



Golden Triangle Cooperative

Standards for Library Information Literacy Grade 2

ELE=Essential Learning Expectations
LIL=Library Information Literacy
GTCC= Golden Triangle Coop Curriculum

The student will know: these are the facts (Factual)
The student can do: these are the skills and procedures (Procedural)
The student will understand: this is the higher level thinking and the ability to make connections to bigger ideas. (Conceptual)

Montana Standard 1 A student must identify the task and determine the resources needed.
Benchmark 1 End of Grade 4: Define the problem.

ELE 1.A Identify topic.



GTCC VOCABULARY: keyword, topic, resource, plan

Facts:

GTCC.2.LIL.1.1 Fiction books are for entertainment; nonfiction books are factual, for information, and for research.

Skills:

GTCC.2.LIL.1.2 Practice recognition and selection of fiction and nonfiction books for varying purposes. Select nonfiction books for a specific research topic and project.

Concepts:

GTCC.2.LIL.1.3 Understand the difference in purpose between fiction and nonfiction books and be able to make selections based on purpose and need.

ELE 1.B Identify one or two keywords.

Facts:

GTCC.2.LIL.1.4 Keywords are used for research purposes and for main idea or topic.

Skills:

GTCC.2.LIL.1.5 Select a keyword and find a nonfiction book for research.

GTCC.2.LIL.1.6 Select a keyword and find a book about that keyword.

Concepts:

GTCC.2.LIL.1.7 Understand the meaning of keywords in selecting books.

ELE 1.C Recognize the problem or task.

Facts:

GTCC.2.LIL.1.8 Writing a report requires research.

Skills:

GTCC.2.LIL.1.9 Be able to select nonfiction materials for research using keywords.

Concepts:

GTCC.2.LIL.1.10 Understand that research is learning additional information about a topic.

ELE 1.D Retell the steps needed to solve the problem or task.

Facts:

GTCC.2.LIL.1.11 A process is required to complete a research project.

Skills:

GTCC.2.LIL.1.12 Have knowledge of steps to complete a research project.

GTCC.2.LIL.1.13 Follow the steps to complete a research project.

Concepts:

GTCC.2.LIL.1.14 Demonstrate the steps required to complete a research project.

Montana Standard 1 A student must identify the task and determine the resources needed.

Benchmark 2 End of Grade 4: Identify the types of information needed.

GTCC VOCABULARY: Print, nonprint, digital, community resources, plan

ELE 2.A Discuss possible resources (e.g., print, nonprint, digital, community resources).

Facts:

GTCC.2.LIL.1.15 Information can be found in a wide variety of places. **RESOURCE:** virtual tour of a library or field trip to local library, tour book mobile, online encyclopedia.

Skills:

GTCC.2.LIL.1.16 Introduce and discuss various sources of information such as audio books, electronic readers, maps, online encyclopedia sites, and other places such as the community library, and online libraries within the state.

Concepts:

GTCC.2.LIL.1.17 Provide an explanation that information can be found in a variety of places, in addition to books and the school library.

Montana Standard 1 A student must identify the task and determine the resources needed.
Benchmark 3 End of Grade 4: Choose from a range of resources.

GTCC VOCABULARY: plan, do

ELE 3.A Choose resources from a limited selection.

Facts:

GTCC.2.LIL.1.18 Resources should be chosen according to the purpose.

Skills:

GTCC.2.LIL.1.19 Choose resources from a limited selection provided by the instructor.

GTCC.2.LIL.1.20 Choose a resource book from a limited selection.

GTCC.2.LIL.1.21 Choose an online resource from a limited selection.

Concepts:

GTCC.2.LIL.1.22 Understand that different resources are used for different purposes.

Montana Standard 2 A student will locate sources, use information and present findings.
Benchmark 1 End of Grade 4: Locate a resource needed to solve the problem.

ELE 1.A Locate major sections in the library (e.g. fiction, nonfiction, biography, reference, periodicals).



GTCC VOCABULARY: fiction, nonfiction, periodicals, biography, reference, dictionary, encyclopedia, Boolean limiter, library catalog, database, call number, do

Facts:

GTCC.2.LIL.2.1 There are major sections located in a library for different information.

Skills:

GTCC.2.LIL.2.2 Locate major sections in the library; fiction, nonfiction, biography, reference, periodicals, etc.

GTCC.2.LIL.2.3 Locate special sections such as animal books, holiday books, poetry, etc.

Concepts:

GTCC.2.LIL.2.4 Understand a library has different sections for different information.

ELE 1.B Locate resources using a library catalog and/or database.

Facts:

GTCC.2.LIL.2.5 There are major sections which can be located using a card catalog and/or database.

Skills:

GTCC.2.LIL.2.6 Locate major sections in the library, (fiction, nonfiction, biography, reference, periodicals, etc.) using a card catalog and/or database.

GTCC.2.LIL.2.7 Locate special sections such as animal books, holiday books, poetry, etc.

Concepts:

GTCC.2.LIL.2.8 Understand a library has different sections which can be located using a card catalog and/or database.

ELE 1.C Locate resources using a call number.

Facts:

GTCC.2.LIL.2.9 Specific books can be located using the call number.

Skills:

GTCC.2.LIL.2.10 Locate specific books in the library using the call numbers.

Concepts:

GTCC.2.LIL.2.11 Understand call numbers are used to locate specific books and other resources.

Montana Standard 2 A student will locate sources, use information and present findings.

Benchmark 2 End of Grade 4: Evaluate resources.

GTCC VOCABULARY: relevant, appropriate, detailed, current, authority, biased, do

ELE 2.A Compare fiction and nonfiction resources.

Facts:

GTCC.2.LIL.2.12 Fiction and nonfiction resources provide different information and are used for different purposes.

Skills:

GTCC.2.LIL.2.13 Recognize, evaluate, and state similarities and differences between fiction and nonfiction resources.

Concepts:

GTCC.2.LIL.2.14 Recognize and examine differences between fiction and nonfiction resources.

Montana Standard 2 A student will locate sources, use information and present findings.

Benchmark 3 End of Grade 4: Locate information within the source.

GTCC VOCABULARY: spine, spine label, author, illustrator, title page, copyright, table of contents, do

ELE 3.A Identify parts of a book (e.g. spine, spine label, title page, copyright).

Facts:

GTCC.2.LIL.2.15 A book has many recognizable parts(ie, spine, cover, title page, call number, bar code).

Skills:

GTCC.2.LIL.2.16 Identify and locate the parts of a book, (ie. spine, cover, title page, call number, bar code).

Concepts:

GTCC.2.LIL.2.17 Demonstrate an understanding of the function of each book part.

ELE 3.B Read, view and listen for information.

Facts:

GTCC.2.LIL.2.18 Information can be read, seen, and heard.

Skills:

GTCC.2.LIL.2.19 Recall and repeat information from text which has been seen, heard, or read. **RESOURCES:** BookFlix, audio books, AV2 books, etc.

Concepts:

GTCC.2.LIL.2.20 Understand that a variety of sources can provide similar information.

ELE 3.C Recognize guide words, captions, bold words, heading.

Facts:

GTCC.2.LIL.2.21 Information is presented in different ways to draw the readers' attention.

Skills:

GTCC.2.LIL.2.22 Recognize guide words in a dictionary or an encyclopedia (books and online).

GTCC.2.LIL.2.23 Locate captions in a paper resource as well as an online resource.

GTCC.2.LIL.2.24 Recognize and locate headings and bold words in magazines and textbooks. **RESOURCES:** dictionary, encyclopedia books, online encyclopedia, text books, magazines.

Concepts:

GTCC.2.LIL.2.25 Understand that information can be found more easily using bold words, headings, captions, etc.

Montana Standard 2 A student will locate sources, use information and present findings.

Benchmark 4 End of Grade 4: Extract information from resources needed to solve problems.

GTCC VOCABULARY: skim, scan, guidewords, captions, bold words, headings, active listening, main ideas, details, contextual clues, graphic organizer, do

ELE 4.A Demonstrate active listening.

Facts:

GTCC.2.LIL.2.26 Good listening requires the listener to be seated, eyes on reader, silent voices, act interested, think about what is being read, etc.

Skills:

GTCC.2.LIL.2.27 Demonstrate appropriate listening behavior.

GTCC.2.LIL.2.28 SLANT - sit up, lean forward, act interested, nod appropriately, track speaker.

Concepts:

GTCC.2.LIL.2.29 Understand that listening is a working activity.

ELE 4.B Identify main ideas and details.

Facts:

GTCC.2.LIL.2.30 Keywords are used for research purposes and for main idea or topic.

Skills:

GTCC.2.LIL.2.31 Select a keyword and find a nonfiction book for research.

GTCC.2.LIL.2.32 Select a keyword and find a book about that keyword.

GTCC.2.LIL.2.33 Select and use an online encyclopedia (not Wikipedia).

Concepts:

GTCC.2.LIL.2.34 Understand the meaning of keywords in selecting books.

ELE 4.C Recognize contextual clues.

Facts:

GTCC.2.LIL.2.35 Contextual clues are in the meaning of the story.

Skills:

GTCC.2.LIL.2.36 Identify information contained in the text.

Concepts:

GTCC.2.LIL.2.37 Understand the meaning of text in a story.

ELE 4.D Construct meaning from text by reading for purpose.

Facts:

GTCC.2.LIL.2.38 Reading for a purpose enables the reader to construct meaning from text.

Skills:

GTCC.2.LIL.2.39 Read to construct meaning from text.

Concepts:

GTCC.2.LIL.2.40 Demonstrate the ability to recall, ask questions, respond to, and present information that they have seen, heard, or read.

ELE 4.E Summarize information using appropriate tools (e.g. graphic organizer, etc.).

Facts:

GTCC.2.LIL.2.41 Information can be summarized using graphic organizers and other appropriate tools.

Skills:

GTCC.2.LIL.2.42 Use charts, tables, and other graphic organizers to condense information.

Concepts:

GTCC.2.LIL.2.43 Compile information using graphic organizers.

ELE 4.F Credit sources.

Facts:

GTCC.2.LIL.2.44 All sources in a research project must be given credit.

Skills:

GTCC.2.LIL.2.45 Locate and share sources in a research project.

Concepts:

GTCC.2.LIL.2.46 Understand that sources of information must be given credit.

Montana Standard 2 A student will locate sources, use information and present findings.

Benchmark 5 End of Grade 4: Organize information to solve problems.

GTCC VOCABULARY: sequence, do

ELE 5.A Organize information (e.g. graphic organizer, sort notes, etc.)

Facts:

GTCC.2.LIL.2.47 Information can be organized using graphic organizers and other appropriate tools.

Skills:

GTCC.2.LIL.2.48 Use charts, tables, and other graphic organizers to arrange information.

Concepts:

GTCC.2.LIL.2.49 Compile information using graphic organizers.

Montana Standard 2 A student will locate sources, use information and present findings.

Benchmark 6 End of Grade 4: Create a product that presents findings.

GTCC VOCABULARY: do

ELE 6.A Design original work following established guidelines.

Facts:

GTCC.2.LIL.2.50 Original product can be created following established guidelines.

Skills:

GTCC.2.LIL.2.51 Create an original written report presenting findings.

GTCC.2.LIL.2.52 Create a computer generated report presenting findings.

Concepts:

GTCC.2.LIL.2.53 Original reports can be created presenting findings from research.

Montana Standard 3 Students will evaluate the product and learning process.

Benchmark 1 End of Grade 4: Assess the quality of the product.



GTCC VOCABULARY: review

ELE 1.A Compare product to criteria.

Facts:

GTCC.2.LIL.3.1 Students will have a product and assigned guidelines.

Skills:

GTCC.2.LIL.3.2 Use a rubric or checklist to determine completeness of product.

Concepts:

GTCC.2.LIL.3.3 Make comparisons to guidelines regarding their product.

ELE 1.B Judge final product.

Facts:

GTCC.2.LIL.3.4 Products should reflect assigned criteria.

Skills:

GTCC.2.LIL.3.5 Judge product to determine final quality.

Concepts:

GTCC.2.LIL.3.6 Analyze final product as compared to criteria.

ELE 1.C Generate ideas for improvement of product.

Facts:

GTCC.2.LIL.3.7 Products can be improved to meet a standard.

Skills:

GTCC.2.LIL.3.8 Develop ideas to improve a product.

Concepts:

GTCC.2.LIL.3.9 Apply improvements to a product.

Montana Standard 3 Students will evaluate the product and learning process.

Benchmark 2 End of Grade 4: Describe the process.

GTCC VOCABULARY: review

ELE 2.A. Explain the steps that were used in his/her own words.

Facts:

GTCC.2.LIL.3.10 All processes have a procedure which can be explained.

Skills:

GTCC.2.LIL.3.11 List the steps needed to complete the product.

Concepts:

GTCC.2.LIL.3.12 Understand the process of explaining a procedure.

ELE 2.B. Describe how well the process worked.

Facts:

GTCC.2.LIL.3.13 There are steps involved in the completion of a project.

Skills:

GTCC.2.LIL.3.14 Explain how the process helped with completion of the product.

Concepts:

GTCC.2.LIL.3.15 Understanding that a process is designed to complete a product.

Montana Standard 4 Students will use information safely, ethically, and legally.

Benchmark 1 End of Grade 4: Legally obtain and use information.

ELE 1.A Discuss the concept of intellectual property.



GTCC VOCABULARY: copyright, fair use, district technology use guidelines, plan, do

Facts:

GTCC.2.LIL.4.1 An idea has an owner.

Skills:

GTCC.2.LIL.4.2 Discuss where ideas come from.

Concepts:

GTCC.2.LIL.4.3 Conclude that ideas belong to the individual who conceived them.

ELE 1.B Follow copyright and fair use guideline.

Facts:

GTCC.2.LIL.4.4 Ideas are owned by the creator through copyrights.

GTCC.2.LIL.4.5 Use of ideas is permitted through copyright laws and fair use guidelines.

Skills:

GTCC.2.LIL.4.6 Apply copyright laws and fair use guidelines when using ideas and works.

GTCC.2.LIL.4.7 Follow copyright laws and fair use guidelines when sharing ideas and works.

Concepts:

GTCC.2.LIL.4.8 Understand that copyright laws and fair use guidelines must be followed.

ELE 1.C Follow school guidelines for responsible use of information resources (e.g., acceptable use policy, checkout policies, and library rules).

Facts:

GTCC.2.LIL.4.9 Patrons are responsible for taking good care of the materials they check out.

GTCC.2.LIL.4.10 Good care involves turning pages carefully, backpack storage, and me procedures.

GTCC.2.LIL.4.11 Certain behaviors are expected while in the library.

GTCC.2.LIL.4.12 Failure to return checked out materials carries consequences.

Skills:

GTCC.2.LIL.4.13 Demonstrate good library citizenship.

GTCC.2.LIL.4.14 Return checked out materials in prime condition and in a timely manner.

Concepts:

GTCC.2.LIL.4.15 Distinguish the difference between care for personal property and property owned by the library.

ELE 1.D Comply with district use policy.

Facts:

GTCC.2.LIL.4.16 The school has developed a policy for proper use of technology.

GTCC.2.LIL.4.17 Technology includes computers, cd players, printed materials, etc.

GTCC.2.LIL.4.18 Users of technology sign an acceptable use agreement.

Skills:

GTCC.2.LIL.4.19 Recognize the acceptable use form.

Concepts:

GTCC.2.LIL.4.20 Understand that they will be signing the form in the future.

Montana Standard 4 Students will use information safely, ethically, and legally.

Benchmark 2 End of Grade 4: Identify the owners of ideas and information.

GTCC VOCABULARY: author, illustrator, artist, composer, photographer, performers, producers, etc., plan, do

ELE 2.A Discuss concept of plagiarism.

Facts:

GTCC.2.LIL.4.21 Plagiarism is using another's idea and stating it is your own.

Skills:

GTCC.2.LIL.4.22 Learn to identify another's work.

Concepts:

GTCC.2.LIL.4.23 Understand that plagiarism is an illegal use of another's work and is punishable.

ELE 2.B Credit sources (e.g., title, author).

Facts:

GTCC.2.LIL.4.24 All sources must be given proper credit.

Skills:

GTCC.2.LIL.4.25 Learn the proper method for giving credit to the owner of the idea or work. (citing a source).

GTCC.2.LIL.4.26 Apply the proper method for citing a source.

Concepts:

GTCC.2.LIL.4.27 Understand the application of crediting sources.

Montana Standard 4 Students will use information safely, ethically, and legally.

Benchmark 3 End of Grade 4: Participate and collaborate in intellectual and social networks following safe and effective practices.

GTCC VOCABULARY: blended learning, intellectual network, social networks, .com, .edu, .org, plan, do

ELE 3.A Interact appropriately in social situations (e.g. blended learning, etc.) .

Facts:

GTCC.2.LIL.4.28 Safe internet use involves rules of conduct.

Skills:

GTCC.2.LIL.4.29 Discuss internet safety.

Concepts:

GTCC.2.LIL.4.30 Recognize internet safety is for preventing harm to users.

ELE 3.B Discuss Internet safety and distinguish between safe/non-safe sites.

Facts:

GTCC.2.LIL.4.31 Information can be found on the computer.

GTCC.2.LIL.4.32 The Internet is an unlimited source for information.

GTCC.2.LIL.4.33 Not all Internet sites contain safe or appropriate information.

Skills:

GTCC.2.LIL.4.34 Describe ways to be safe on a computer.

GTCC.2.LIL.4.35 Apply safe internet practices.

Concepts:

GTCC.2.LIL.4.36 Distinguish between safe/unsafe, appropriate/inappropriate sites.

ELE 3.C Display appropriate online behavior.

Facts:

GTCC.2.LIL.4.37 The Internet can be accessed by different types of technology(ie, computers, ipads, cell phones, etc).

GTCC.2.LIL.4.38 Users need to log on and off.

Skills:

GTCC.2.LIL.4.39 Log on and off computers.

GTCC.2.LIL.4.40 Access only safe websites.

GTCC.2.LIL.4.41 Use appropriate language.

Concepts:

GTCC.2.LIL.4.42 Understand proper procedure for using online websites appropriately.

Montana Standard 5 Students will pursue personal interests through literature and other creative expressions.

Benchmark 1 End of grade 4: Use a variety of digital and print formats for pleasure and personal growth.



GTCC VOCABULARY: plan, do, review

ELE 1.A Identify personal interest.

Facts:

GTCC.2.LIL.5.1 People have different interests.

Skills:

GTCC.2.LIL.5.2 Explain a personal interest or subject interested in.

Concepts:

GTCC.2.LIL.5.3 Understand that interests of people vary.

ELE 1.B Locate personal interest print materials using call numbers.

Facts:

GTCC.2.LIL.5.4 Different print materials have different call numbers.

Skills:

GTCC.2.LIL.5.5 Locate and identify call numbers on print materials.

GTCC.2.LIL.5.6 Locate specific areas and call number locations in the library.

Concepts:

GTCC.2.LIL.5.7 Distinguish specific areas in the library where different call numbers are located.

ELE 1.C Explore a variety of available resources related to interests.

Facts:

GTCC.2.LIL.5.8 A library contains different formats for related interests.

Skills:

GTCC.2.LIL.5.9 Explore a variety of available resources.

Concepts:

GTCC.2.LIL.5.10 Understand that there are a variety of resources available based on interest.

Montana Standard 5 Students will pursue personal interests through literature and other creative expressions.

Benchmark 2 End of grade 4: Use a variety of genres for pleasure and personal growth.

GTCC VOCABULARY: genre, Caldecott award, Treasure State award, Newbery award, Young Reader’s Choice award, plan, do, review

ELE 2.A Recognize types of genres (e.g. fairy tales, folk tales, mysteries, etc.).

Facts:

GTCC.2.LIL.5.11 Literature can be classified into types of genres.

Skills:

GTCC.2.LIL.5.12 Practice identification of various genres.

Concepts:

GTCC.2.LIL.5.13 Compare genres for similarities or differences.

ELE 2.B Locate and select materials from a variety of genres.

Facts:

GTCC.2.LIL.5.14 Different genre are located in different areas within a library.

Skills:

GTCC.2.LIL.5.15 Learn the call numbers for different genre.

GTCC.2.LIL.5.16 Learn the location of different genre by call numbers.

Concepts:

GTCC.2.LIL.5.17 Different genre are located by call numbers in different parts of a library.

ELE 2.C Explore award winning literature (e.g. Caldecott, Treasure State, etc.).

Facts:

GTCC.2.LIL.5.18 A medallion on the cover of a book designates that book as an “award winner”.

Skills:

GTCC.2.LIL.5.19 Select books designated as “award winners”.

GTCC.2.LIL.5.20 Introduce notable and award winning authors/illustrators.

Concepts:

GTCC.2.LIL.5.21 Understand that award winning books have special medallions attached to the front cover.

ELE 2.D Explore a variety of genres for pleasure.

Facts:

GTCC.2.LIL.5.22 Different genres exhibit different characteristics.

Skills:

GTCC.2.LIL.5.23 Demonstrate the ability to select materials based on personal interest.

RESOURCE: Students participate in choosing Treasure State Award

winning book.

Concepts:

GTCC.2.LIL.5.24 Apply preferences in choosing a variety of genre.

Montana Standard 5 Students will pursue personal interests through literature and other creative expressions.

Benchmark 3 End of Grade 4: Access and understand multiple resources from diverse cultures including Montana American Indians.

GTCC VOCABULARY: do, review

ELE 3.A Examine available cultural resources (e.g. print, nonprint, database, online references, indexes, community).

Facts:

GTCC.2.LIL.5.25 Different cultures are represented in various formats.

Skills:

GTCC.2.LIL.5.26 Practice searching for materials that represent different cultures.

Concepts:

GTCC.2.LIL.5.27 Cultures represent people from around the world.

ELE3.B Examine a variety of cultural materials including Montana American Indian resources.

Facts:

GTCC.2.LIL.5.28 Montana American Indian resources are available in a variety of formats.

Skills:

GTCC.2.LIL.5.29 View available accurate Montana American Indian resources.

GTCC.2.LIL.5.30 Listen to available accurate Montana American Indian resources.

Concepts:

GTCC.2.LIL.5.31 Understand Montana is made up of a variety of cultures and ethnicities.

Montana Standard 5 Students will pursue personal interests through literature and other creative expressions.

Benchmark 4 End of Grade 4: Access libraries to seek information for personal interest.

GTCC VOCABULARY: plan, do, review, Interlibrary Loan (ILL), e-books, database

ELE 4.A Locate and use community resources (e.g. school library, public library, college library, museum, community members, etc.).

Facts:

GTCC.2.LIL.5.32 Community resources provide information for personal interest.

Skills:

GTCC.2.LIL.5.33 List community resources.

GTCC.2.LIL.5.34 Visit a community resource.

GTCC.2.LIL.5.35 Expose student to multimedia resources and available technology.

Concepts:

GTCC.2.LIL.5.36 Understand that communities provide resources for information.

ELE 4.B Explore online and electronic libraries and resources (e.g. ILL, e-books, etc.)

Facts:

GTCC.2.LIL.5.37 Online and electronic libraries provide information for personal interest.

Skills:

GTCC.2.LIL.5.38 List online and/or electronic resources.

GTCC.2.LIL.5.39 Explore an online or electronic library for resources.

GTCC.2.LIL.5.40 Expose students to online and electronic libraries for resources.

Concepts:

GTCC.2.LIL.5.41 Understand that online and electronic libraries provide resources for information and pleasure.