

Information Literacy Standards for Student Learning

Learners use skills, resources, and tools to:

Standard 1: Inquire, think critically, and gain knowledge.

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations and create new knowledge.

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

Standard 4: Pursue personal and aesthetic growth.

From *Standards For the 21st-Century Learner*, American Association of School Librarians, 2007. <http://www.ala.org/aasl/standards>.

Information Literacy Benchmarks

Benchmark 1A: The student who is information literate accesses information efficiently and effectively.

Benchmark 1B: The student who is information literate evaluates information critically and competently.

Benchmark 2A: The student who is information literate uses information accurately and creatively.

Benchmark 2B: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Benchmark 3A: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Benchmark 3B: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Benchmark 3C: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

Benchmark 4A: The student who is an independent learner is information literate and pursues information related to personal interests.

Benchmark 4B: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Library Media Learning Expectations Kindergarten

Benchmark	Key Concepts/Information	Expectation	Activity	Assessment
1A, 2A, 2B, 4A	<p>Information Skills <i>Students learn how a library is organized and how to access and use resources for different information needs.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> locate library, know names of staff, and ask for help. choose books by looking at cover, content, and illustrations. identify main parts of a book: cover, spine, title page, illustrations. locate easy/picture books in the appropriate section. understand how the library is organized into sections and find a favorite topic in appropriate section, with assistance. understand difference between nonfiction and fiction. 		
1A, 1B, 3A, 3B, 4A, 4B Big Six: 2, 3	<p>Lifelong Learning <i>Students are introduced to the library's purpose and procedures, as a basis for meeting reading and information needs throughout their education.</i></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> understand that libraries are a special place to enjoy the world of literature and information. identify the library and library staff as resources to help find out more about what they are learning in the classroom. request materials based on personal interests. demonstrate appropriate library behavior and book care. 		
1B, 4B	<p>Literary Appreciation <i>Students learn a basic literary vocabulary, and develop listening skills and independence in exploring books of their choice.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> define author and illustrator and recognize favorites by bodies of work. recall and communicate about stories and characters. recognize repetition, rhythm and rhyme in nursery rhymes, poetry, and wordplay. recognize different “voices” for different characters in stories read aloud or viewed in audiovisual formats and performances. become aware of the Caldecott Award. 		

Library Media Learning Expectations for Grade 1

Benchmark	Key Concepts/Information	Expectation	Activity	Assessment
1A, 2A, 2B, 4A	<p>Information Skills <i>Students learn how a library is organized and how to access and use resources for different information needs.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. use terminology about parts of a book. 2. locate books in easy/picture book section. 3. understand that nonfiction books are organized by topic (Dewey Decimal). 4. locate fiction, nonfiction, and reference materials in the library. 		
1A, 1B, 2A, 2B, 3A, 3B, 4A	<p>Lifelong Learning <i>Students learn the library's purpose and procedures as a basis for meeting reading and information needs throughout their education and their lives.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. use library to explore personal interests. 2. have knowledge of the public library. 3. demonstrate appropriate library behavior and book care. 		
1A, 1B, 2A, 4A, 4B	<p>Literary Appreciation <i>Students use the library to broaden their experience and enjoyment of literature, from books read aloud to books they choose for themselves.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. identify main character and setting in stories. 2. recognize that there are different literary genres. 3. self select appropriate reading materials. 		

Library Media Learning Expectations for Grade 2

Benchmark	Key	Expectation	Activity	Assessment
<p>1A, 1B, 2A, 2B, 3B</p> <p>Super 3</p>	<p>Information Skills <i>Students learn how a library is organized and how to access and use specific resources for beginning research and investigation as a class or individually.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Use the Super 3 Information Literacy Model for finding and organizing information. (Plan, Do, Review) 2. demonstrate understanding that books and other sources have an author, title, and publisher. 3. construct a bibliography using the title and author of sources used in research. 4. use a table of contents and index while working in a collaborative group. 5. use beginning reference sources for research: encyclopedia, atlas, dictionary. 	<p>Small Research assignment with collaboration with classroom teacher (Books, websites, and other sources already selected by librarian)</p>	
<p>1A, 1B, 2A, 2B, 3A, 3B, 3C</p> <p>Big Six: 1, 2, 3, 4, 5</p>	<p>Lifelong Learning <i>Students learn the library's purpose, procedures, and connections to other</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Independently and collaboratively locate and select fiction and nonfiction resources. 2. apply the skills learned in the school library to other 		

Library Media Learning Expectations for Grade 3

Benchmark	Key Concepts/Information	Expectation	Activity	Assessment
<p>1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B</p> <p>Big Six: 1 - 6</p>	<p>Information Skills <i>Students expand knowledge of library organization, utilize beginning reference materials for classroom research assignments, and learn to use tools and strategies for organizing and presenting results.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Use the Big 6 Information Literacy Model for finding and organizing information. 2. understand there is a system to classify library materials. 3. use library online catalog with assistance. 4. use keyword search strategy to find information. 5. use reference materials and OneSearch to locate information for personal or classroom research.(Reference material-encyclopedia, atlas, dictionary/introduce almanac, thesaurus) 6. use graphic organizers to display information. 7. construct a bibliography using simplified bibliographic format 	<p>Use the Big 6 as a step by step to meeting expectations</p>	
<p>1A, 1B, 2A, 2B, 3A, 3B, 4A</p> <p>Big Six: 1, 2, 3, 4, 5</p>	<p>Lifelong Learning <i>Students use the library regularly as an extension of the classroom and for personal reading needs and interests.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. use the library independently for locating, selecting, and borrowing materials. 2. demonstrate that libraries are a place to find information for recreational reading and research. 		

<p>1A, 1B, 4A, 4B</p> <p>Big Six: 1,2,3</p>	<p>Literary Appreciation <i>Students use the library to expand their knowledge and enjoyment of major authors in age-appropriate fiction.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. identify famous authors and illustrators. 2. recognize and choose appropriate reading material from different literary genres and formats. 		
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Library Media Learning Expectations for Grade 4

Benchmark	Key Concepts/Information	Expectation	Activity	Assessment
<p>1A, 1B, 2A, 2B, 3A, 3B, 3C, 4A, 4B</p> <p>Big Six: 1 - 6</p>	<p>Information Skills <i>Students locate and utilize reference and nonfiction sources with assistance to complete and evaluate a research assignment using the Big6 Information Literacy Model.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. demonstrate competency in using all steps of the Big6 Information Literacy Model to complete a research project. 2. independently locate fiction and nonfiction books using online card catalog and call numbers. 3. develop search strategies using title, keyword, author and subject. 4. use reference materials, OneSearch, and GoWyld to locate information for personal or classroom research. 5. utilize dictionaries, atlases, almanacs, encyclopedias, and online databases. 6. take concise notes. 7. construct a bibliography using EasyBib 8. evaluate quality of print and online resources. 	<p>Wyoming History multimedia project</p>	
<p>1A, 1B, 2A, 2B, 3A, 3B, 3C, 4A, 4B</p> <p>Big Six: 2, 3, 4, 5, 6</p>	<p>Lifelong Learning <i>Students use the library to support growth in reading development and to connect to other agencies for information needs.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. use outside sources to apply information literacy skills to other subject areas, with assistance. 2. develop an appreciation for literature. 3. recommend titles to other students based on personal experience. 	<p>Use Destiny Recommendation feature</p>	
<p>1A, 1B, 2B, 3A, 3B, 3C, 4B</p> <p>Big Six: 3, 4, 5</p>	<p>Literary Appreciation <i>Students expand knowledge and enjoyment of varieties of genres and explore local history.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. recognize distinguished authors including Newbery Award and Wyoming Literature awards. 2. use library resources to develop an appreciation for local and state history. 3. attend a presentation by a visiting author. 		

Library Media Learning Expectations for Grade 5

Benchmark	Key Concepts/Information	Expectation	Activity	Assessment
<p>1A, 1B, 2A, 2B, 3A, 3B, 3C, 4A, 4B</p> <p>Big Six: 1 - 6</p>	<p>Information Skills <i>Students combine previously learned skills to locate, select, and take notes for an inquiry based project using a variety of sources to be evaluated according to established criteria.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. demonstrate competency in using all steps of the Big6 Information Literacy Model to complete a research project. 2. evaluate a presentation using an established rubric. 3. choose appropriate search strategies to satisfy information needs. 4. choose appropriate reference materials as needed. 5. construct a bibliography using bibliographic format 6. evaluate print and online resources. 		
<p>1A, 1B, 2A, 2B, 3A, 3B, 3C, 4A, 4B</p> <p>Big Six: 1 - 6</p>	<p>Lifelong Learning <i>Students use the library to support growth in reading development and to connect to other agencies for information needs.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. recommend titles to other students based on personal experience. 2. use outside sources to apply information literacy strategies in classroom and to pursue personal interests. 	<p>Use Destiny Recommendation feature</p>	
<p>1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B</p> <p>Big Six: 1 - 6</p>	<p>Literary Appreciation <i>Using library resources, students will write and speak about books.</i></p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. write and share a book review. 2. independently choose appropriate books. 3. attend a presentation by a visiting author. 	<p>Review a book a Destiny</p>	

LSRV Middle School Library Media Curriculum Grades 6-8

Standards	Benchmarks	Vocabulary	Key Concepts/Indicators (Big 6)	Expectation
<p>Standard 1</p> <p>Students read widely both for information and in pursuit of personal interests</p>	<p>The students...</p> <p>1.1 Are competent and self-motivated readers</p> <p>1.2 Read both fiction and non-fiction</p> <p>1.3 Use a variety of reading strategies to understand non-fiction and informational text</p> <p>1.4 Develop a background in types of literature and literary elements</p> <p>1.5 Connect ideas to personal interests and previous knowledge and experience</p> <p>1.6 Apply critical thinking skills when reading, viewing and listening</p>	<p>Fiction</p> <p>Non-fiction</p> <p>Biography</p> <p>Genre</p>	<p>The students...</p> <p>Big 6 -2 Information Seeking Strategies</p> <ul style="list-style-type: none"> • Seek information related to personal interests • Select literature based on interest, need and appropriateness • Select books and other materials independently for classroom assignments and personal interests. 	<p>The students...</p> <ul style="list-style-type: none"> ✓ Select literature based on interest ✓ Are acquainted with award-winning literature (Iowa Children's Choice, Iowa Teen award, Newbery) ✓ Share personal reactions to literature ✓ Read to learn and to solve information needs ✓ Seek answers to questions ✓ Explore topics of interest ✓ Use libraries, library resources, the Internet, and other information sources ✓ Read independently for pleasure
<p>Standard 2:</p> <p>Students use inquiry and critical thinking skills to access information efficiently and effectively.</p>	<p>2.1 Understand scope, depth and potential usefulness of a variety of available information resources</p> <p>2.2 Use search and navigational features of print and electronic sources to efficiently access information</p>	<p>Keyword</p> <p>Call number</p> <p>Table of contents</p> <p>Index</p> <p>Glossary</p> <p>Copyright date</p>	<p>Big 6 -1.Task definition</p> <ul style="list-style-type: none"> • Define the information needed <p>Big 6 - 2 Information Seeking Strategies</p> <ul style="list-style-type: none"> • Determine and select best sources of information <p>Big 6 - 3.Location and Access</p> <ul style="list-style-type: none"> • Locate and access appropriate information 	<ul style="list-style-type: none"> ✓ Formulate a question about a topic ✓ Identify appropriate keywords to use as access points in an information search ✓ Generate a list of possible resources and determine which are useful ✓ Search library catalog by keyword, author, title ✓ Identify and record call numbers ✓ Locate materials on library shelves by call number ✓ Find information within sources ✓ Use table of contents, index and glossary ✓ Recognize author, title, publisher, copyright date ✓ Use search and navigational features electronic sources to efficiently access information

Standards	Benchmarks	Vocabulary	Key Concepts/Indicators (Big 6)	Expectation
<p>Standard 3:</p> <p>Students use inquiry and critical thinking skills to evaluate information</p>	<p>The students...</p> <p>3.1 Examine and evaluate information</p> <p>3.2 Extract relevant and essential information from sources</p>	<p>Relevance</p> <p>Authority</p> <p>Currency</p> <p>Paraphrasing</p>	<p>The students...</p> <p>Big 6 - 4. Use of information</p> <ul style="list-style-type: none"> Engage with information (read, hear, view, touch) Extract relevant/appropriate information in print and electronic resources Determine accuracy, relevance, appropriateness Select information appropriate to the problem or question at hand 	<p>The students...</p> <ul style="list-style-type: none"> ✓ Evaluative criteria to determine the appropriateness of the information: relevancy, suitability, authority, and objectivity ✓ Use paraphrasing, note taking and other strategies to record results of information searching ✓ Distinguish among fact, point of view and opinion ✓ Identify inaccurate or misleading information
<p>Standard 4:</p> <p>Students use information accurately, creatively, and ethically</p>	<p>4.1 Organize and synthesize information from multiple sources</p> <p>4.2 Create and effectively communicate information and ideas to others</p> <p>4.3 Practice ethical behavior in regard to information and information technology</p>	<p>Plagiarism</p> <p>Bibliography</p> <p>Citation</p> <p>Ethical</p>	<p>Big 6 -5. Synthesis</p> <ul style="list-style-type: none"> Organize information for practical application Produce and communicate information and ideas in appropriate formats Integrate new information into their own knowledge Apply information in critical thinking and problem solving <p>Big 6 - 6. Evaluation</p> <ul style="list-style-type: none"> Record information Organize information from multiple sources Report or present information in their own words Practice ethical behavior in regard to information and information technology (including freedom of speech, censorship, copyright, and plagiarism) Judge the product (effectiveness) Judge the process 	<ul style="list-style-type: none"> ✓ Organize information using such techniques as graphic organizers, storyboarding or webbing ✓ Create products using multimedia techniques ✓ Present the results of information search in a new form ✓ Present, perform or share a product successfully ✓ Evaluate projects ✓ Recognize the need for citing sources and begin to make simple bibliographies ✓ Respect different points of view and opinions ✓ Observe copyright guidelines ✓ Cite sources in a properly formatted bibliography ✓ Practice responsible use of library materials and technology ✓ Follow Internet safety rules and guidelines as defined in district policy ✓ Respect different points of view and opinions

LSRV High School Library Media Curriculum Grades 9-12

Standards	Benchmarks	Vocabulary	Key Concepts/Indicators (Big 6)	Expectation
<p>Standard 1</p> <p>Students read and comprehend information, text, and literature from a wide variety of sources for curricular needs and personal interests</p>	<p>The students...</p> <p>1.1 Are competent and self motivated readers</p> <p>1.2 Read both fiction and non-fiction</p> <p>1.3 Use a variety of reading strategies to understand non-fiction and informational text</p> <p>1.4 Develop and extend their background in types of literature and literary elements</p> <p>1.5 Connect ideas to personal interests, previous knowledge and experience</p> <p>1.6 Apply critical thinking skills when reading, viewing and listening</p>	<p>Fiction</p> <p>Non-fiction</p> <p>Biography</p> <p>Genre</p>	<p>The students...</p> <p>Big 6 -2 Information Seeking Strategies</p> <ul style="list-style-type: none"> • Seek information related to personal interests • Select literature based on interest, need and appropriateness • Select books and other materials independently for classroom assignments and personal interests. 	<p>The students...</p> <ul style="list-style-type: none"> ✓ Explore literature, non-fiction, and topics of interests ✓ Are acquainted with award-winning literature (Iowa Teen award, Printz Award) ✓ Share personal reactions to literature ✓ Seek answers to questions ✓ Read or listen to literature from a variety of genres (realistic fiction, historical fiction, fantasy, science fiction) ✓ Read and gather information from a variety of formats (magazines, newspapers, books, electronic resources) ✓ Read independently for pleasure
<p>Standard 2:</p> <p>Students use inquiry and critical thinking skills to access information efficiently and effectively.</p>	<p>2.1 Understand scope, depth and potential usefulness of a variety of available information resources</p> <p>2.2 Use search and navigational features of print and electronic sources to efficiently access information</p> <p>2.3 Understand the difference in content from various sources</p>	<p>Access</p> <p>Peer reviewed</p> <p>Descriptors</p> <p>Abstracts</p> <p>Truncation</p> <p>Primary documents</p>	<p>Big 6 -1.Task definition</p> <ul style="list-style-type: none"> • Define the information needed <p>Big 6 -2 Information Seeking Strategies</p> <ul style="list-style-type: none"> • Determine and select best sources of information <p>Big 6 - 3.Location and Access</p> <ul style="list-style-type: none"> • Locate and access appropriate information • Work in collaboration with others 	<ul style="list-style-type: none"> ✓ Devise questions to guide research ✓ Clarify purpose or formulate a thesis statement ✓ Generate a list of relevant, diverse resources and determine which are useful ✓ Find information within sources that goes beyond superficial facts, and modify search strategies if appropriate information is not initially found ✓ Use search and navigational features in electronic sources to efficiently access information ✓ Use descriptors & subject terms to narrow online database searches ✓ Differentiate between peer reviewed journals and popular magazines

Standards	Benchmarks	Vocabulary	Key Concepts/Indicators (Big 6)	Expectation
<p>Standard 3:</p> <p>Students use inquiry and critical thinking skills to evaluate information</p>	<p>The students...</p> <p>3.1. Examine and evaluate information</p> <p>3.2. Extract relevant and essential information from sources</p> <p>3.3. Use critical thinking skills to analyze the extracted information</p>	<p>Accuracy</p> <p>Authority</p> <p>Currency</p> <p>Relevance</p> <p>Objectivity</p> <p>Paraphrasing</p> <p>Analyze</p>	<p>The students...</p> <p>Big 6 - 4. Use of information</p> <ul style="list-style-type: none"> Engage with information (read, hear, view, touch) Extract relevant/appropriate information from print and electronic resources Determine accuracy, authority, relevance, appropriateness Select information appropriate to the problem or question at hand 	<p>The students...</p> <ul style="list-style-type: none"> Use evaluative criteria to determine the appropriateness of the information: accuracy, authority relevancy, suitability, objectivity, and currency Use paraphrasing, note taking and other strategies to record results of information searching Distinguish among fact, point of view and opinion Identify inaccurate or misleading information Seek information from diverse points of view
<p>Standard 4:</p> <p>Students use information accurately, creatively, and ethically</p>	<p>4.1. Organize and synthesize information from multiple sources</p> <p>4.2. Create and effectively communicate information and ideas to others</p> <p>4.3. Devise strategies for revising and improving the process and product</p> <p>4.4. Practice ethical behavior in regard to information and information technology</p>	<p>Plagiarism</p> <p>Bibliography</p> <p>Citation</p> <p>Ethical</p>	<p>Big 6 -5. Synthesis</p> <ul style="list-style-type: none"> Organize information for practical application Produce and communicates information and ideas in appropriate formats Integrate new information into their own knowledge Apply information in critical thinking and problem solving <p>Big 6 - 6. Evaluation</p> <ul style="list-style-type: none"> Report or presents information in his/her own words Practice ethical behavior in regard to information and information technology (including freedom of speech, censorship, copyright, and plagiarism) Judge the product (effectiveness) Judge the process 	<ul style="list-style-type: none"> Organize information using such techniques as graphic organizers, storyboarding or webbing Respect different points of view and opinions Use appropriate resources and technologies in creating the project Create products that have real world applications Present, perform or share a product successfully Observe copyright guidelines Cites sources in a properly formatted bibliography (MLA, ALA) Respect different points of view and opinions Evaluate projects Practice responsible use of library materials and technology Follow Internet safety rules and guidelines as defined in district policy

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