources correctly using the automated school library database
- locate and find specific resources by using the dewey decimal (call number) organization system

- access and navigate online periodical databases
- ☐ locate and utilize traditional and digital reference resources, for example encyclopedias, dictionaries, thesauruses, atlases, almanacs, and indexes

SELECTION OF RESOURCES

Students will have opportunities to

- select resources for personal interest
- choose appropriate resources for a specific topic
- recognize the existence and purpose of specialized reference materials
- recognize the difference between primary and secondary sources of information
- distinguish between current and outdated sources

UTILIZATION OF RESOURCES

Students will have opportunities to

- use the school library database to identify appropriate resources
- use call numbers to locate resources
- use cross references and links, in print and digital resources, to locate information
- ☐ generate, with assistance, a variety of search terms to locate information on a specific topic
- ☐ identify and use appendixes and bibliographies as sources of information

COMPREHENSION, STUDY, AND LITERACY SKILLS

Students will have opportunities to

- identify characteristics of various types of fiction
- develop independent skimming and scanning techniques
- ☐ identify characteristics of various forms of non-fiction, for example poetry, diaries, satires, biographies
- ☐ identify major components of fiction, for example character, setting, plot, point of view, and theme
- ☐ identify components of various types of poetry
- ☐ compile a bibliography following a specified style
- ☐ paraphrase, summarize, or precis information
- ☐ record information by taking notes, and/or creating graphic organizers

- ☐ create an outline using main ideas and sub topics
- ☐ make inferences from text
- ☐ evaluate resources for credibility
- ☐ evaluate information for validity, accuracy, point of view, and bias
- ☐ demonstrate a respect for others by developing effective ways to express personal opinions such that they reflect sensitivity to others including differences in culture and language

PRODUCTION AND PRESENTATION

Students will have opportunities to

- ☐ write a content related report which reflects a specific point of view
- ☐ make a multi-media presentation defending a specific point of view
- ☐ prepare an oral and/or written review
- ☐ participate in a group activity/production, for example debate, panel discussion, display, drama, newspaper, interview, radio program, video program, and/or slide show presentation

SCHOOL LIBRARY SKILLS

GRADES 9-10

APPRECIATION AND ENJOYMENT

Students will have opportunities to

- listen to stories and poetry read or told
- view a variety of media as sources of information and enjoyment
- browse to find material of interest
- enjoy the works of favourite authors and illustrators
- develop an awareness and appreciation of Canadian literature
- utilize cultural resources online and within the community, for example public libraries, museums, and/or art galleries
- broaden reading choices
- develop an understanding and appreciation of the impact of computers on our lives and the purpose they serve
- recognize the role fiction plays as a source of information
- recognize the importance of research in the writing of fiction
- continue to read for enjoyment
- experience drama, music, poetry, dance, and stories presented in various forms
- appreciate and identify photography and film techniques
- appreciate the impact of mass media on our lives

SCHOOL LIBRARY/RESOURCE CENTRE ORIENTATION

Students will have opportunities to

- learn and follow library rules and procedures
- handle resources properly
- check out resources properly
- identify various kinds of media
- identify location of resources and equipment
- locate various media resources
- locate resources correctly using the automated school library database
- locate and find specific resources by using the dewey decimal (call number) organization system

- access and navigate online periodical databases
- locate and utilize traditional and digital reference resources, for example encyclopedias, dictionaries, thesauruses, atlases, almanacs, and indexes

SELECTION OF RESOURCES

Students will have opportunities to

- select resources for personal interest
- choose appropriate resources for a specific topic
- recognize the existence and purpose of specialized reference materials
- recognize the difference between primary and secondary sources of information
- distinguish between current and outdated sources
- ☐ identify proper sources for information on specified subjects
- ☐ choose readings that are authoritative, current, and useful
- ☐ choose readings that present alternate points of view
- ☐ choose appropriate biographical sources of contemporary or historical persons

UTILIZATION OF RESOURCES

Students will have opportunities to

- use the school library database to identify appropriate resources
- use call numbers to locate resources
- use cross references and links, in print and digital resources, to locate information
- generate, with assistance, a variety of search terms to locate information on a specific topic
- identify and use appendixes and bibliographies as sources of information
- ☐ use student selected sources to collect information for a specified subject
- ☐ find and use resources from outside the school library, for example public and academic libraries, community personnel, and/or online databases

COMPREHENSION, STUDY, AND LITERACY SKILLS

Students will have opportunities to

- identify characteristics of various types of fiction
 - develop independent skimming and scanning techniques
 - identify characteristics of various forms of non-fiction, for example poetry, diaries, satires, biographies
 - identify major components of fiction, for example character, setting, plot, point of view, and theme
 - identify components of various types of poetry
 - compile a bibliography following a specified style
 - paraphrase, summarize, or precis information
 - record information by taking notes and/or creating graphic organizers
 - create an outline using main ideas and sub topics
 - make inferences from text
 - evaluate resources for credibility
 - evaluate information for validity, accuracy, point of view, and bias
 - demonstrate a respect for others by developing effective ways to express personal opinions such that they reflect sensitivity to others including differences in culture and language
- ☐ compare maps, graphs, and statistical tables to make generalizations
 - ☐ use specialized reference materials to develop and support research and select data bearing on a specific problem
 - ☐ use preface, chapter headings, indexes, and cross references in materials as research aids
 - ☐ recognize digressions from the main idea of a subject
 - ☐ skim to select relevant information for a given purpose from within content of material
 - ☐ distinguish between factual and emotional writing
 - ☐ prepare and understand the construction of in-text citations and footnotes
 - ☐ use an outline to organize information from reading selections and to aid in recall
 - ☐ identify unsubstantiated statements

PRODUCTION AND PRESENTATION

Students will have opportunities to

- write a content related report which reflects a specific point of view
 - make a multi-media presentation defending a specific point of view
 - prepare an oral and/or written review
 - participate in a group activity/production, for example debate, panel discussion, display, drama, newspaper, interview, radio program, video program, and/or slide show presentation
- ☐ prepare an informal essay
 - ☐ participate in the writing and production of a dramatic presentation
 - ☐ prepare and deliver a short speech
 - ☐ prepare an evaluation based on predetermined criteria

SCHOOL LIBRARY SKILLS

GRADES 11-12

APPRECIATION AND ENJOYMENT

Students will have opportunities to

- listen to stories and poetry read or told
- view a variety of media as sources of information and enjoyment
- browse to find material of interest
- enjoy the works of favourite authors and illustrators
- develop an awareness and appreciation of Canadian literature
- utilize cultural resources online and within the community, for example public libraries, museums, and/or art galleries
- broaden reading choices
- develop an understanding and appreciation of the impact of computers on our lives and the purpose they serve
- recognize the role fiction plays as a source of information
- recognize the importance of research in the writing of fiction
- continue to read for enjoyment
- experience drama, music, poetry, dance, and stories presented in various forms
- appreciate and identify photography and film techniques
- examine the impact of mass media on our lives
- develop an appreciation of the works of critics
- ☐ develop an awareness of issues surrounding copyright and intellectual freedom,
- ☐ for example censorship, freedom of the press, and freedom of access to information
- ☐ appreciate and enjoy many forms of non-book communication

SCHOOL LIBRARY/RESOURCE CENTRE ORIENTATION

Students will have opportunities to

- learn and follow library rules and procedures
- handle resources properly
- check out resources properly
- identify various kinds of media
- identify location of resources and equipment
- locate various media resources
- locate resources correctly using the automated school library database
- locate and find specific resources by using the dewey decimal (call number) organization system
- access and navigate online periodical databases
- locate and utilize traditional and digital reference resources, for example encyclopedias, dictionaries, thesauruses, atlases, almanacs, and indexes

SELECTION OF RESOURCES

Students will have opportunities to

- select resources for personal interest
 - choose appropriate resources for a specific topic
 - recognize the existence and purpose of specialized reference materials
 - recognize the difference between primary and secondary sources of information
 - distinguish between current and outdated sources
 - identify proper sources for information on specified subjects
 - choose readings that are authoritative, current, and useful
 - choose readings that present alternate points of view
 - choose appropriate biographical sources of contemporary or historical persons
- ☐ independently choose proper sources for information on specified subjects

UTILIZATION OF RESOURCES

Students will have opportunities to

- use the school library database to identify appropriate resources
 - use call numbers to locate resources
 - use cross references and links, in print and digital resources, to locate information
 - use student selected sources to collect information for a specified subject
 - find and use resources from outside the school library, for example public and academic libraries, community personnel, and/or online databases
- ☐ independently generate a variety of search terms to locate information on a specific topic
- demonstrate proficiency in using reference resources, for example indexes,
- ☐ dictionaries, encyclopedias, atlases, almanacs, year books, bibliographies, magazines, newspapers, software programs, and online databases

COMPREHENSION, STUDY, AND LITERACY SKILLS

Students will have opportunities to

- identify characteristics of various types of fiction
- develop independent skimming and scanning techniques
- identify characteristics of various forms of non-fiction, for example poetry, diaries, satires, biographies
- identify major components of fiction, for example character, setting, plot, point of view, and theme
- identify components of various types of poetry
- compile a bibliography following a specified style
- paraphrase, summarize, or precis information
- record information by taking notes, and/or creating graphic organizers
- create an outline using main ideas and sub topics
- make inferences from text
- evaluate resources for credibility
- evaluate information for validity, accuracy, point of view, and bias
- demonstrate a respect for others by developing effective ways to express personal opinions such that they reflect sensitivity to others including differences in culture and language
- compare maps, graphs, and statistical tables to make generalizations
- use specialized reference materials to develop and support research and select data bearing on a specific problem
- use prefaces, chapter headings, indexes, and cross references in materials as research aids
- recognize digressions from the main idea of a subject
- skim to select relevant information for a given purpose from within content of resources
- distinguish between factual and emotional writing
- prepare and understand the construction of in-text citations and footnotes
- use a formal outline to organize information from reading selections and to aid in recall
- identify unsubstantiated statements
- ☐ use maps, graphs, and statistical tables to infer and to draw conclusions
- ☐ prepare for research by selecting a topic for investigation, creating a thesis statement or research question, and posing a range of possible areas for investigation
- ☐ take notes using prescribed, standardized procedures
- ☐ use quotations, in-text citations, footnotes, and bibliographies to substantiate information
- ☐ evaluate conclusions to determine the extent to which they answer the question
- ☐ evaluate characteristics of various literature forms
- ☐ evaluate components of fiction and poetry

PRODUCTION AND PRESENTATION

Students will have opportunities to

- write a content related report which reflects a specific point of view
- make a multi-media presentation defending a specific point of view
- prepare an oral and/or written review
- participate in a group activity/production, for example debate, panel discussion, display, drama, newspaper, interview, radio program, video program, and/or slide show presentation
- prepare an informal essay
- participate in the writing and production of a dramatic presentation
- prepare and deliver a short speech
- prepare an evaluation based on predetermined criteria
- ☐ choose a reporting format, depending on conclusion and audience (following are possibilities)
 - (1) commercially or personally produced, for example CDs, DVDs, videos, slides, pictures, photographs, diagrams, maps, graphs, charts, posters, bulletin boards, and/or computer drawings/graphics
 - (2) oral productions, for example dramatizations, tapes, speakers, reports, debates, and/or trials
 - (3) written productions, for example reports, abstracts, summaries, essays, diaries, and/or journals

Bibliography

Information Skills Continuum developed by The Library Curriculum Committee, PEI
Department of Education June 1990

Atlantic Canada English Language Arts Curriculum Guides (APEF), Prince Edward
Island Department of Education