

Information Literacy Standards

December

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Newtown Public Schools

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Statement of Purpose

The Newtown Public Schools Information Literacy Standards provide a framework for diverse research experiences that allow students to develop 21st century skills required by our increasingly digital world.

These standards specify skills that will be embedded across content areas in order for students to become independent, competent, creative, responsible, and ethical users/communicators of information. The Newtown Public Schools Information Literacy Standards are aligned with the Connecticut literacy standards and standards outlined by the American Association of School Librarians (AASL) and the International Society for Technology in Education (ISTE).

Please note: The naming/numbering convention used within the NPS Information Literacy Standards is as follows:

(Grade Level).(Skill Set).(Guiding Standard).(Student Objective)

Example: Student Objective 4.1.1.6 is read:

(Grade 4) (Skill Set 1) (Guiding Standard 1) (Student Objective 6)

~ Doris Papp, *Media Specialist*, Hawley Elementary School

~ Beverly Bjorklund, *Media Specialist*, Head O' Meadow Elementary School

~ Suzanne Hurley, *Media Specialist*, Middle Gate Elementary School

~ Yvonne Cech, *Media Specialist*, Sandy Hook Elementary School

~ Pia Ledina, *Media Specialist*, Reed Intermediate School

~ Jeanne Bugay, *Media Specialist*, Newtown Middle School

~ Liza Zandonella, *Media Specialist*, Newtown High School

~ Tiffany Cotroneo, *Media Specialist*, Newtown High School

Information Literacy Standards: Kindergarten

Skill Set K.1: Follow an inquiry-based process to identify and select appropriate sources.

K.1.1 Guiding Standard(s):

Information is organized in various ways. Information can be accessed efficiently and effectively. Information from any source needs to be checked for accuracy and reliability. (AASL 1.1) (ISTE 3)

K.1.1 Essential Question(s):

- How do students utilize learning skills and strategies to identify sources that address their information need(s)?

K.1.1 Student Objectives:

- K.1.1.1 Participate in shared research projects. (CCSS K.W.7)
- K.1.1.2 Create questions to guide simple inquiry-based projects with support.
- K.1.1.3 With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (CCSS K.W.8)
- K.1.1.4 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. (AASL 1.1.6)

Skill Set K.2: Apply higher-order thinking skills to gather and record information, draw conclusions, and create new understandings.

K.2.1 Guiding Standard(s):

Informed decisions require critical thinking. (AASL 2) Lifelong learners draw conclusions from information and apply knowledge to curricular areas, real world situations and further investigations. (AASL 2) (ISTE 4) Evaluation takes place throughout the gathering and using of information. (AASL 1.2, 2)

K.2.1 Essential Questions

- How do students evaluate the accuracy and reliability of sources? (Begins in Grade 3)
- How do students use critical thinking skills to extract, synthesize and communicate relevant information?

K.2.1 Student Objectives:

- K.2.1.1 Use a combination of drawing, dictating, and writing to create new understandings. (CCSS K.W.2)
- K.2.1.2 Communicate information with others.
- K.2.1.3 Confirm understanding of information learned about the topic.

Skill Set K.3: Assess and reflect upon process and product.***K.3.1 Guiding Standard(s):***

Reflection is a key component of continuous improvement. (AASL 4.4) Lifelong learners evaluate process, product, new knowledge and understanding. (AASL 4.4)

K.3.1 Essential Question(s):

- How will students effectively gauge if they have satisfied their information need or solved their problem?
- How will students apply new knowledge and acquired skills to real world situations and future investigations?

K.3.1 Student Objectives:

- K.3.1.1 With guidance and support, reflect on process used (ex. checklist, rubric). (AASL 1.4.2)
- K.3.1.2 With guidance and support, determine if all requirements are included. (AASL 1.4.3)
- K.3.1.3 With guidance and support, respond to questions and suggestions from peers. (CCSS K.W.5)

Skill Set K.4: Use information and technology ethically and responsibly.***K.4.1 Guiding Standard(s):***

Lifelong learners use information and knowledge ethically and responsibly. (AASL 3.4) (ISTE 3, 5)

K.4.1 Essential Question(s):

- How will students utilize strategies as ethical and responsible members of an increasingly digital society?

K.4.1 Student Objectives:

- K.4.1.1 Adhere to the NPS Responsible Use Policy.
- K.4.1.2 Identify the title, author and illustrator of a book with guidance and support. (AASL 1.3.1)
- K.4.1.3 Define the role of the author and illustrator of a book with guidance and support. (CCSS K.R.I.6)

Information Literacy Standards: Grade 1

Skill Set 1.1: Follow an inquiry-based process to identify and select appropriate sources.

1.1.1 Guiding Standard(s):

Information is organized in various ways. Information can be accessed efficiently and effectively. Information from any source needs to be checked for accuracy and reliability. (AASL 1.1) (ISTE 3)

1.1.1 Essential Question(s):

- How do students utilize learning skills and strategies to identify sources that address their information need(s)?

1.1.1 Student Objectives:

- 1.1.1.1 Participate in shared research projects. (CCSS 1.W.7)
- 1.1.1.2 Create and sort questions to guide simple inquiry-based projects with guidance and support.
- 1.1.1.3 With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (CCSS 1.W.8)
- 1.1.1.4 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. (AASL 1.1.6)
- 1.1.1.5 With guidance and support, know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CCSS 1.RT.5)

Skill Set 1.2: Apply higher-order thinking skills to gather and record information, draw conclusions, and create new understandings.

1.2.1 Guiding Standard(s):

Informed decisions require critical thinking. (AASL 2) Lifelong learners draw conclusions from information and apply knowledge to curricular areas, real world situations and further investigations. (AASL 2) (ISTE 4) Evaluation takes place throughout the gathering and using of information. (AASL 1.2, 2)

1.2.1 Essential Question(s):

- How do students evaluate the accuracy and reliability of sources? (Begins in Grade 3)
- How do students use critical thinking skills to extract, synthesize and communicate relevant information?

1.2.1 Student Objectives:

- 1.2.1.1 Sort information into assigned categories with guidance and support.
- 1.2.1.2 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. (AASL 2.1.6)
- 1.2.1.3 Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes. (District Strategic Planning 21st Century Skills-3)

Skill Set 1.3: Assess and reflect upon process and product.

1.3.1 Guiding Standard(s):

Reflection is a key component of continuous improvement. (AASL 4.4) Lifelong learners evaluate process, product, new knowledge and understanding. (AASL 4.4)

1.3.1 Essential Question(s):

- How will students effectively gauge if they have satisfied their information need or solved their problem?
- How will students apply new knowledge and acquired skills to real world situations and future investigations?

1.3.1 Student Objectives:

- 1.3.1.1 With guidance and support, reflect on process used (ex. checklist, rubric). (AASL 1.4.2)
- 1.3.1.2 With guidance and support, determine if all requirements are included. (AASL 1.4.3)
- 1.3.1.3 With guidance and support, analyze product for quality.

Skill Set 1.4: Use information and technology ethically and responsibly.

1.4.1 Guiding Standard(s):

Lifelong learners use information and knowledge ethically and responsibly. (AASL 3.4) (ISTE 3, 5)

1.4.1 Essential Question(s):

- How will students utilize strategies as ethical and responsible members of an increasingly digital society?

1.4.1 Student Objectives:

- 1.4.1.1 Adhere to the NPS Responsible Use Policy.
- 1.4.1.2 Identify the title, author and illustrator of a book with guidance and support. (AASL 1.3.1)
- 1.4.1.3 Define the role of the author and illustrator of a book with guidance and support.

Information Literacy Standards: Grade 2

Skill Set 2.1: Follow an inquiry-based process to identify and select appropriate sources.

2.1.1 Guiding Standard(s):

Information is organized in various ways. Information can be accessed efficiently and effectively. Information from any source needs to be checked for accuracy and reliability. (AASL 1.1) (ISTE 3)

2.1.1 Essential Question(s):

- How do students utilize learning skills and strategies to identify sources that address their information need(s)?

2.1.1 Student Objectives:

- 2.1.1.1 Participate in shared research projects. (CCSS 2.W.7)
- 2.1.1.2 Recall information from experiences or gather information from provided sources to answer a question. (CCSS 2.W.8)
- 2.1.1.3 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. (AASL 1.1.6)
- 2.1.1.4 Create and sort questions to guide simple inquiry-based projects with support.
- 2.1.1.5 With guidance and support, find, evaluate, and select appropriate sources to answer questions. (AASL 1.1.4)
- 2.1.1.6 With guidance and support, know and use various text features (i.e., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CCSS 2.R.1.5)

Skill Set 2.2: Apply higher-order thinking skills to gather and record information, draw conclusions, and create new understandings.

2.2.1 Guiding Standard(s):

Informed decisions require critical thinking. (AASL 2) Lifelong learners draw conclusions from information and apply knowledge to curricular areas, real world situations and further investigations. (AASL 2) (ISTE 4) Evaluation takes place throughout the gathering and using of information. (AASL 1.2, 2)

2.2.1 Essential Question(s):

- How do students evaluate the accuracy and reliability of sources? (Begins in Grade 3)
- How do students use critical thinking skills to extract, synthesize and communicate relevant information?

2.2.1 Student Objectives:

- 2.2.1.1 Create new understandings in a teacher-designated format. (CCSS 2.W.7)
- 2.2.1.2 Organize the information into a logical sequence. (CCSS 2.W.7)
- 2.2.1.3 Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes. (CCSS 2.W.6, District Strategic Planning 21st Century)

Skill Set 2.3: Assess and reflect upon process and product.

2.3.1 Guiding Standard(s):

Reflection is a key component of continuous improvement. (AASL 4.4) Lifelong learners evaluate process, product, new knowledge and understanding. (AASL 4.4)

2.3.1 Essential Question(s):

- How will students effectively gauge if they have satisfied their information need or solved their problem?
- How will students apply new knowledge and acquired skills to real world situations and future investigations?

2.3.1 Student Objectives:

- 2.3.1.1 With guidance and support, reflect on process used (ex. checklist, rubric). (AASL 1.4.2)
- 2.3.1.2 With guidance and support, determine if all requirements are included. (AASL 1.4.3)
- 2.3.1.3 With guidance and support, analyze product for quality.

Skill Set 2.4: Use information and technology ethically and responsibly.

2.4.1 Guiding Standard(s):

Lifelong learners use information and knowledge ethically and responsibly. (AASL 3.4) (ISTE 3, 5)

2.4.1 Essential Question(s):

- How will students utilize strategies as ethical and responsible members of an increasingly digital society?

2.4.1 Student Objectives:

2.4.1.1 Adhere to the NPS Responsible Use Policy.

2.4.1.2 Use templates to list the resources used, including author, title and publication date. (AASL 1.3.1)

2.4.1.3 Define the importance of the publication date of a source in relation to copyright. (AASL 1.3.1)

Information Literacy Standards: Grade 3

Skill Set 3.1: Follow an inquiry-based process to identify and select appropriate sources.

3.1.1 Guiding Standard(s):

Information is organized in various ways. Information can be accessed efficiently and effectively. Information from any source needs to be checked for accuracy and reliability. (AASL 1.1) (ISTE 3)

3.1.1 Essential Question(s):

- How do students utilize learning skills and strategies to identify sources that address their information need(s)?

3.1.1 Student Objectives:

- 3.1.1.1 With guidance and support, conduct short research projects that build knowledge about a topic. (CCSS 3.W.7)
- 3.1.1.2 With guidance and support, recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS 3.W.8)
- 3.1.1.3 Develop and refine a range of questions to frame search for new understanding. (AASL 1.1.3)
- 3.1.1.4 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. (AASL 1.1.6)
- 3.1.1.5 With guidance and support, find, evaluate, and select appropriate sources to answer questions. (AASL 1.1.4)
- 3.1.1.6 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS 3.R.I.5)

Skill Set 3.2: Apply higher-order thinking skills to gather and record information, draw conclusions, and create new understandings.

3.2.1 Guiding Standard(s):

Informed decisions require critical thinking. (AASL 2) Lifelong learners draw conclusions from information and apply knowledge to curricular areas, real world situations and further investigations. (AASL 2) (ISTE 4) Evaluation takes place throughout the gathering and using of information. (AASL 1.2, 2)

3.2.1 Essential Question(s):

- How do students evaluate the accuracy and reliability of sources?
- How do students use critical thinking skills to extract, synthesize and communicate relevant information?

3.2.1 Student Objectives:

- 3.2.1.1 Organize the information into a logical sequence. (CCSS 3.W.8)
- 3.2.1.2 With guidance and support, make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. (AASL 1.1.7)
- 3.2.1.3 Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes. (CCSS 3.W.6, District Strategic Planning 21st Century)

Skill Set 3.3: Assess and reflect upon process and product.

3.3.1 Guiding Standard(s):

Reflection is a key component of continuous improvement. (AASL 4.4) Lifelong learners evaluate process, product, new knowledge and understanding. (AASL 4.4)

3.3.1 Essential Question(s):

- How will students effectively gauge if they have satisfied their information need or solved their problem?
- How will students apply new knowledge and acquired skills to real world situations and future investigations?

3.3.1 Student Objectives:

- 3.3.1.1 With guidance and support, reflect on process used (ex. checklist, rubric). (AASL 1.4.2)
- 3.3.1.2 With guidance and support, determine if all requirements are included. (AASL 1.4.3)
- 3.3.1.3 With support, analyze product for quality.
- 3.3.1.4 With support, identify improvements to be made for future products.

Skill Set 3.4: Use information and technology ethically and responsibly.

3.4.1 Guiding Standard(s):

Lifelong learners use information and knowledge ethically and responsibly. (AASL 3.4) (ISTE 3, 5)

3.4.1 Essential Question(s):

- How will students utilize strategies as ethical and responsible members of an increasingly digital society?

3.4.1 Student Objectives:

- 3.4.1.1 Adhere to the NPS Responsible Use Policy.
- 3.4.1.2 Include citation information for sources. (AASL 1.3.1)
- 3.4.1.3 Use templates to list the sources used including author, title, city of publication, publisher, copyright date, and relevant digital information. (AASL 1.3.1)

Information Literacy Standards: Grade 4

Skill Set 4.1: Follow an inquiry-based process to identify and select appropriate sources.

4.1.1 Guiding Standard(s):

Information is organized in various ways. Information can be accessed efficiently and effectively. Information from any source needs to be checked for accuracy and reliability. (AASL 1.1) (ISTE 3)

4.1.1 Essential Question(s):

- How do students utilize learning skills and strategies to identify sources that address their information need(s)?

4.1.1 Student Objective:

- 4.1.1.1 Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS 4.W.7)
- 4.1.1.2 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources used. (CCSS 4.W.8)
- 4.1.1.3 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. (AASL 1.1.6)
- 4.1.1.4 Develop and refine a range of questions to frame search for new understanding. (AASL 1.1.3)
- 4.1.1.5 With guidance and support, find, evaluate, and select appropriate sources to answer questions. (AASL 1.1.4)
- 4.1.1.6 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS 3.R.I.5)

Skill Set 4.2: Apply higher-order thinking skills to gather and record information, draw conclusions, and create new understandings.

4.2.1 Guiding Standard(s):

Informed decisions require critical thinking. (AASL 2) Lifelong learners draw conclusions from information and apply knowledge to curricular areas, real world situations and further investigations. (AASL 2) (ISTE 4) Evaluation takes place throughout the gathering and using of information. (AASL 1.2, 2)

4.2.1 Essential Question(s):

- How do students evaluate the accuracy and reliability of sources?
- How do students use critical thinking skills to extract, synthesize and communicate relevant information?

4.2.1 Student Objectives:

- 4.2.1.1 Organize the information into a logical sequence. (CCSS 4.W.8)
- 4.2.1.2 With guidance and support, make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. (AASL 1.1.7)
- 4.2.1.3 Summarize or paraphrase information in notes and provide a list of sources used. (CCSS 4.W.8)
- 4.2.1.4 Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes. (CCSS 4.W.6, District Strategic Planning 21st Century)

Skill Set 4.3: Assess and reflect upon process and product.

4.3.1 Guiding Standard(s):

Reflection is a key component of continuous improvement. (AASL 4.4) Lifelong learners evaluate process, product, new knowledge and understanding. (AASL 4.4)

4.3.1 Essential Question(s):

- How will students effectively gauge if they have satisfied their information need or solved their problem?
- How will students apply new knowledge and acquired skills to real world situations and future investigations?

4.3.1 Student Objective:

- 4.3.1.1 With guidance and support, reflect on process used (ex. checklist, rubric). (AASL 1.4.2)
- 4.3.1.2 With guidance and support, determine if all requirements are included. (AASL 1.4.3)
- 4.3.1.3 With support, analyze product for quality.
- 4.3.1.4 With support, identify improvements to be made for future products.

Skill Set 4: Use information and technology ethically and responsibly.

4.4.1 Guiding Standard(s):

Lifelong learners use information and knowledge ethically and responsibly. (AASL 3.4) (ISTE 3, 5)

4.4.1 Essential Question(s):

- How will students utilize strategies as ethical and responsible members of an increasingly digital society?

4.4.1 Student Objectives:

- 4.4.1.1 Adhere to the NPS Responsible Use Policy.
- 4.4.1.2 Include citation information for sources. (AASL 1.3.1)
- 4.4.1.3 Use templates to list the sources used including author, title, city of publication, publisher, copyright date, and digital information. (AASL 1.3.1)

Information Literacy Standards: Grades 5 & 6

Skill Set 5-6.1: Follow an inquiry-based process to identify and select appropriate sources.

5-6.1.1 Guiding Standard(s):

Information is organized in various ways. Information can be accessed efficiently and effectively. Information from any source needs to be checked for accuracy and reliability. (AASL 1.1) (ISTE 3)

5-6.1.1 Essential Question(s):

- How do students utilize learning skills and strategies to identify sources that address their information need(s)?

5-6.1.1 Student Objectives:

- 5-6.1.1.1 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic based upon criteria established by the teacher. (CCSS 5.W.7, CCSS 6.W.7)
- 5-6.1.1.2 Develop and refine a range of questions to frame inquiry-based research in a variety of content areas with guidance and support. (AASL 1.1.3)
- 5-6.1.1.3 Recall relevant information from experiences or gather relevant information from multiple print and digital sources. (CCSS 5.W.8, CCSS 6.W.8)
- 5-6.1.1.4 Read, view and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning (AASL 1.1.6)
- 5-6.1.1.5 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS 5.RIT.7, AASL 1.1.4)

Skill Set 5-6.2: Apply higher-order thinking skills to gather and record information, draw conclusions, and create new understandings.

5-6.2.1 Guiding Standard(s):

Informed decisions require critical thinking. (AASL 2) Lifelong learners draw conclusions from information and apply knowledge to curricular areas, real world situations and further investigations. (AASL 2) (ISTE 4) Evaluation takes place throughout the gathering and using of information. (AASL 1.2, 2)

5-6.2.1 Essential Question(s):

- How do students evaluate the accuracy and reliability of sources?
- How do students use critical thinking skills to extract, synthesize and communicate relevant information?

5-6.2.1 Student Objectives:

- 5-6.2.1.1 Begin to make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. (CCSS 5.RIT.6, CCSS 6.RIT.6)
- 5-6.2.1.2 Evaluate and select accurate information from chosen sources. (CCSS 5.W.8, AASL 1.1.4)
- 5-6.2.1.3 Make inferences and gather meaning that can be supported with evidence from information presented in any format (e.g., textual, visual, media, digital). (CCSS 5.RIT.7, CCSS 6.RIT.1)
- 5-6.2.1.4 Synthesize ideas and refine questions to frame the search for new understanding. (CCSS 6.W.7, AASL 1.2.5)
- 5-6.2.1.5 Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS 5.W.9, CCSS 6.W.9)
- 5-6.2.1.6 Summarize or paraphrase information in notes (and finished work), and provide (gather) a list of sources. (CCSS 5.W.8)
- 5-6.2.1.7 Integrate information presented in different media or formats on the same topic in order to write or speak about the subject knowledgeably. (CCSS 5.RIT.9, CCSS 6.RIT.7)
- 5-6.2.1.8 Use the writing process, digital media, visual literacy and technology skills to create an original interpretation of information with guidance and support. (CCSS 5.SL.5)
- 5-6.2.1.9 Begin to collaborate with others to exchange ideas, consider diverse and global perspectives, draw conclusions, and develop new understandings. (CCSS 5.SL.1.d)

Skill Set 5-6.3: Assess and reflect upon process and product.***5-6.3.1 Guiding Standard(s):***

Reflection is a key component of continuous improvement. (AASL 4.4) Lifelong learners evaluate process, product, new knowledge and understanding. (AASL 4.4)

5-6.3.1 Essential Question(s):

- How will students effectively gauge if they have satisfied their information need or solved their problem?
- How will students apply new knowledge and acquired skills to real world situations and future investigations?

5-6.3.1 Student Objectives:

- 5-6.3.1.1 Assess the credibility and accuracy of each source. (CCSS 5.W.8, CCSS 6.W.8)
- 5-6.3.1.2 Reflect on the process, thoroughness of content, and quality of product based on assessment criteria and or rubric. (AASL 4.4)
- 5-6.3.1.3 Compare self-reflection to teacher evaluation.

Skill Set 5-6.4: Use information and technology ethically and responsibly.***5-6.4.1 Guiding Standard(s):***

Lifelong learners use information and knowledge ethically and responsibly. (AASL 3.4) (ISTE 3, 5)

5-6.4.1 Essential Question(s):

- How will students utilize strategies as ethical and responsible members of an increasingly digital society?

5-6.4.1 Student Objectives:

- 5-6.4.1.1 Adhere to the NPS Responsible Use Policy.
- 5-6.4.1.2 Integrate information while avoiding plagiarism. (CCSS 5.W.8, CCSS 6.W.8)
- 5-6.4.1.3 Use guides and examples to appropriately cite sources and the ideas of others according to standard style. (AASL 3.3.7)

Information Literacy Standards: Grade 7

Skill Set 7.1: Follow an inquiry-based process to identify and select appropriate sources.

7.1.1 Guiding Standard(s):

Information is organized in various ways. Information can be accessed efficiently and effectively. Information from any source needs to be checked for accuracy and reliability. (AASL 1.1) (ISTE 3)

7.1.1 Essential Question(s):

- How do students utilize learning skills and strategies to identify sources that address their information need(s)?

7.1.1 Student Objectives:

- 7.1.1.1 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS 7.W.7)
- 7.1.1.2 Determine information need and identify accurate sources at the appropriate reading level.
- 7.1.1.3 Develop and refine a range of questions to frame the search for new understanding. (AASL 1.1.3)
- 7.1.1.4 Read, view and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. (AASL 1.1.6)
- 7.1.1.5 Gather relevant information from multiple print and digital sources, using search terms effectively; quote or paraphrase the data and conclusions of others. (CCSS 7.W.8)

Skill Set 7.2: Apply higher-order thinking skills to gather and record information, draw conclusions, and create new understandings.

7.2.1 Guiding Standard(s):

Informed decisions require critical thinking. (AASL 2) Lifelong learners draw conclusions from information and apply knowledge to curricular areas, real world situations and further investigations. (AASL 2) (ISTE 4) Evaluation takes place throughout the gathering and using of information. (AASL 1.2, 2)

7.2.1 Essential Question(s):

- How do students evaluate the accuracy and reliability of sources?
- How do students use critical thinking skills to extract, synthesize and communicate relevant information?

7.2.1 Student Objectives:

- 7.2.1.1 Assess the credibility and accuracy of each source. (CCSS 8.W.8)
- 7.2.1.2 Record notes in keywords, short phrases, and quotations, and document the source in which they are found.
- 7.2.1.3 Organize and classify notes using either a print or digital graphic organizer or outline with guidance.
- 7.2.1.4 Synthesize ideas and refine questions to frame the search for new meaning. (AASL 1.1.3)
- 7.2.1.5 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. (AASL 1.1.7, CC7.RIT.6)
- 7.2.1.6 Use prior and background knowledge as context for new learning. (AASL 1.1.2)
- 7.2.1.7 Evaluate differing interpretations and assess if the reasoning is sound, and the information is sufficient to support the claim. (CC7.RIT.8)
- 7.2.1.8 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study. (CCSS 7.SL.2)
- 7.2.1.9 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (CCSS R7.W.6)
- 7.2.1.10 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. (CCSS 7.SL.1)

Skill Set 7.3: Assess and reflect upon process and product.***7.3.1 Guiding Standard(s):***

Reflection is a key component of continuous improvement. (AASL 4.4) Lifelong learners evaluate process, product, new knowledge and understanding. (AASL 4.4)

7.3.1 Essential Question(s):

- How will students effectively gauge if they have satisfied their information need or solved their problem?
- How will students apply new knowledge and acquired skills to real world situations and future investigations?

7.3.1 Student Objectives:

- 7.3.1.1 Reflect on the process, thoroughness of content and quality of product based on assessment criteria or rubric.
- 7.3.1.2 Revise product according to teacher input and peer review.
- 7.3.1.3 Assess the quality and effectiveness of the learning product. (AASL 3.4.2)

Skill Set 7.4: Use information and technology ethically and responsibly.***7.4.1 Guiding Standard(s):***

Lifelong learners use information and knowledge ethically and responsibly. (AASL 3.4) (ISTE 3, 5)

7.4.1 Essential Question(s):

- How will students utilize strategies as ethical and responsible members of an increasingly digital society?

7.4.1 Student Objectives:

- 7.4.1.1 Adhere to the NPS Responsible Use Policy.
- 7.4.1.2 With support and guidance, credit ideas of others to avoid plagiarism.
- 7.4.1.3 With support and guidance, follow a standard format for citation. (CCSS 7.W.8)

Information Literacy Standards: Grade 8

Skill Set 8.1: Follow an inquiry-based process to identify and select appropriate sources.

8.1.1 Guiding Standard(s):

Information is organized in various ways. Information can be accessed efficiently and effectively. Information from any source needs to be checked for accuracy and reliability. (AASL 1.1) (ISTE 3)

8.1.1 Essential Question(s):

- How do students utilize learning skills and strategies to identify sources that address their information need(s)?

8.1.1 Student Objectives:

- 8.1.1.1 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS 8.W.7)
- 8.1.1.2 Determine information need and identify appropriate sources at the appropriate reading level.
- 8.1.1.3 With guidance, apply advanced search strategies to narrow or expand inquiry.
- 8.1.1.4 Gather relevant information from multiple print and digital sources, using search terms effectively. (CCSS 8.W.8)
- 8.1.1.5 Locate and access print and digital sources using advanced search strategies and appropriate search terms.
- 8.1.1.6 Locate and access primary sources.

Skill Set 8.2: Apply higher-order thinking skills to gather and record information, draw conclusions, and create new understandings.

8.2.1 Guiding Standard(s):

Informed decisions require critical thinking. (AASL 2) Lifelong learners draw conclusions from information and apply knowledge to curricular areas, real world situations and further investigations. (AASL 2) (ISTE 4) Evaluation takes place throughout the gathering and using of information. (AASL 1.2, 2)

8.2.1 Essential Question(s):

- How do students evaluate the accuracy and reliability of sources?
- How do students use critical thinking skills to extract, synthesize and communicate relevant information?

8.2.1 Student Objectives:

- 8.2.1.1 Assess the credibility and accuracy of each source. (CCSS 8.W.8)
- 8.2.1.2 Record notes in keywords, short phrases, and quotations, and document the source in which they are found.
- 8.2.1.3 Organize and classify notes using either a print or digital graphic organizer or outline with guidance.
- 8.2.1.4 Paraphrase data and conclusions of others. (CCSS 8.W.8)
- 8.2.1.5 Synthesize ideas and refine questions to frame the search for new understanding.
- 8.2.1.6 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. (AASL 1.1.7, CCSS 8.RIT.6)
- 8.2.1.7 Delineate and evaluate differing interpretations and viewpoints of a given text and determine if the reasoning is sound and the information is sufficient to support the claim. (CCSS 8.RIT.8)
- 8.2.1.8 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (CCSS R8.W.6)
- 8.2.1.9 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. (CCSS 8.SL.1)

Skill Set 8.3: Assess and reflect upon process and product.***8.3.1 Guiding Standard(s):***

Reflection is a key component of continuous improvement. (AASL 4.4) Lifelong learners evaluate process, product, new knowledge and understanding. (AASL 4.4)

8.3.1 Essential Question(s):

- How will students effectively gauge if they have satisfied their information need or solved their problem?
- How will students apply new knowledge and acquired skills to real world situations and future investigations?

8.3.1 Student Objectives:

- 8.3.1.1 Reflect on the process, thoroughness of content and quality of product based on assessment criteria or rubric.
- 8.3.1.2 Revise product according to teacher input and peer review.
- 8.3.1.3 Assess the quality and effectiveness of the learning product. (AASL 3.4.2)

Skill Set 8.4: Use information and technology ethically and responsibly.***8.4.1 Guiding Standard(s):***

Lifelong learners use information and knowledge ethically and responsibly. (AASL 3.4) (ISTE 3, 5)

8.4.1 Essential Question(s):

- How will students utilize strategies as ethical and responsible members of an increasingly digital society?

8.4.1 Student Objectives:

- 8.4.1.1 Adhere to the NPS Responsible Use Policy.
- 8.4.1.2 With support and guidance, credits ideas of others to avoid plagiarism.
- 8.4.1.3 With support and guidance, follows a standard format for citation. (CCSS 8.W.8)

Information Literacy Standards: Grades 9 & 10

Skill Set 9-10.1: Follow an inquiry-based process to identify and select appropriate sources.

9-10.1.1 Guiding Standard(s):

Information is organized in various ways. Information can be accessed efficiently and effectively. Information from any source needs to be checked for accuracy and reliability. (AASL 1.1) (ISTE 3)

9-10.1.1 Essential Question(s):

- How do students utilize learning skills and strategies to identify sources that address their information need(s)?

9-10.1.1 Student Objectives:

- 9-10.1.1.1 Determine information need and develop a research plan.
- 9-10.1.1.2 Implement an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge. (CCSS 9-10.W.9.B)
- 9-10.1.1.3 Effectively select and incorporate multiple sources of information presented in diverse formats, including primary and secondary sources when appropriate, and document all sources used. (CCSS 9-10.R.1.9) (CCSS 9-10.S.L.2)
- 9-10.1.1.4 Implement strategies to organize and narrow search. (CCSS 9-10.W.7)
- 9-10.1.1.5 Demonstrate adaptability and persistence by changing the inquiry focus, resources or strategies used when necessary to gain a broad perspective and achieve success. (CCSS 9-10.W.7)

Skill Set 9-10.2: Apply higher-order thinking skills to gather and record information, draw conclusions, and create new understandings.

9-10.2.1 Guiding Standard(s):

Informed decisions require critical thinking. (AASL 2) Lifelong learners draw conclusions from information and apply knowledge to curricular areas, real world situations and further investigations. (AASL 2) (ISTE 4) Evaluation takes place throughout the gathering and using of information. (AASL 1.2, 2)

9-10.2.1 Essential Question(s):

- How do students evaluate the accuracy and reliability of sources?
- How do students use critical thinking skills to extract, synthesize and communicate relevant information?

9-10.2.1 Student Objectives:

- 9-10.2.1.1 Generate and refine a range of effective questions to frame the search for new understanding. (CCSS 9-10.W.7)
- 9-10.2.1.2 Maintain a critical stance by questioning the validity and accuracy of all information (CCSS 9-10.W.7)(CCSS 9-10.S.L.2)
- 9-10.2.1.3 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as members of the community. (CCSS 9-10.S.L.1)
- 9-10.2.1.4 Monitor own information seeking processes for effectiveness and progress, assessing for gaps and weaknesses, and adapt as necessary. (CCSS 9-10.W.7)
- 9-10.2.1.5 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. (CCSS 9-10.W.9) (CCSS 9-10.W.1) (CCSS 9-10.S.L.2)
- 9-10.2.1.6 Incorporate media and visual literacy, and technology skills to create products that express new understandings. (CCSS 9-10 W.2)
- 9-10.2.1.7 Create an original interpretation of information that demonstrates understanding and properly credits the ideas of others. (CCSS 9-10.R.L.1); (CCSS 9-10.W.7)
- 9-10.2.1.8 Revise product based on self-assessment and teacher input (CCSS 9-10.W.7)

Skill Set 9-10.3: Assess and reflect upon process and product.***9-10.3.1 Guiding Standard(s):***

Reflection is a key component of continuous improvement. (AASL 4.4) Lifelong learners evaluate process, product, new knowledge and understanding. (AASL 4.4)

9-10.3.1 Essential Question(s):

- How will students effectively gauge if they have satisfied their information need or solved their problem?
- How will students apply new knowledge and acquired skills to real world situations and future investigations?

9-10.3.1 Student Objectives:

- 9-10.3.1.1 Reflect on the process by which learning was achieved in order to revise strategies and learn more effectively in the future.
- 9-10.3.1.2 Assess the quality and effectiveness of the learning product. (AASL 3.4.2)
- 9-10.3.1.3 Evaluate one's own ability to work with others in a group setting by assessing varied roles, leadership, and demonstrations of respect for other viewpoints.

Skill Set 9-10.4: Use information and technology ethically and responsibly.***9-10.4.1 Guiding Standard(s):***

Lifelong learners use information and knowledge ethically and responsibly. (AASL 3.4) (ISTE 3, 5)

9-10.4.1 Essential Question(s):

- How will students utilize strategies as ethical and responsible members of an increasingly digital society?

9-10.4.1 Student Objectives:

- 9-10.4.1.1 Adhere to the NPS Responsible Use Policy.
- 9-10.4.1.2 Respect copyright/intellectual property rights of creators and producers. (CCSS 9-10.W.8) (AASL 1.3.1)
- 9-10.4.1.3 Properly cite all sources used following a standard format for citation. (CCSS 9-10.W.8)

Information Literacy Standards: Grades 11 & 12

Skill Set 11-12.1: Follow an inquiry-based process to identify and select appropriate sources.

11-12.1.1 Guiding Standard(s):

Information is organized in various ways. Information can be accessed efficiently and effectively. Information from any source needs to be checked for accuracy and reliability. (AASL 1.1) (ISTE 3)

11-12.1.1 Essential Question(s):

- How do students utilize learning skills and strategies to identify sources that address their information need(s)?

11-12.1.1 Student Objectives:

- 11-12.1.1.1 Determine information need and implement an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization). (CCSS 11-12.W.9.B) (AASL 2.1.1)
- 11-12.1.1.2 Generate and refine a range of effective questions to frame the search for new understanding.
- 11-12.1.1.3 Demonstrate mastery of technology tools to pursue inquiry and access a variety of appropriate and valid sources to gather and record information. (CCSS 11-12.W.8) (AASL 1.1.8)
- 11-12.1.1.4 Implement strategies to organize and narrow search.
- 11-12.1.1.5 Incorporate primary and secondary sources when appropriate and document sources used.
- 11-12.1.1.6 Demonstrate adaptability and persistence by changing the inquiry focus, sources or strategies used when necessary to gain a broad perspective and achieve success. (CCSS 11-12.W.7) (AASL 1.2.5)

Skill Set 11-12.2: Apply higher-order thinking skills to gather and record information, draw conclusions, and create new understandings.

11-12.2.1 Guiding Standard(s):

Informed decisions require critical thinking. (AASL 2) Lifelong learners draw conclusions from information and apply knowledge to curricular areas, real world situations and further investigations. (AASL 2) (ISTE 4) Evaluation takes place throughout the gathering and using of information. (AASL 1.2, 2)

11-12.2.1 Essential Question(s):

- How do students evaluate the accuracy and reliability of sources?
- How do students use critical thinking skills to extract, synthesize and communicate relevant information?

11-12.2.1 Student Objectives:

- 11-12.2.1.1 Consider audience and purpose. (CCSS 11-12.W.8)
- 11-12.2.1.2 Maintain a critical stance by questioning the validity and accuracy of all information. (AASL 1.2.4)
- 11-12.2.1.3 Solicit and respect diverse perspectives while searching for information and collaborating with others. (AASL 3.3.1)
- 11-12.2.1.4 Synthesize information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information and point of view or bias. (CCSS 11-12.W.1) (AASL1.1.7)
- 11-12.2.1.5 Create an original interpretation of information that properly credits the ideas of others and supports their analysis.
- 11-12.2.1.6 Contribute to the exchange of ideas within and beyond the learning community. (AASL 3.3.5)
- 11-12.2.1.7 Revise product based on self-assessment and teacher input.

Skill Set 11-12.3: Assess and reflect upon process and product.***11-12.3.1 Guiding Standard(s):***

Reflection is a key component of continuous improvement. (AASL 4.4) Lifelong learners evaluate process, product, new knowledge and understanding. (AASL 4.4)

11-12.3.1 Essential Question(s):

- How will students effectively gauge if they have satisfied their information need or solved their problem?
- How will students apply new knowledge and acquired skills to real world situations and future investigations?

11-12.3.1 Student Objectives:

- 11-12.3.1.1 Reflect on the process by which learning was achieved in order to revise strategies and learn more effectively in the future. (AASL 3.4.1)
- 11-12.3.1.2 Assess the quality and effectiveness of the learning product. (AASL 3.4.2)
- 11-12.3.1.3 Evaluate one's own ability to work with others in a group setting by assessing varied roles, leadership, and demonstrations of respect for other viewpoints. (AASL 3.4.3)

Skill Set 11-12.4: Use information and technology ethically and responsibly.***11-12.4.1 Guiding Standard(s):***

Lifelong learners use information and knowledge ethically and responsibly. (AASL 3.4) (ISTE 3, 5)

11-12.4.1 Essential Question(s):

- How will students utilize strategies as ethical and responsible members of an increasingly digital society?

11-12.4.1 Student Objectives:

- 11-12.4.1.1 Adhere to the NPS Responsible Use Policy.
- 11-12.4.1.2 Respect copyright/intellectual property rights of creators and producers. (CCSS 11-12.W.8)
- 11-12.4.1.3 Properly cite all sources used following a standard format for citation. (CCSS 11-12.W.8)

Information Literacy Standards: Appendices

Appendices: Kindergarten & Grades 1-4

Teacher Training Opportunities

- Destiny Online Catalog, including Web Path Express
 - Search methods
 - Navigation
 - Keyword searches
- Online Databases and Encyclopedias (such as iCONN, EBSCO, Grolier Online, World Book Online)
 - Works Cited
- Professional Online Services (such as Discovery Streaming, TeachingBooks, BrainPOP, AtoZ Learning, Enchanted learning)
- Web site evaluation

Suggested Activities, Model Units, and Recommendations for Working with Students

- Collaborate with Library Media Specialist to plan lessons and/or units
- Identify title, author, publisher, city of publication, and copyright date using specific pages in book for Works Cited
- Find information using the table of contents, index and/or the glossary
- Use a variety of resources such as books, magazines, maps, ebooks, DVDs, and web sites
- Understand the differences between fiction and nonfiction
- Provide template for note-taking
- Use graphic organizers appropriate for research
- Use the interactive whiteboard to color code or cluster questions or key phrases on a specific topic
- Use sentence strips to sort questions or key phrases
- Generate list of questions about a topic
- Use various rewording strategies in note-taking such as:
 - Replace author's words with student language
 - Read a passage, close the book, and write facts you remember from the passage
 - Read print copies of a passage and write checks at the beginning of a key phrase that answers a research question
- Find books at appropriate reading level
- Create scavenger hunt activities using print and digital resources, including atlas, almanac, and encyclopedia
- Locate following citation components of print periodicals: title of magazine, date of issue, title of magazine article, author of article, and page numbers of article
- Refer to Works Consulted/Cited Guidelines Newtown Public Schools.

- Use digital resources to answer research questions. (Subscription databases and online encyclopedias such as EBSCO, World Book Online, Grolier Online, ICONN)
 - Identify and complete works cited for digital encyclopedia articles. (Refer to Works Consulted/Cited Guidelines Newtown Public Schools.)
 - Search for articles in digital sources using effective keywords and navigation tools such as article contents outlines
 - Understand search results should include: pagination, filtering or refining results, PDF and HTML formats and citation details about the magazine (title of magazine, date of issue, title of magazine article, author of article, and page numbers of article) with teacher guidance.
- Use online catalog to locate available resources in the LMC
 - Identify call number, title, author's name, and availability
 - Instruct students on the components of library catalog searches: components of effective keywords, making searches specific using title, author, series, subject, and keyword.
 - Instruct students on the advanced components of library catalog searches such as finding more detailed information, compiling lists, understanding copy information, placing holds.
- Identify format and purpose of call numbers in the library
- Locate book in library using call number on spine of book
- When introducing a new web site, expose students to the components of evaluating a Web site by thinking aloud with students regarding: Who, what, when, and why the webpage was published. (Kathy Schrock's Guide for Educators. *Discovery Education*.
<<http://school.discoveryeducation.com/schrockguide/eval.html>>)

Differentiation - Meeting the Needs of All Students

- Provide picture or audio cues to communicate procedure
- Partner students with a peer or adult to accomplish a task
- Create and use graphic organizers using pictures, icons, or words (such as *Kidspiration*)
- Provide opportunities for students to generate a list of topics individually or in small groups
- Provide opportunities for students to generate questions on a topic individually or in small groups
- Provide opportunities for students to find resources at appropriate reading levels with or without guidance
- Provide opportunities for students to use additional resources of their choice
- Provide opportunities for students to use LMC with an educational assistant, parent volunteer, or peer to find resources
- Provide opportunities for students to read about a topic individually or in a guided reading group
- Ask specific guided questions at different levels
- Provide additional subtopics or more limited topics to be researched
- Provide specific locations (book, chapter, or page) of information to be used by student
- Provide a template for completed project

- Encourage students to share or present information through a variety of formats. Some examples are performance, reader response, poster, diorama, art project, student made book, video, slideshow, digital pictures, audio narration
- Allow students to use technology (such as word processing software, *Inspiration*, *Kidspiration*) to complete parts of the research process instead of doing the tasks in written format
- Provide opportunities for students to learn print or online resources first, so they may be a resource to others. (Teacher may need to coordinate with LMS or resource teachers to accomplish this activity)

Resources

- School Web Site
- Content area curricula
- Class Web Sites, Newsletters
- Teacher-selected web sites and teacher-created project materials, such as Project Information Sheets and Rubrics
- Library Media Specialist
- Library Media Center Web Site
- Destiny, our Online Patron Access Catalog (OPAC)
- Subscription databases and online encyclopedias (such as EBSCO, World Book Online, Grolier Online, and Discovery Streaming)
- Online reading advisory databases (such as TeachingBooks.net, or NoveList K-8)
- LMC materials such as books, eBooks, periodicals, and digital materials
- Professional journals, periodicals, and online resources
- Research model (such as Big6)
- Newtown Public Schools Works Consulted/Works Cited reference (under teacher direction)
- Grade appropriate reference and reading materials
 - Age-appropriate periodicals available in classrooms and LMC
 - Online databases (such as EBSCO, ICONN)
 - Online encyclopedia (such as World Book Online, Grolier Online)
 - Reference: age-appropriate dictionaries, encyclopedias, almanacs, and atlases available in classrooms and LMC
- Age-appropriate software (such as MS Office, *KidPix*, *Inspiration*, *Kidspiration*)
- Newtown Public Schools Works Consulted/Works Cited templates
- Kathy Schrock’s Guide for Educators. *Discovery Education*.
<<http://school.discoveryeducation.com/schrockguide/eval.html>>
- Cyrenius Booth Public Library: <http://www.chboothlibrary.org>
- State of Connecticut Digital Library: <http://www.iconn.org>

Appendices: Grades 5-6

Teacher Training Opportunities

- Destiny Online Catalog
 - Search methods
 - Navigation
 - Keyword searches
 - WebPath Express
- Online Databases and Encyclopedias (such as iCONN, EBSCO, Expert Space World Book Online)
- Professional Online Services (such as Discovery Streaming, BrainPOP)
- Google Docs/Applications for Education
- Web site evaluation
- Works Cited

Suggested Activities, Model Units, and Recommendations for Working with Students

- Classroom teachers should collaborate with the Library Media Specialist to locate sources, select information, evaluate web sites and sources
- Teacher and Library Media Specialist should model guidelines in evaluating information on a web site: domain affiliation (i.e., .org, .edu, .gov, .com); date page was created/currency of site; author/publisher; accuracy of information through triangulation/cross-checking of info; and depth of information provided.
- Students should use a variety of information resources (such as personal interviews, print, video, television, web sites)
- Teachers and students should use software applications to create graphic organizers and projects
- Students should have opportunities to navigate teacher-selected and previewed web sites to answer “guiding questions”

Differentiation - Meeting the Needs of All Students

- Peer collaboration: Use cooperative-learning techniques—small groups should include learners with a variety of strengths and weaknesses
 - Activity Example: Group debate: In small groups, students research a topic of interest to present in debate format. Students select and support opposing points of view. Each student is assigned a unique role as part of the team
- Peer tutoring: Student collaboration partners work together to learn
 - Activity Example: When studying for a test, students pair off and take turns playing the role of teacher
- Vary expectations:
 - Chunk/tier assignments into smaller units for struggling students, while providing extension activities for high achieving students
- Incorporate a variety of learning styles in both the process and the product
 - Include something for visual, auditory and kinesthetic learners
 - Activity Example: in costume, students record or video interviews of the historical figure they researched
- Variety of resources (e.g. graphic novels, posters, photo documentaries, videos, audiobooks)

Resources

- Library Media Center web site (<https://sites.google.com/a/newtown.k12.ct.us/reedlmc/>)
- Reed Intermediate School Web Site (<http://newtown.reed.schooldesk.net/>)
- Class web sites
- Destiny, online library catalog
- WebPath Express search engine (accessible through Destiny) containing educator-reviewed and verified search results
- LMC Professional Collection, including journals and periodicals
- Reed LMC MLA Citations Guide
- Eisenberg, Michael, Berkowitz *The Big 6 Skills Model of Information Problem-solving*, <http://www.big6.com/index.php>. 3 March 2005. The "Big6™" is copyright © (1987) Michael B. Eisenberg and Robert E. Berkowitz.
- Cyrenius Booth Public Library: <http://www.chboothlibrary.org>
- Connecticut Digital Library: <http://www.iconn.org>

Appendices: Grades 7-8

Teacher Training Opportunities

- Destiny, online library catalog
- WebPath Express search engine (accessible through Destiny) containing educator-reviewed and verified search results
- State of Connecticut Digital Library – iCONN.org
- Web site evaluation

Suggested Activities, Model Units, and Recommendations for Working with Students

- Collaborate with the Library Media Specialist to locate sources, select information, evaluate web sites and cite sources
- Complete a S.P.I.R.E chart: Social, political, intellectual, religious, education of a time period
- Cross reference web site information with print sources to verify accuracy and validity
- Use any computer software to create a graphic organizer and concept map
- Use Edmodo to create a “flipped classroom”
- Use iMovie to create book trailers

Differentiation - Meeting the Needs of All Students

- Provide a range of reading level materials, including audiobooks, graphic novels
- Peer collaboration: think, pair, share
- Peer tutoring
- Jigsaw questions – students take ownership of a question and report to class
- Vary expectations: chunk/tier assignments into smaller units for struggling students
- Students create and teach a lesson to the class
- Group debate: students present a topic in debate format in which they select and support opposing viewpoints
- Web Quests - students solve a problem using the Internet
- Incorporate a variety of learning styles

Resources

- Library Media Specialist web site (http://myschooldesk.net/newtown/teachersite.aspx#site.7345_pid.31198_mid.55285)
- Class web sites
- Destiny, online library catalog
- WebPath Express search engine (accessible through Destiny) containing educator-reviewed and verified search results
- MLA Citation Reference Guide
- Professional Collection located in the Library Media Center, including periodicals, journals.
- Anderson, L & Krathwohl, D. editors. *The New Bloom's Taxonomy: A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.*
- Tomlinson, Carol Ann. *The Differentiated Classroom: Responding to the Needs of All Learners.*
- Calkins, Lucy et al. *Pathways to the Common Core.*
- Lemov, Doug. *Teach Like a champion.*
- WebPath Express search engine (accessible through Destiny) containing educator-reviewed and verified search results
- Cyrenius Booth Public Library: <http://www.chboothlibrary.org>
- State of Connecticut Digital Library: <http://www.iconn.org>

Appendices: Grades 9-12

Teacher Training Opportunities

- Hands-on workshops for the exploration of a wide variety of technology tools and practices
- One-on-one information literacy skills development for teachers
- Assistance with selecting/integrating appropriate technology to best meet instructional needs

Suggested Activities, Model Units, and Recommendations for Working with Students

- Collaboration with a Library Media Specialist to locate sources, select information, and evaluate web sites and sources
- Classroom teacher and Library Media Specialist model best practices in evaluating information on a web site: domain affiliation (i.e., .org, .edu, .gov, .com); date page was created/currency of site; author/publisher; accuracy of information through triangulation/cross-checking of info; and depth of information provided.
- Student use of a variety of resources (such as personal interviews, print, video, television, web sites)
- Student provided opportunities to navigate to classroom teacher and/or Library Media Specialist selected and previewed web sites to answer “guiding questions”

Differentiation - Meeting the Needs of All Students

- Peer collaboration
 - Students teach students (e.g. peer tutoring, presenting lessons to class)
 - Cooperative learning groups
- Choice of research topic and/or product that reflect students’ various interests, abilities, and learning styles
- Variety of resources (e.g. graphic novels, posters, photo documentaries, videos, audiobooks)
- Range of reading levels from intermediate to post high school
- APA citation for science students
- Varying expectations of process and product

Resources

- Library Media Center web site (<https://sites.google.com/a/newtown.k12.ct.us/nhs-lmc/home>)
- Class web sites
- Destiny, online library catalog
- WebPath Express search engine (accessible through Destiny) containing educator-reviewed and verified search results
- LMC Professional Collection
- Audio/Visual materials
- NHSLMC databases handout with access codes
- NHSLMC MLA Citations Reference Guide handout
- Cyrenius Booth Public Library: <http://www.chboothlibrary.org>
- State of Connecticut Digital Library: <http://www.iconn.org>