



---

## **SCARBOROUGH PUBLIC LIBRARY**

---

### **LIBRARY SKILLS GUIDE for HOME SCHOOLING**

---

#### **Typical Goals K-12**

The Scarborough Public Library is committed to library service which will:

- promote the lifelong enjoyment of reading and literature;
- develop capable and critical users of information and technology;
- contribute to the continuing intellectual and creative development of the community's children; and, thereby,
- establish the Library as a vital community resource.
- offer programs which promote library use and excite children about literature, information, and technology; and
- establish cooperative efforts with schools and other community organizations serving children.... [Scarborough Public Library Policy of Services to Children]

#### **Pre-school thru Kindergarten**

---

#### **Information Gathering Skills**

##### **Orientation and Organization**

1. Register for a library card.
2. Follow appropriate procedures for selecting materials.
  - + Mark place while choosing books and replace books in correct position.
  - + Select correct number of books.
  - + Take books to main check out desk.
3. Demonstrate proper care of materials.
  - + Put toys and puzzles away before leaving.
  - + Handle books properly.
    - o Use bookmark to mark place.
    - o Keep books away from snow, dirt, water, and puppies.
    - o Write on paper, not on books.
4. Request assistance of children's staff.
5. Demonstrate consideration of others while in library.
6. Demonstrate knowledge of emergency exits.

##### **Fiction and Nonfiction**

1. Locate picture book section of library.
2. Choose appropriate books for recreational use.

- + Choose picture books that child can enjoy independently.
- + Choose books that child knows will be read aloud.

## **First Grade**

---

### **Information Gathering Skills**

#### **Orientation and Organization**

1. List or describe materials that the library has other than books:
  - + Magazines
  - + Audio Books
  - + Filmstrips
  - + Video Tapes
  - + Toys and Puzzles
  - + Records
  - + CDs
2. Follow appropriate procedure for checking out and returning materials.
  - + Checkout information
    - o library card
    - o fines
    - o renewals
    - o date due
3. Locate the following sections of the children's room:
  - + Easy Fiction (Readers)
  - + Periodicals
  - + Audio Books
  - + Audio-Visual Materials (filmstrips and records)
  - + Videos
  - + Magazines

#### **Fiction and Nonfiction**

1. Given title and author, the child will locate the book in easy fiction.
2. Given 5 easy fiction books, the child will shelve them in easy fiction.

#### **Parts of a Book**

1. Given an easy fiction book, the child will identify the placement of title and author of the book.
2. Given an easy fiction book, the child will locate:
  - + Cover
  - + Spine
  - + Call #

#### **Dewey Decimal**

1. Children will use call number and colored tape on easy fiction books to locate them on the shelf.

2. Children will observe 3-5 examples of using call number on a nonfiction book to locate that book.

## **Second Grade**

---

### **Information Gathering Skills**

#### **Orientation and Organization**

1. List print materials in the library other than books:
  - + Magazines
  - + Newspapers
  - + Indexes
2. Locate the following sections of the library:
  - + See Grade 1
  - + Harder Fiction
  - + Nonfiction.

#### **Fiction and Nonfiction**

1. Define the terms "fiction" and "nonfiction".
2. Classify a mixed set of books as fiction or nonfiction.

#### **Parts of a book**

1. Given an easy fiction book, the child will identify the author and the illustrator.
  - + Define author
  - + Define illustrator
2. Given an easy fiction and easy nonfiction book, the child will locate the title page and table of contents in both books.
3. Use table of contents to locate first and last page of a story or chapter.

#### **Alphabetizing**

#### **Library Catalog**

1. Children will locate the electronic card catalog.
2. Children will state the purpose of the card catalog.
3. Children will begin to use the catalog to locate books.

## **Third Grade**

---

### **Information Gathering Skills**

#### **Orientation and Organization**

1. Locate reference books in children's collection and state their purpose.

#### **Fiction and Nonfiction**

1. State that fiction is arranged alphabetically by the first three letters of the author's last name.
  - + Given the title and author of a fiction book, the child will retrieve that book from the shelf.
  - + Given 5 harder fiction books, the child will shelve these books.
2. State that nonfiction books are arranged on the shelf by decimal numbers from smallest to largest.
  - + Given a Dewey number and a book title, the child will locate the book on a shelf.
  - + Child will locate 5 items from the 10 Dewey classifications.

## **Parts of a Book**

### **Alphabetizing**

1. Demonstrate ability to alphabetize a list of authors by last name.
2. Demonstrate ability to alphabetize a list of words by 3rd letter.

### **Library Catalog**

1. State that all materials in the library are catalogued.
2. List the two kinds of catalog search screens: 1. Easy Search; 2. Expanded Search (Boolean); 3. Materials Found; 4. Details.
3. Explain how to differentiate 2 types of catalog screens.
4. Locate the following on any type of catalog screen:
  - + Title
  - + Author
  - + Call number
  - + Subject
  - + Key Words
5. Demonstrate ability to sort information on the Materials Found catalog screen by:
  - + Call Number
  - + Title
  - + Author
  - + Material Type
6. Locate the following on the Details catalog screen:
  - + Itemized List
  - + MARC Record
  - + Card Image
  - + Copies
7. Given a subject, child will use catalog to locate a book.
8. Given a title or author, child will use catalog to locate a book (fiction or nonfiction).

### **Dewey Decimal**

1. Children will state that nonfiction books are organized by Dewey decimal numbers.
2. Given a card image on a catalog screen, child will identify the Dewey decimal number on that card.
3. Children will use Dewey decimal number on a catalog screen to locate the appropriate book.

### **Reference and Research**

1. Given topic, children will select appropriate encyclopedia volume.
2. Given general encyclopedia volume, children will locate topic.
3. Scarborough history.
  - + Town Reports
  - + Settlement of Scarborough
  - + An Account of Two Voyages to New England
  - + The King's Highway from Portland to Kittery
  - + Scarborough Becomes a Town
  - + Seaglass
  - + Black Point Cemetery Records
  - + Dunstan Cemetery Records

## **Fourth Grade**

---

### **Information Gathering Skills**

#### **Orientation and Organization**

1. Locate periodicals, children's print magazine guide and *Primary Search*.
2. Locate atlases.
3. Locate special encyclopedias.
4. Locate almanacs.
5. Locate Author vertical file, state purpose and contents.

### **Fiction and Nonfiction**

#### **Parts of a Book**

1. Locate index.
2. Use index to locate information on given topic.

#### **Alphabetizing**

1. Demonstrate ability to alphabetize lists of titles and authors discounting initial articles as needed.

#### **Library Catalog**

1. Identify on a catalog entry:
  - + Title
  - + Author
  - + Call #
  - + Subject
  - + Illustrator
  - + Publisher
  - + Copyright date
  - + Number of pages

- + Biography
  - + Fiction or nonfiction
  - + Key words
2. State that the library catalog is an index to the whole library collection.
  3. Master use of catalog to locate materials by: author, title, subject.
  4. Separate children's materials from adult in catalog. Generate a bibliography list.
  5. Reserve item on line.

### **Dewey Decimal**

1. State the purpose of the Dewey decimal system.
2. State the number of classifications for the Dewey decimal system.
3. Describe the following three classifications:
  - + 500s
  - + 700s
  - + 900s including biographies.

### **Reference and Research**

1. Give distinguishing characteristics of:
  - + Encyclopedias-general and special
  - + Dictionaries-abridged and unabridged
  - + Atlases
  - + Almanacs
2. Practice using indexes in #1, 3 and 4 above.
3. Identify key words in a given topic.
4. Articulate a topic.
5. Use encyclopedias, almanacs, and atlases to locate information.
6. Select appropriate reference tool for a given task.
7. Locate biographies in 900s, in general collection, and in special biography area.
8. Explain arrangement of children's print magazine guide and begin to use it to locate magazine articles.
  1. Master basic searching in *Primary Search*
9. Use cross references in encyclopedias and magazine guide.
10. Maine in general.
  - + Maine Register
  - + Greater Portland Polk City Directory
  - + Statistical Abstract of the United States

---

## **Fifth Grade**

### **Information Gathering Skills**

#### **Orientation and Organization**

#### **Fiction and Nonfiction**

**Parts of a Book**

1. Children will locate and define "preface".
2. Children will locate and define "introduction".

**Alphabetizing**

1. Children will alphabetize a mixed list of titles, authors and subject, discounting initial articles and counting internal articles.
2. Children will alphabetize a mixed list of titles, authors and subject that include numerals.

**Library Catalog**

1. Review Grade 4 skills.
2. Demonstrate understanding of stop words.
3. Demonstrate understanding of LC subject headings.

**Dewey Decimal**

1. Know some biographical data about Dewey.
2. State 10 Dewey classifications and describe the following in more detail:
  - + 300s
  - + 500s
  - + 600s
  - + 700s
  - + 800s
  - + 900s

**Reference and Research**

1. Continue to use all reference materials.
2. Learn arrangement, contents and use of thesaurus. Skills taught at the 4th grade level will be reviewed at the beginning of 5<sup>th</sup> grade.

**Sixth Grade**

---

**Information Gathering Skills****Orientation and Organization**

1. Identify library personnel
2. Identify major areas and resources
  - + Reference:
    - o Atlas and maps
    - o Encyclopedias-special and general
    - o Abridged reader's guide
    - o Dictionaries-special and general
    - o National Geographics and index
  - + Electronic Card catalog
  - + Paperback fiction

- + Hardback fiction
- + Nonfiction
- + Current periodicals
- + Periodical backfiles

### **Fiction and Nonfiction**

1. Review arrangement of fiction and practice retrieval.
2. Review nonfiction:
  - + Definition
  - + Arrangement
  - + Dewey classifications

### **Parts of a Book**

1. Use index to locate information in a book.
2. Define and locate appendix and addenda.

### **Alphabetizing**

1. Review ability to alphabetize in correct order:
  - + list of book titles:
    - o some word by word
    - o some letter by letter

### **Library Catalog**

1. State arrangement of catalog.
2. Determine which catalog entry (author, title, subject) will be most useful in locating needed information.
3. Convert own terminology into that used in subject headings.
4. Use information on catalog entries to compile a bibliography.
5. Use cross reference.

### **Dewey Decimal**

1. State that the ten main Dewey decimal classes can be divided into more specific subjects.
2. State class and give examples of subdivisions.

### **Reference and Research**

1. State that indexes provide access to information by subject.
2. Use the following to locate information:
  - + Almanac
  - + Thesaurus
  - + Vertical file
  - + Specialized dictionary
  - + Indexes
    - o book
    - o National Geographic
    - o Reader's Guide



- o InfoTRAC
  - o Atlas
  - o Encyclopedia
3. Master “expert” searches in *EBSCO Magazine Articles Select*.

---

## **Seventh Grade**

### **Information Gathering Skills**

#### **Orientation and Organization**

#### **Fiction and Nonfiction**

#### **Parts of a Book**

1. Review index using more difficult materials.
2. Define and locate bibliography and footnotes.

#### **Alphabetizing**

#### **Library Catalog**

1. Review appropriate use of catalog entries (author, title, subject).
2. Review use of Boolean searching in library catalog.

#### **Dewey Decimal**

1. Be able to place in order Dewey decimal numbers to at least the 2nd digit after the decimal.
2. Review Dewey classes and be able to give one subdivision for each one.

#### **Reference and Research**

1. Learn arrangement, content and use for:
  - + Bartlett's Book of Familiar Quotations.
2. Continue using:
  - + Almanac
  - + Thesaurus
  - + Vertical file
  - + National Geographic index
  - + Abridged Reader's Guide
  - + Atlas
  - + Encyclopedia
3. Maine –Exploration to Revolutionary War
  - + *Who Was Who in World Exploration*
  - + *Old World to New: the Age of Exploration and Discovery*
  - + *Illustrated Encyclopedia of Discovery and Exploration*

---

## **Eighth Grade**

## **Information Gathering Skills**

Orientation and Organization (Review items presented in Grade 6 curriculum)

### **Fiction and Nonfiction**

1. Define the following types of reading materials:
  - + Primary sources
  - + Secondary sources
  - + Recreational reading
2. Distinguish among the above types of reading materials and give examples.

### **Parts of a Book**

1. Review: Table of Contents, Index, Preface, Introduction, Appendix, Addenda, Bibliography and Footnotes.

### **Alphabetizing**

### **Library Catalog**

1. Identify parts of the call number including the symbols for:
  - + reference
  - + fiction
  - + biography
2. Review which entry--subject, title or author--will be most useful in locating needed information.

### **Dewey Decimal**

1. Shelve any nonfiction book accurately.
2. Review classes and sub-classes of Dewey decimal system.

### **Reference and Research**

1. State arrangement and content of current biographical sources.
2. State arrangement and content of foreign language dictionaries.
3. Use #1 & #2 above.
4. Continue using reference sources listed in grades 6 & 7 to locate information.
5. Maine – Revolutionary War to Civil War
  - + Joshua Chamberlain
  - + The Twentieth Maine
  - + Maine in the Civil War
  - + History of the Fifth Maine Regiment

## **Ninth - Twelfth Grades**

---

### **Introduction and Orientation**

### Library Orientation (maintenance skills)

1. Know location of primary resource areas of library.
2. Identify library personnel
3. Demonstrate proper behavior
4. Identify different collections of the library
5. Identify types of media

### Organization of Resources

1. Know the location and arrangements of the followings:
  - + Fiction books
  - + Nonfiction books
  - + General reference materials
  - + Specialized reference materials
2. Identify author, title and subject cards in the card catalog.
3. Locate materials according to call number.

### Selection of Resources

1. Use the electronic catalog as a selection tool
2. Select desired materials independently
3. Proceed from general to specific or vice versa when researching a subject
4. Select specialized reference material
5. Evaluate material for currency
6. Identify stereotyping, bias and prejudice
7. Select material that presents alternative points of view
8. Use a bibliography to select additional information
9. Identify primary, secondary and tertiary sources

### Utilization of Resources

1. Know parts and aspects of a book:
  - + Front, back, spine, cover
  - + Name of author, illustrator and/or editor
  - + Table of contents, title page and index
  - + Name of publisher and copyright date
  - + Bibliography, glossary, footnotes
2. Use and compare material appropriate to reading level and need:
  - + Audio-visual material
  - + Vertical-file material
  - + Periodicals
  - + General reference material
  - + Specialized reference material
  - + Periodical indexes
  - + Different levels of sources: primary, secondary, tertiary

### Research and Reference

1. The child will receive instruction in research skills to be able to:
  - + Scan/preview selected resources

- + Choose materials to develop subject
  - + Take notes from print and non-print using prescribed procedures
  - + Organize material to develop subject and sequence
    - o chronologically
    - o spatially
    - o order of importance
    - o cause and effect
  - + Apply critical thinking skills:
    - o evaluate materials for accuracy
    - o skim to select relevant material for a given purpose
    - o infer facts and ideas from reading and viewing
    - o understanding the information well enough to be able to put it into a new context
2. Select suitable material for biographical information:
1. Language Arts
    - + Research background of authors living and dead:
      - o searching available AV materials
      - o Current Biography
      - o 20th Century Authors
      - o Contemporary Authors
      - o British Authors
      - o American Authors
      - o World Authors
  2. Social Studies:
    - + Research background of historical figures:
      - o available AV materials
      - o *Dictionary of Biography*
      - o *Who's Who*
      - o *Who was Who*
      - o *Notable American Women*
  3. Science:
    - + Research background of historical figures in Science:
      - o available AV materials
      - o *Men of Science*
      - o world Who's Who in Science
3. Select suitable materials for quick summaries of facts and statistics:
- o available AV material
  - o almanacs
  - o statistical abstracts
  - o Guinness Book of Records
  - o Statesman's Yearbook
  - o world atlas
4. Select suitable materials for short factual articles:
- + Any subject area:
    - o Gale INFOTRAC
    - o EBSCO MAS

- o almanacs
  - o newspapers
  - o vertical file
5. Select suitable source material for specialized subjects and/or topics:
- + Any subject area:
    - o available AV materials
    - o specialized encyclopedia
    - o Granger's Index to Poetry
    - o Bartlett's Quotations
    - o subject area handbooks
    - o Oxford Companions (music, art, literature)

### **Research Completed**

The student will have the opportunity to:

1. Give oral presentation (individual report, panel discussion, small group discussion):
  - + Speech/Forensics
  - + Social Studies
  - + Science
  - + Any subject area
2. Produce newspaper: journalist, school paper
3. Produce overhead transparency: any subject area
4. Oral report with visual support