COMPONENT	OBJECTIVES	COMPETENCY
I Lifelong Reading	1. Selects reading as a personal activity 2. Reads award-winning books (i.e., Sunshine State, Coretta Scott King, Pura Belpré award books) 3. Expands understanding of story elements (i.e., setting, character, plot) 4. Distinguishes among genres of literature (i.e., poetry, plays, biographies and autobiographies, legends, humor, and realistic fiction) 5. Enjoys and appreciates quality literature through listening, viewing, and reading 6. Expands knowledge of other cultures through reading quality literature 7. Selects and uses materials appropriate to interests, purposes, and abilities (i.e., Accelerated Reader books, recommended reading lists, magazines) 8. Uses community resources for informational and recreational needs (i.e., public library, museum)	A. The student will select and check out nonfiction materials based on curricular needs and personal interests. B. The student will define various types of literature.
II Social Responsibility	1. Respects the rights of others to use resources 2. Understands the concept of intellectual property rights 3. Develops skills necessary to work with others	A. The student will return books on time and in good condition. B. The student will recognize the contributions and rights of the author or producer. C. The student will work with others to solve and information problem.

COMPONENT	OBJECTIVES	COMPETENCY
III Pre-Search Strategies	1. Identifies information needs by using a variety of questioning skills 2. Defines steps to gather information 3. Understands search strategies (i.e. keywords and phrases, cross references, subject headings)	A. The student will list the steps needed to gather information from a catalog search to location of the information source. B. The student will use a keyword to conduct a search using district-purchased databases through the Internet.
IV Research	1. Understands structure and organization of information resources (i.e., Dewey Decimal Classification System, electronic catalog, handbooks, almanacs, atlases) 2. Accesses information in variety of print and electronic resources 3. Selects the appropriate type of source to answer a question (encyclopedia, dictionary, almanac, atlas, biographical resource) 4. Uses appropriate print, nonprint, and electronic resources to gather information (i.e., graphs, diagrams, magazines, online databases, Internet resources)	A. The student will use the organizational feature of print, nonprint, and electronic reference sources to locate desired information. B. Using author, title, and subject, the student will search the electronic catalog and locate material. C. From a list of sources, the student will select the most appropriate to answer a specific question.
V Application	1. Examines materials for timeliness, relevancy, or to distinguish between fact and opinion 2. Develops personal and evaluative criteria for selecting materials 3. Uses appropriate resources to gather information, recording bibliographic data (i.e., graphs, diagrams, periodicals) 4. Selects and organizes information to answer the search question (i.e., Power Notes, notecards, two column notes, graphic organizer)	A. The student will retrieve facts necessary to answer a search question. B. Using an appropriate organizer, the student will take notes and collect bibliographic data.

COMPONENT	OBJECTIVES	COMPETENCY
VI Communication	1. Understands techniques used to produce a project 2. Selects and uses appropriate equipment and accessories 3. Reorganizes and presents information and ideas (i.e., timelines, flow charts, graphic organizers) 4. Presents information and ideas (i.e., traditional, word processed, or multimedia reports; bibliographies; dioramas; oral presentations; pop-up books) 5. Evaluates search process and product	A. The student will demonstrate safe operation and care of equipment. B. The student will convey information in written, oral, or visual media using appropriate technology.