

Information Literacy Standards with Objectives by Grade

Note: *Research is not just a research paper, it is an action taken any time a need for information arises. The following document refers to all information-gathering purposes and is not intended to be interpreted as long-term and/or product-based research projects only. Use it to guide students with any information need they are trying to meet.*

The students will

	Gather information for a specific purpose	Analyze and evaluate information to create a solution and/or a product.	Evaluate both the process and the product
Core Concepts	<ul style="list-style-type: none"> • <i>Information is organized in various ways</i> • <i>Information can be accessed efficiently and effectively</i> • <i>Information from any resource needs to be checked for accuracy and reliability</i> 	<ul style="list-style-type: none"> • <i>Life-long learners can think critically and make informed decisions</i> 	<ul style="list-style-type: none"> • <i>Reflection is a key component of continuous improvement</i> • <i>Evaluation takes place throughout the gathering and using of information</i>
K	<ul style="list-style-type: none"> • Ask questions about a topic • Listen to information about the topic • State information learned about the topic • Be aware that there are different kinds of resources (books, maps, magazines, tapes, etc.) 	With teacher guidance student will: <ul style="list-style-type: none"> ▪ Sort information into assigned categories ▪ Communicate new information in a teacher designated format ▪ Share information with others ▪ Identify/locate the title and author of the book (s) used. 	With teacher guidance the students will: <ul style="list-style-type: none"> • Determine if all requirements are included • Analyze product for quality and justify observations using teacher prompts and/or created materials • Identify improvements to be made for future products
1	<ul style="list-style-type: none"> • Ask and sort questions about a topic. • Look for information in teacher-selected materials • Identify and locate resources in both the classroom and school library • State information learned about the topic in own words with teacher guidance 	<ul style="list-style-type: none"> ▪ Sort information into assigned categories with teacher assistance ▪ Communicate new information in a teacher designated format ▪ Share information with others ▪ Identify title, author, and illustrator of books used with teacher assistance Check power 	With teacher guidance the students will: <ul style="list-style-type: none"> • Determine if all requirements are included • Analyze product for quality and justify observations using teacher prompts and/or created materials • Identify improvements to be made for future products
2	<ul style="list-style-type: none"> • Generate a list of what they know about a topic • Generate questions about the topic • Sort questions into groups • Follow a simple teacher-developed plan to gather information from selected materials • Identify and select appropriate resources in the classroom or school library 	<ul style="list-style-type: none"> ▪ Communicate new information in a teacher designated format ▪ Put new information into their own words ▪ Organize the information into a logical sequence ▪ Use templates to list the resources used including author, title and publication date 	With teacher guidance the students will: <ul style="list-style-type: none"> • Reflect on process used (ex. checklist, rubric) • Determine if all requirements are included • Analyze product for quality and justify observations using teacher created materials • Identify improvements to be made for future products.

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3	<ul style="list-style-type: none"> • Follow a structured plan for research <ul style="list-style-type: none"> - Choose topic - Generate what they know and what they want to know - Generate questions - Group questions into common themes/subjects - Use teacher-selected resources and/or the electronic catalog (OPAC) - Gather information by recording key phrases and /or key words and include title of resource - Organize and classify in order to summarize information with teacher assistance. • Recognize that information is organized <ul style="list-style-type: none"> - Within a book or magazine i.e. table of contents, index, key words - Within a library i.e. fiction, nonfiction, reference - Within a classroom i.e. theme bins, displays 	<ul style="list-style-type: none"> ▪ Communicate new information in a teacher designated format ▪ Distinguish between fact and opinion with teacher guidance ▪ Put new information into their own words ▪ Organize the information into a logical sequence ▪ Support each main idea with accurate information from various resources ▪ Construct meaningful and specific connections between new information and other text, one's self and the world. ▪ Communicate ideas in a teacher-designated format ▪ Use templates to list the resources used including author, title, and city of publication, publisher, copyright date and/or web address. 	<p>With teacher guidance the students will:</p> <ul style="list-style-type: none"> • Reflect using teacher created tools (rubric, reflections questions) • Determine if all requirements are included • Analyze product for quality and justify observations using teacher created materials • Identify improvements to be made for future products
4	<ul style="list-style-type: none"> • Select effective guiding questions for research • Follow a structured plan for research <ul style="list-style-type: none"> - Choose topic - Generate what they know and what they want to know - Generate questions - Group questions into common themes/subjects - Use teacher-selected resources and/or the electronic catalog (OPAC) - Gather information by recording key phrases and /or key words and include title of resource - Organize and classify in order to summarize information with teacher assistance. - Monitor and adjust research • Use understanding of organization to locate resources and find appropriate materials <ul style="list-style-type: none"> - Select books appropriate to reading level - Use table of contents, index, or alphabetical list on a web site - Use the electronic catalog (OPAC) with guidance to identify and find materials 	<ul style="list-style-type: none"> ▪ Communicate new information in a teacher designated format ▪ Distinguish between fact and opinion with teacher guidance ▪ Put new information into their own words ▪ Organize the information into a logical sequence ▪ Support each main idea with accurate information from various resources ▪ Construct meaningful and specific connections between new information and other text, one's self and the world ▪ Communicate ideas in a teacher-designated format ▪ Use templates to list the resources used including author, title, and city of publication, publisher, copyright date and web address. 	<p>With teacher guidance the students will:</p> <ul style="list-style-type: none"> • Reflect using teacher created tools (rubric, reflections questions) • Determine if all requirements are included • Analyze product for quality and justify observations using teacher created materials • Identify improvements to be made for future products

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	Gather information for a specific purpose	Analyze and evaluate information to create a solution and/or a product.	Evaluate both the process and the product
Core Concepts	<ul style="list-style-type: none"> • <i>Information is organized in various ways.</i> • <i>Information can be accessed efficiently and effectively.</i> • <i>Information from any source needs to be checked for accuracy and reliability.</i> 	<ul style="list-style-type: none"> • <i>Life-long learners can think critically and make informed decisions.</i> 	<ul style="list-style-type: none"> • <i>Reflection is a key component of continuous improvement.</i> • <i>Evaluation takes place throughout the gathering and using of information.</i>
5-6	<ul style="list-style-type: none"> • Generate and select effective guiding questions for research in a variety of content areas. • Evaluate guiding questions (characterized as open, deep, and interesting) with assistance. • Incorporate critical thinking skills ie.Blooms' taxonomy (with assistance). • Develop a plan (with guidance) based on criteria established by the teacher. <ul style="list-style-type: none"> - Use teacher as well as student selected resources. - Gather information using key words and quotation in notes. - Document sources. - Classify and organize information - Summarize information. • Locate resources and materials to obtain information. <ul style="list-style-type: none"> - Select material appropriate to reading level - Use Table of Contents, Index, or alphabetical list - Use electronic catalog (OPAC) with guidance to identify and find materials. • Apply search strategies (with guidance) to narrow or expand focus in print and non print sources • Use a variety of resources with assistance 	<ul style="list-style-type: none"> ▪ Compare/contrast prior knowledge with the new information. ▪ Put new information into their own words ▪ Use district modified MLA citation format to reference resources (with assistance). ▪ Create an original interpretation of information that properly credits the ideas of others. ▪ Select accurate and valid information from a variety of resources e.g. website, cross reference website information with print sources to verify accuracy and validity (website profile attached). 	<ul style="list-style-type: none"> • Reflect on the process, thoroughness of content and quality of product using criteria and/or rubric. • Monitor and adjust research. • Compare self-reflection to teacher evaluation. • Revise product based on self-assessment and teacher input.

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7-8-9	<ul style="list-style-type: none"> ▪ Generate questions for research in a variety of content areas ▪ Respond to guiding questions <ul style="list-style-type: none"> - Evaluate questions for characteristics of open, deep, and interesting (Blooms' taxonomy) • Develop a plan independently based on criteria/elements established by the teacher <ul style="list-style-type: none"> - Generate questions - Use teacher selected and student-selected resources including both primary and secondary sources - Take notes in key words, short phrases, quotations and document the source where they were found - Organize and classify in order to summarize information using a graphic organizer or outline • Locate appropriate resources • Apply search strategies with guidance to narrow or expand focus in print and non-print materials including Boolean logic • Determine which resource meet the specific research purpose • Use a variety of resources (with some assistance) 	<ul style="list-style-type: none"> ▪ Compare and contrast new facts/ideas ▪ Combine ideas to make new generalizations ▪ Analyze author's bias and how it influences meaning ▪ Defend, qualify, or dispute differing interpretations/viewpoints of a given text ▪ Use district MLA format to document all print/non-print sources including complex sources with guidance <ul style="list-style-type: none"> - Recognize when internal documentation is needed and use with guidance ▪ Create an original interpretation of information that properly credits the ideas of other ▪ Select accurate and valid information from a variety of resources e.g. web site 	<ul style="list-style-type: none"> • Reflect on the process, thoroughness of content and quality of product using criteria and/or rubric • Monitor and adjust their research • Compare self-reflection to teacher evaluation • Revise product based on self assessment and teacher input

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10-11-12	<ul style="list-style-type: none"> • Generate and show the relationships among interrelated questions about a topic <ul style="list-style-type: none"> - Connect with other issues/disciplines and personal experience • Develop a research plan <ul style="list-style-type: none"> - Vary elements based on audience and purpose - Use strategies to organize and narrow the search - Use primary and secondary resources when appropriate and document resources used • Use a variety of resources to gather information independently <ul style="list-style-type: none"> - Balance types of resources used - Cross-reference resources for accuracy and validity 	<ul style="list-style-type: none"> • Make inferences that can be supported from the information gathered • Select and integrate accurate, valid, and relevant information from a variety of resources • Communicate ideas and information in a format that promotes a new perspective or interpretation of content • Create an original interpretation of information that properly credits the ideas of others <ul style="list-style-type: none"> - Use internal citation • Independently consult an MLA authority to document all print/nonprint resources 	<ul style="list-style-type: none"> • Reflect on the process • Reflect on how the process directly affected the quality of the product • Revise product based on self-assessment and/or teacher input