

SECTION 2:
LEARNING AND TEACHING

2.1

CLIMATE CONDUCIVE TO LEARNING

2.1.1 CLIMATE CONDUCTIVE TO LEARNING (Excerpt from Library Learning Walk)

Focus Area	Examples	Wondering/ Observations	Next Steps
Climate conducive to learning	<ul style="list-style-type: none"> • Inviting atmosphere in library • Student work displayed in library • Respectful, focused, and friendly student-teacher-library interactions (flow of conversations) • Provision for diverse student needs: <ul style="list-style-type: none"> ○ Resources at different levels; in different languages ○ Instruction through varied groupings: whole class, small groups, individual ○ Varied instructional strategies • Students engaged in reading, researching, quiet conversation • Parent involvement <ul style="list-style-type: none"> ○ Resources for parents ○ Volunteer help by parents ○ Communication with parents 		

2.1.2 CLIMATE CONDUCTIVE TO LEARNING

Self-Assessment Rubric

The library must be a safe, inviting, and engaging atmosphere for students and teachers. To create a climate conducive to learning, librarians should focus on three areas of the environment: physical, intellectual, and social/emotional. Use the following rubric to assess the climate of your library.

Characteristic	Not Really	Somewhat	Generally True
<i>Physical Environment</i>			
The entrance to the library is inviting and draws students all the way in.			
The facility is well organized and easy for students to find the areas that interest them.			
Displays feature student work and help give students a sense of ownership in the library.			
The physical environment is interesting with special displays of books, books turned face out on the shelves, and exhibits that feature provoking ideas and themes.			
<i>Intellectual Environment</i>			
Displays, resources, and programs are designed to answer diverse student interests and needs.			
Students have many opportunities for choice, from participating in the selection of resources for the library to choosing resources they want to use and deciding their own paths of discovery.			
Students have voice in the library through a variety of opportunities: presentation of their work to their peers, debates and discussion groups, sharing of their book reviews and recommendations, book clubs, and group research projects.			
Students are intellectually engaged in inquiry projects and supported by the librarian through whole-class instruction, individual and small-group guidance, and structured peer-to-peer feedback.			
The library is a place of discovery where students are actively confronted with new ideas, conflicting opinions, and challenging but interesting texts.			

Characteristic	Not Really	Somewhat	Generally True
<i>Social / Emotional Environment</i>			
Students have many opportunities for social interaction: shared learning, discussions and conversations to exchange ideas, group projects and presentations, and peer feedback.			
The library program integrates activities and resources that motivate students to read and learn.			
Rules and procedures in the library facilitate an orderly climate that empowers students to act responsibly and learn on their own.			
Students feel safe in the library to investigate topics of personal concern.			
Students are supported by signage, posted research tips, pathfinders and other scaffolding strategies, and just-in-time help from the librarian to enable them to be successful in their investigations and develop self-confidence in their own ability to be an independent learner.			
Collaboration in the library among students and teachers is encouraged by the arrangement of work spaces, the structure of activities, and the collaborative tone set by the librarian.			
Parents are actively encouraged to visit and participate in the library at designated times.			

2.2

FOUNDATIONS OF LEARNING IN LIBRARY:

INQUIRY AND LITERACY

2.2.1 INQUIRY OVERVIEW

Inquiry engenders a strong commitment to learning. By creating a culture of inquiry in our schools, teachers build solid connections between inquiry and literacy, as literacy skills are aligned with the essential skills of inquiry. Through inquiry, teachers and librarians transform alienated or apathetic students into engaged and empowered inquirers.

What is Inquiry?

Inquiry places students at the heart of learning by empowering them to follow their sense of wonder into new discoveries and insights about the way the world works.

Inquiry requires active engagement. The learner identifies what he/she already knows, asks intriguing questions about what he/she does not know, investigates the answers, constructs new understandings, and shares those understandings with others. The entire process is permeated with reflection and critical thinking, so that the result of inquiry is not only deep learning about the inquiry question, but also the development of skills for independent learning.

The iterative process of inquiry is most accurately depicted by a spiral or a cycle. Inquiry is not a linear progression, but is messy and recursive. Inquiry does, however, generally progress through phases. Each phase involves critical thinking skills that empower young people to learn on their own.

Connect: observe, experience, connect a subject to self and previous knowledge

Wonder: predict, develop questions and hypotheses

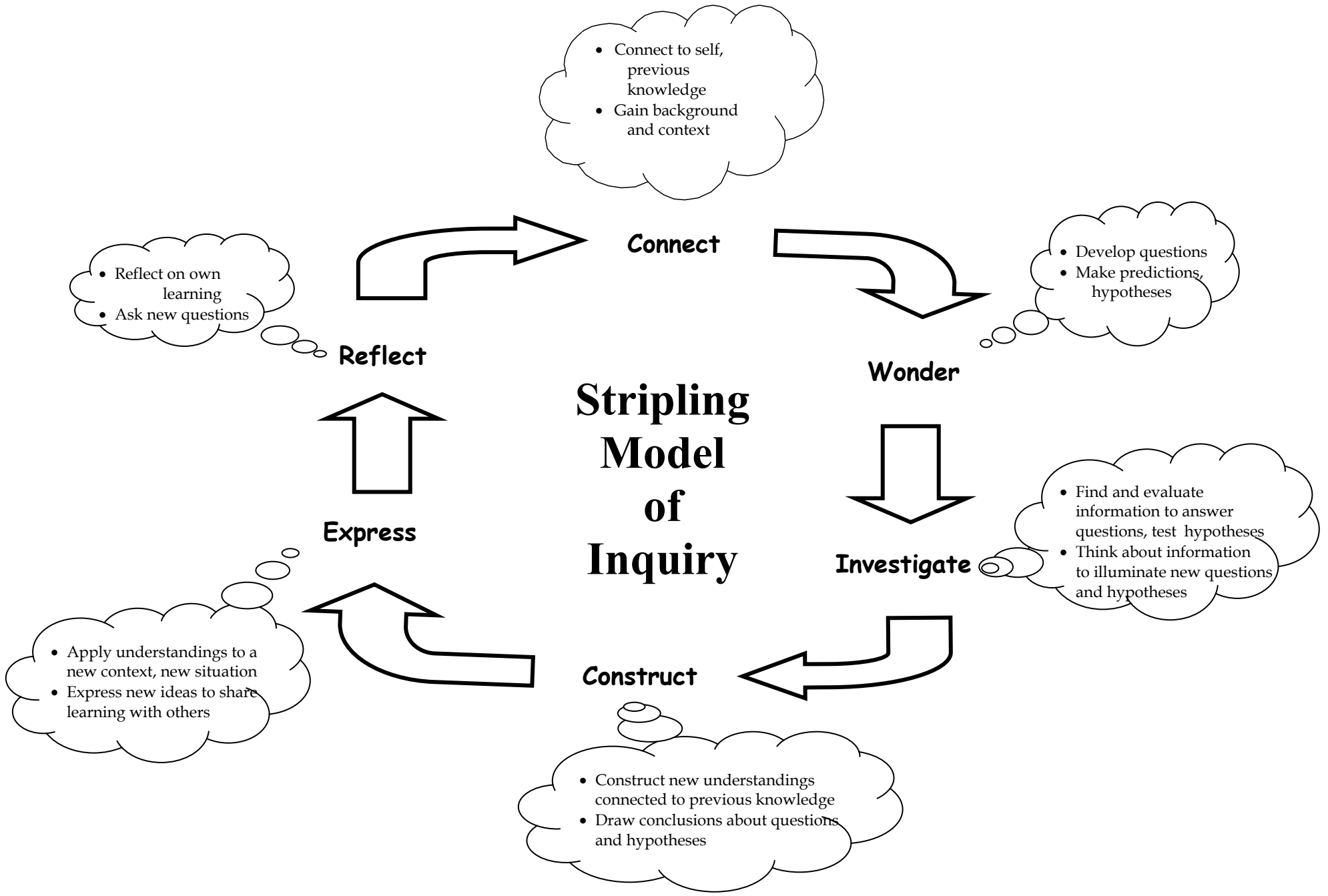
Investigate: find and evaluate information to answer questions, test hypotheses

Construct: draw conclusions, arrive at new understandings

Express: apply understandings to a new context, share learning with others

Reflect: examine one's own learning and ask new questions

Collaborative planning between the classroom teacher and the school librarian leads to inquiry-based instruction that answers curriculum needs, integrates the teaching of information literacy / inquiry skills, and capitalizes on the rich access to resources available through the library.



2.2.3 CONNECTIONS BETWEEN INQUIRY AND LITERACY

Students developing inquiry skills go through a process of learning that correlates strongly to the process of developing literacy skills.

In the early phases of inquiry (Connect and Wonder), students are expected to think in ways similar to those most effective in the pre-reading phase of literacy. During the Investigate phase, students also use reading and thinking strategies to monitor their own comprehension, extract meaning, and answer questions. The Construct, Express, and Reflect phases parallel the post-reading phase in which students draw conclusions, construct new understandings, develop a product to share, and reflect on the learning.

By understanding the synchrony of the literacy and inquiry processes, teachers can enhance the inter-development of inquiry and literacy.

INQUIRY	↔	LITERACY
Connect <ul style="list-style-type: none"> • Connect to self, previous knowledge • Gain background and context • Observe, experience 	↔	Pre-Reading <ul style="list-style-type: none"> • Relate reading to own life, real world • Activate prior knowledge • Understand context, specialized vocabulary, purpose of text
Wonder <ul style="list-style-type: none"> • Develop questions • Make predictions, hypotheses 	↔	Pre-Reading <ul style="list-style-type: none"> • Develop questions to push comprehension • Predict what text will say
Investigate <ul style="list-style-type: none"> • Find and evaluate information to answer questions, test hypotheses • Think about the information to illuminate new questions and hypotheses 	↔	During Reading <ul style="list-style-type: none"> • Use text structure to extract meaning • Use reading strategies to enhance comprehension (skimming, scanning, paraphrasing, summarizing, generating questions, finding main ideas, using graphic organizers, determining author’s point of view) • Monitor comprehension continuously
Construct <ul style="list-style-type: none"> • Construct new understandings connected to previous knowledge • Draw conclusions about questions and hypotheses 	↔	Post-Reading <ul style="list-style-type: none"> • Interpret the meaning of the text (finding patterns and relationships, comparing to prior knowledge, making inferences) • Draw conclusions and develop new understandings
Express <ul style="list-style-type: none"> • Apply understandings to a new context, new situation • Express new ideas to share learning with others 	↔	Post-Reading <ul style="list-style-type: none"> • Share new understandings with others through discussion, writing, presentation
Reflect <ul style="list-style-type: none"> • Reflect on own learning • Ask new questions 	↔	Post-Reading <ul style="list-style-type: none"> • Reflect on new ideas and new questions that have emerged • Reflect on own progress in reading and writing

2.3
CURRICULUM MAPPING

2.3.1 CURRICULUM MAPPING: OVERVIEW AND RESOURCES

Curriculum mapping is a process of identifying the major concepts and units taught in each content area during the year and laying them out in a timeline. Curriculum maps can be streamlined charts of content or more complex grids of content, resources, skills, and student assessment products.

Sample Curriculum Map for Kindergarten -- Excerpt

	September	October	November	December
Organizing Concepts	Communities ----->			Diversity -----
Literature	A Chair for My Mother	General Store		
Social Studies	Rules Family Tree Pledge of Allegiance	Community helpers Transportation		
Language Arts	Letter discrimination Beginning sounds Writing - pictures, scribbling	Likenesses and differences Rhyming sounds		
Information Fluency Skills	Listens to a story and responds by drawing pictures	Looks at pictures of community helpers and describes how they are alike and different		

If curriculum maps are organized around essential and important concepts, they may be used to develop interdisciplinary instruction. Students learn best when learning is connected. By laying the maps from different curriculum areas next to each other, educators can see areas where the learning in one content area can complement or intersect with another. Analysis of the maps also leads to identification of gaps between grade levels or content units that are repeated from grade to grade.

One of the largest proponents of curriculum mapping is Heidi Hayes Jacobs. See her books entitled, *Mapping the Big Picture: Integrating Curriculum & Assessment K-12* (ASCD, 1997), and *Getting Results with Curriculum Mapping* (ASCD, 2004).

Curriculum mapping may be undertaken at the school, regional, or central level.

In social studies, teachers, instructional specialists, and administrators from Region 4 have worked together to develop curriculum maps for grades K-9. These can be found at: <http://schools.nycenet.edu/offices/teachlearn/ss/SocStudScopeSeq.pdf>.

Science has developed a Scope and Sequence of science units for K-Regents. The documents can be found at:

http://schools.nycenet.edu/offices/teachlearn/science/ScopeSequence_Science.pdf

A Scope and Sequence of English Language Arts skills in reading, writing, listening and speaking for grades K-8 is being revised. Please check the DOE Website under English Language Arts to see when it is posted.

The Library Information Fluency Continuum lays out the major information, literacy, technology, and thinking skills taught through the library at grades K-12. This continuum can be accessed at:

http://schools.nycenet.edu/offices/teachlearn/sls/INFO_FLUENCY_CONT_K12Final.pdf.

Librarians can play a pivotal role in facilitating a curriculum mapping process in the school because the librarian is in a position to develop an overview of the curriculum in every content area and every grade level. Librarians can help teachers discover connections between the curriculum maps in different content areas and build comprehensive curriculum units that reinforce the learning goals in each content area.

Most importantly, librarians can work with their teachers to integrate information fluency skills into their curriculum maps. Making those skills explicit will ensure that students develop the ability to access, understand, and use information at the same time that they are learning content.

The benefits of curriculum mapping extend to every member of the school community. Teachers have a collaborative outline of their major instructional units on a timeline that enables them to maintain an effective focus and pace throughout the year. New teachers have a framework that supports their first year. Librarians have the opportunity to solidify the connections between curriculum content and information fluency skills. Administrators have a tool for building collaboration among all the teachers in the school and for building vertical and horizontal alignment. Students benefit from the coherence in their learning and the connections from class to class and grade to grade. Parents have the opportunity to get a big picture of their children's educational experience.

2.4

COLLABORATIVE PLANNING

2.4.1 COLLABORATIVE PLANNING (Excerpt from Library Learning Walk)

Focus Area	Examples	Wondering/ Observations	Next Steps
Collaborative planning	<ul style="list-style-type: none"> • Scheduled planning time for library media specialist and teachers to meet • Planned units of study in content areas • Library media specialist involvement in curriculum committees and development of school plan (CEP) • Library media specialist participation in school, department and grade-level curriculum design and assessment projects • Instructional activities planned collaboratively by teachers and library media specialist • Curriculum needs translated into library media program goals and objectives 		

2.4.2 COLLABORATION

A definition of collaboration is two or more people working toward a common goal. In this case, the library teacher and the subject teacher meet, plan and execute one or more lessons or an entire unit. Research shows that collaboration between subject teacher and library teacher creates the basis for quality education and student achievement.

COLLABORATIVE PLANNING

Planning is the first step of this process. Each teacher contributes the standards and educational objectives from his or her area of expertise. Together, the teachers determine the scope and framework of the learning, the assessment product that the students will create, and the timeline and division of responsibilities.

One of the more difficult aspects to collaboration is finding the time to plan the lessons/unit. Librarians have devised a number of creative ways to plan collaboratively when face-to-face meetings are not possible:

- Curriculum mapping for the year or month so that the librarian always knows the content being taught in the classrooms and connections can be made through the library
- Planning template that is passed back and forth until both are satisfied with the flow of the unit or lesson
- Development of a unit framework by the librarian or teacher and then feedback for revision by the collaborative partner
- Infusion of information fluency skills and library resources into an existing classroom unit
- Use of e-mail for communication during brief moments of respite.

COLLABORATIVE TEACHING

Although the instructional unit is planned together, the teaching of individual lessons may occur either within the library or within the classroom. The classroom teacher and librarian may co-teach or divide the teaching between them.

The librarian plays a very complex role during collaborative teaching situations. A conversation between the librarian and classroom teacher about classroom protocols, student needs, and previous classroom learning experiences will lead to more successful collaborative teaching.

RESOURCES TO SUPPORT COLLABORATION

Two pages in the *Library Learning Walk* are dedicated to collaboration, followed by a page on curriculum. All three are important to collaboration.

The following links will help expand the concept of collaboration and provide guidelines and examples of how these important relationships can be forged.

http://wblrd.sk.ca/%7Eteachlib_dev/coll/role/collrole.htm

This website provides the characteristic roles of various levels of teacher/librarian collaboration.

www.emsc.nysed.gov/nyc/Library/Documents/S-Collaboration_new_programFall99.ppt

This website provides a PowerPoint presentation prepared by the NYS Education Department. This PowerPoint presentation can be shared with faculty to help facilitate collaboration in the school building.

http://old.oslis.org/docs/steps_collab.pdf

This website provides an overview of teacher/librarian collaboration and steps in accomplishing quality collaboration.

<http://www.accessola.com/osla/toolkit/Resources/Collaboration%20Log-Template.pdf>

This website provides a log to use when collaborating with teachers.

2.4.3 COLLABORATIVE PLANNING: ROLE OF LIBRARIAN

Role of librarian with teachers:

- Assesses student and teacher needs
- Collaborates in planning assignments in alignment with the New York State Standards in the content areas and with classroom expectations of individual teachers
- Partners with classroom teachers to develop curriculum units and lessons
- Facilitates curriculum planning across the school
- Assists in integrating the use of instructional technology to enhance learning throughout the curriculum
- Provides access to resources to support teaching and learning

Role of librarian with administrators / coaches / technology liaisons:

- Assesses needs for classroom and library resources with coaches
- Aligns library curriculum with current school goals
- Builds communication with technology personnel on a building, regional, and citywide level

Role of librarian with parents /volunteers:

- Works with the Parent Coordinator to assess the needs of parents and caregivers
- Communicates and collaborates with the Parent Coordinator to articulate the library's role within the school and community
- Encourages parent involvement in the library media program and parent use of library resources
- Actively participates in PTA, Leadership Teams, and other activities involving parents
- Assists in the implementation of Book Fairs and other fundraising activities
- Plans parent workshops and community literacy programs such as "Family Reading Night" in collaboration with the Parent Coordinator

Role of librarian with the public library:

- Serves as liaison between the school, its teachers, and the public library
- Collaborates with public librarians to coordinate research assignments, homework help, and implementation of reading programs
- Organizes visits to the public library and visits to the school by public librarians for book talks and outreach activities
- Initiates the process for students to obtain library cards

Role of librarian with the community:

- Assesses the needs and opportunities available through the community surrounding the school
- Aligns library programs with community strengths and needs
- Connects teachers with community resources
- Advocates for literacy and student learning through the library with the community

2.4.4 LEVELS OF COLLABORATION

At any one time, a library media specialist may be engaged in many levels of collaboration with classroom teachers, from limited involvement to development of full instructional units and curriculum plans. The appropriate level of collaboration is determined by teacher and student needs and the conditions that make collaboration possible – time for planning, a culture of collaboration in the school, and administrative support. The greater the involvement of the library media specialist in teaching and learning throughout the school, the more likely that academic achievement of students will be positively affected by the library media program.

The Library Media Specialist's Collaboration Taxonomy

Adapted from *Taxonomies of the School Library Media Program* by David Loertscher. Used with permission.

1. NO INVOLVEMENT

The library media center is bypassed entirely.

2. SELF-HELP WAREHOUSE

Facilities and materials are available for the self-starter.

3. INDIVIDUAL REFERENCE ASSISTANCE

Students or teachers retrieve requested information or materials for specific needs.

4. SPONTANEOUS INTERACTION AND GATHERING

Spur-of-the-moment activities and gathering of materials occur with no advance notice.

5. CURSORY PLANNING

Informal and brief planning between the library media specialist and teachers for library media center involvement -- usually done in the hall, the teachers' lounge, the lunchroom, etc. (Here's an idea for an activity and new materials to use. Have you seen...? Can I get you a film?)

6. PLANNED GATHERING

Gathering of materials is done in advance of class project upon teacher request.

7. FIRST-STAGE INSTRUCTIONAL DESIGN

The library media specialist participates in every step of the development, execution, and evaluation of a resource-based teaching unit that involves the teaching of information fluency skills. Library media center involvement is considered as enrichment or as supplementary.

8. FULL INSTRUCTIONAL DESIGN

The library media center staff participates fully in designing collaborative instructional units throughout the curriculum that integrate the use of library resources and the teaching of information fluency skills.

9. CURRICULUM DEVELOPMENT

Along with other educators, the library media specialist contributes to the planning and structure of what will actually be taught in the school or district.

Source:

Loertscher, David V. (2000). *Taxonomies of the School Library Media Program, 2nd Edition*. San Jose, CA: Hi Willow Research & Publishing.

2.4.5 LEVELS OF COLLABORATION IN ACTION

LEVEL OF COLLABORATION	WHAT DOES IT LOOK LIKE IN ACTION?	WHAT TOOLS WILL I USE?
No Involvement	You are not involved with this teacher at all. You do not know what the teacher is teaching or what resource needs the teacher has.	
Self-Help Warehouse	You occasionally see the teacher come in to the library to look at some resources. You note that the teacher cites a Wikipedia article in the bibliography she gives to her students, rather than an authoritative source.	Clear signage of areas of library Charts of Dewey areas; Inquiry Process
Individual Reference Assistance	A student asks for help in finding the answer to a question about mummies. You didn't know that's what his class was studying, but you help him find the answer to his question.	
Spontaneous Interaction And Gathering	A second-grade class comes in for a story. The teacher asks you to help them find information about communities around the world instead of hearing a story. You pull out the bibliography you have already done for another teacher and start pulling the books, grouping them by continents, and putting them on the tables. Students sit at the different tables and look through the books you have pulled.	Bibliography on Communities
Cursory Planning	You overhear the 8 th grade science teacher talking about his struggle in getting his students to care about the effect of humans on the environment. You let him know about a wonderful Website that takes students through some "What if?" scenarios about the environment. You offer to show the students how to determine the authoritativeness of a Website in a brief lesson.	Website name, URL, annotation Evaluation of Internet Information handout
Planned Gathering	The sixth grade social studies teachers are getting ready for a major unit on Ancient Egypt. You have known from their curriculum map that this unit is coming, so you have already prepared a Pathfinder that leads the students through their inquiry -- subject headings and key words, books in	Inquiry Process Model Pathfinder on Ancient Egypt

LEVEL OF COLLABORATION	WHAT DOES IT LOOK LIKE IN ACTION?	WHAT TOOLS WILL I USE?
	the library, relevant magazine articles, and notable Web sites.	
First-Stage Instructional Design	You have been involved in a series of planning meetings with the 5 th grade teachers to prepare for their final unit of the year -- Human Impact on the Environment. You have been able to help the teachers use the inquiry process as a framework for their unit and have suggested activities and lessons at the various phases (e.g., the students will go on a neighborhood walk at the Connect phase to observe the ways that humans have impacted the environment around their school). Although the students will be gathering much of their information from the science textbook, the teachers have agreed to a final assessment Ecofair in the library. Students will build on their classroom learning to research a particular environmental problem in depth in the library and present the results of their research as scientists at an Ecofair.	<p>Inquiry Process Model</p> <p>Information Fluency Continuum</p> <p>Collaborative Curriculum Unit Plan Template</p>
Full Instructional Design	Your 7 th grade teachers are planning for their major unit on Revolutions. They are adapting the unit posted on the Social Studies Website and using the same essential question: What leads to revolution? You participate in all planning meetings, co-developing the activities at each stage of the unit. You are able to help the teachers use the inquiry process as a planning framework and work with the teachers to develop instructional activities or scaffolding at each phase. Together, you and the teachers have determined that you will teach two main skills during the unit - using primary sources to generate questions for inquiry; determining point of view and researching from a Patriot or Loyalist point of view. You will download two United Streaming videos about the colonies during the beginning stages of the American Revolution for the teachers to use in the classroom. You will	<p>Inquiry Process Model</p> <p>Information Fluency Continuum</p> <p>Collaborative Curriculum Unit Plan Template</p> <p>Lesson: Using Primary Sources to Generate Questions for Inquiry</p> <p>Lesson: Determining Point of View /Researching from a Point of View</p> <p>United Streaming videos on American Revolution</p>

LEVEL OF COLLABORATION	WHAT DOES IT LOOK LIKE IN ACTION?	WHAT TOOLS WILL I USE?
	also compile a bibliography of valuable sources, including print, videos, and electronic/Internet URLs. The final assessment, the Town Hall Meeting, will be held in the library and videotaped for the library collection.	downloaded to CD Bibliography of Sources on American Revolution
Curriculum Development	You participate in all sessions in which teachers are developing curriculum, including the writing of essential and focus questions, defining content and process skills, and developing lessons within each curriculum unit. You integrate information fluency skills from the Continuum across the curriculum. You facilitate school-wide curriculum mapping conversations in which teachers from various grades and content areas look for connections and coherence in the student experience.	Curriculum Mapping sources Information Fluency Continuum Curriculum Maps from Social Studies, Science, and ELA available on the Web

2.4.6 COLLABORATION: FREQUENTLY ASKED QUESTIONS

How do I encourage teachers to plan with me?

- Offer to help with what teachers need the most – help with a curriculum unit, teaching the skills students need for testing, resources for various reading levels.
- Meet teachers where they are. If they are ready for the lowest level of collaboration, start there. If they have already planned a unit, offer to supplement it with resources or teaching embedded lessons.
- Help teachers develop essential questions and authentic assessments to lift assignments to high levels of thinking and student engagement.

How do I make sure that I am planning with all my teachers?

- Make a checklist of all teachers in the building. Chart the collaborations according to the month and focus area.
- Go to grade-level or subject-area meetings to plan units for entire grade levels or courses.
- Maintain a collaboration log that can be analyzed to determine gaps and inequities in collaborative planning.

How do I integrate my collaborative framework of inquiry with units that the teachers have already planned?

- Use the “Collaborative Curriculum Unit Plan” to guide your collaborative planning. Insert the essential questions, focus questions, goals for learning, and instructional activities that the teachers have planned and look for gaps in the outline of the unit. Is there an activity planned to connect students to the topic in a meaningful way? If not, help the teachers plan such an activity using any relevant library resources.
- Work with the teachers to consider what information and thinking skills the students need in order to learn the content. If the students do not already have those skills, offer to teach the necessary skills or provide scaffolding for the students (e.g., students need to gather facts from Web sites, but they don’t know how to find facts to answer their questions).

How do I keep track of the collaborative units I have planned and taught?

- Keep a notebook of units by teacher or grade level or maintain a file of each unit with all handouts and lesson plans.

How do I use the Information Fluency Continuum to leverage collaborative planning and teaching?

- With your principal, conduct a series of professional development sessions in which teachers identify the priority information fluency skills to be learned by students at each grade level by analyzing student performance and content-area curriculum standards.

- Develop a chart of the priority skills and show connections to skills embedded in content-area standards.
- Use the correlated chart of skills in your planning sessions with teachers.

How do I keep track of the information fluency skills I have taught to different classes?

- Use the chart of prioritized information fluency skills for each phase of inquiry to track the teaching by unit and date.
- Compare student performance on classroom assessments and standardized tests to documentation of collaboration and teaching.

2.4.7 COLLABORATIVE CURRICULUM UNIT PLAN TEMPLATE

Librarian's Name _____

Teacher's Name _____ Class/Grade _____

Content Area/Unit Title _____

Essential Question/Focusing Questions:

At the end of the unit, students will know. . .

and be able to. . .

To demonstrate their new understandings and skills, students will produce. . .

of Lessons in Unit _____ Lesson Time/Periods _____

Lesson Dates _____

Planning the Lessons:

Inquiry Process	Learning / Teaching Activities CT = Classroom Teacher L = Librarian	Information Literacy, Critical Thinking, Literacy, and Technology Skills	Scaffolding	Resources
CONNECT				
WONDER				

Inquiry Process	Learning / Teaching Activities CT = Classroom Teacher L = Librarian	Information Literacy, Critical Thinking, Literacy, and Technology Skills	Scaffolding	Resources
INVESTIGATE				
CONSTRUCT				
EXPRESS				
REFLECT				
RESOURCES FOR TEACHER AND LIBRARIAN				

2.5

CURRICULUM FOSTERING SKILLS OF
LITERACY, TECHNOLOGY, AND
INFORMATION LITERACY/INQUIRY

2.5.1 INFORMATION FLUENCY CONTINUUM (Excerpt from Library Learning Walk)

Focus Area	Examples	Wondering / Observations	Next Steps
Curriculum fostering the skills of literacy, technology, and information literacy / inquiry	<ul style="list-style-type: none"> • Articulated curriculum of literacy, information literacy / inquiry, and technology skills integrated as part of whole curriculum of school • Ongoing professional development and librarian-facilitated discussions about how technology and information literacy can support classroom and grade-wide curriculum and instruction 		

2.5.2 New York City School Library System INFORMATION FLUENCY CONTINUUM -- EXCERPT

[The following is an excerpt from the Information Fluency Continuum developed by librarians in New York City as a framework for the skills and strategies that are taught through the library. See Appendix A for the complete Continuum.]

A substantial body of research has emerged in the last 15 years that demonstrates an important and positive relationship between the presence of a good school library and increased student achievement.

- Effective libraries enable students to explore content deeply, pursue their own academic interests, and engage in inquiry – all of which support the development of high-level literacy skills.
- Effective libraries surround students with high-quality, engaging resources, and technology that spark independent learning.
- Effective libraries also serve a unique function in a school as a “public forum for learning” where students can connect to each other and present their work.
- Librarians play a key role in integrating independent learning skills throughout the curriculum by teaching research, inquiry, and technology skills to students and by providing professional development for teachers.

The attached document provides a framework for the instructional aspects of a library program. The framework is based on three standards that form the basis for the skills and strategies essential for students to become independent readers and learners:

- ❖ Standard 1: Using Inquiry to Build Understanding
- ❖ Standard 2: Pursuing Personal and Aesthetic Growth
- ❖ Standard 3: Demonstrating Social Responsibility

This document is called an “Information Fluency Continuum” for very specific reasons. Our young people must go beyond being able to decode information to being able to use appropriate information in any situation; they must be “information fluent” in order to thrive both in and out of school. In addition, like literacy, information fluency must extend in a coherent development continuum throughout the years of schooling, K-12 and beyond.

Information fluency skills and strategies are an integral part of learning in any subject area. They can be most effectively taught by the librarian in collaboration with the classroom teacher, so that students are using these skills to learn essential content. Some of the skills may be incorporated into classroom instruction; others will be most effectively taught in the library setting. Wherever they are taught, these information fluency skills are pivotal in helping all of our children become independent learners.

HOW TO USE THE CONTINUUM

If you are an administrator:

- Use the Continuum as a starting point for professional development planning to help all of your teachers become comfortable with integrating information skills into their instructional design.
- Be sure that students have opportunities for inquiry, personal exploration, and independent reading by facilitating open access and flexible scheduling of your library.
- Lead your school or region through a process of defining the most important skills and strategies for each grade level you serve. Set high expectations for students' information fluency.

If you are a classroom teacher:

- Collaborate with the librarian and other classroom teachers to decide the most important skills to be taught in each grade or subject.
- Design instructional units in collaboration with the librarian that integrate the teaching and application of essential information fluency skills.
- Include the assessment of information fluency skills in all rubrics.
- Actively incorporate student use of multiple resources and technology whenever possible.
- Develop a collaborative relationship with your librarian, so that you both are teaching information fluency skills and all students experience a consistent set of expectations in their use of information.

If you are a librarian or library teacher:

- Assume a leadership role in your school in collaborative planning that integrates the teaching of information fluency throughout the curriculum.
- Figure out which skills to teach and which to scaffold in every lesson.
- Plan the implementation of the Continuum so that all students develop the essential skills at every grade level and so that they build on their skills each year.
- Order high quality resources that enable students to conduct successful inquiry.
- Collaborate with classroom teachers to co-teach whenever possible.
- Align the implementation of the Continuum with your school's goals and your students' needs.
- Collaborate with your administrator to integrate the teaching and learning in the library with the principles and practice of teaching and learning throughout the school.

New York City School Library System
INFORMATION FLUENCY CONTINUUM

Framework and Key Indicators

STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING → “I am a thinker.”
An independent learner asks authentic questions and accesses, evaluates, and uses information effectively to develop new understandings.

INQUIRY PHASE: CONNECT

At the beginning of the Connect Phase, a student may ask:

- What interests me about this idea or topic?
- What do I already know or think I know about this topic?
- What background information would help me get an overview of my topic?

INDICATORS

- Connects ideas to self; finds personal passion.
- Connects ideas to previous knowledge.
- Observes, experiences.
- Gains background and context.
- Identifies key concepts and terms.
- Identifies the “big picture” or schema.

Before moving to the Wonder Phase, a student may ask:

- Do I know enough about the idea or topic to ask good questions?
- Am I interested enough in the idea or topic to investigate it?

INQUIRY PHASE: WONDER

At the beginning of the Wonder Phase, a student may ask:

- What intriguing questions do I have about the topic or idea?
- Why am I doing this research?
- What do I expect to find?

INDICATORS

- Develops and refines questions.
- Recognizes purpose for inquiry.
- Makes predictions about the kind of information needed to answer the questions and the sources that will be most likely to have that information.
- Forms tentative thesis or hypothesis to guide research.

Before moving to the Investigate Phase, a student may ask:

- Can my question(s) be answered through investigation?
- Will my question(s) lead me to answers that will fulfill my assignment or purpose for research?

INQUIRY PHASE: INVESTIGATE

At the beginning of the Investigate Phase, a student may ask:

- What are all of the sources that might be used?
- Which sources will be most useful and valuable?
- How do I locate these sources?
- How do I find the information within each source?
- How do I evaluate the information that I find?

INDICATORS

- Understands the organization of a library.
- Plans research and follows a timeline.
- Uses successful information and technology strategies for locating **sources** of information.
- Seeks information from diverse genres, formats, and points of view.
- Examines sources to determine their usefulness.
- Understands the organization of information within a resource.
- Uses information strategies to locate **information** within a source.
- Uses reading and thinking strategies to comprehend and make meaning from information and monitor own understanding.
- Uses visual literacy strategies to derive meaning from information presented visually.
- Evaluates information to determine value and relevance for answering questions.
- Evaluates information for fact, opinion, point of view, and bias.
- Identifies inaccurate and misleading information.
- Selects and records appropriate information in reflective and interactive process.
- Puts information into own words.
- Identifies gaps in information.

Before moving to the Construct Phase, a student may ask:

- Have I located sources with diverse perspectives?
- Have I found enough accurate information to answer all my questions?
- Have I discovered information gaps and filled them with more research?
- Have I begun to identify relationships and patterns and thoughtfully reacted to the information I found?

INQUIRY PHASE: CONSTRUCT

At the beginning of the Construct Phase, a student may ask:

- Have any main ideas emerged from the research?
- Did I find enough evidence to form an opinion or support my thesis?
- What organizational patterns or tools will help me make sense of my information?

INDICATORS

- Clarifies main and supporting ideas.
- Connects ideas across texts.
- Uses organizational strategies to make sense of information.

- Makes sense of information by using appropriate thinking strategies.
- Compares new ideas to what was already known.
- Tests statement of purpose and thesis statement or hypothesis.
- Draws conclusions.

Before moving to the Express Phase, a student may ask:

- Have I drawn conclusions that are supported by the evidence?
- Have I organized my conclusions and evidence to present them effectively?

INQUIRY PHASE: EXPRESS

At the beginning of the Express Phase, a student may ask:

- What type of product or presentation will allow me to present my conclusions and evidence effectively to the intended audience?
- What technology will help me create a product or presentation?
- How will I get help to revise and edit my product?

INDICATORS

- Uses writing process to develop expression of new understandings.
- Creates products and communicates results in a variety of formats.
- Uses standard language and citation conventions.
- Uses technology tools to create products.
- Develops strategies for revision.
- Develops creative products to express ideas and information.

Before moving to the Reflect Phase, a student may ask:

- Have I organized the product/presentation to make my major points and present convincing evidence?
- Does my product/presentation fulfill all the requirements of the assignment?

INQUIRY PHASE: REFLECT

At the beginning of the Reflect Phase, a student may ask:

- Is my product/presentation as effective as I can make it?
- How well did my inquiry process go?
- How can I get feedback on my final product to use in my next inquiry project?

INDICATORS

- Develops evaluative criteria.
- Participates in peer evaluation.
- Engages in self-evaluation.
- Asks new questions for continuing inquiry.

Before moving to another assignment or personal inquiry, a student may ask:

- What new understandings did I develop about the topic or idea?
- What did I learn about inquiry?
- What new questions do I now want to answer about the topic or idea?

STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH → “I am an explorer.”

An independent learner responds to and creates literary and artistic expressions, uses effective strategies for personal exploration of ideas, and reads on his or her own by choice.

LITERARY/ARTISTIC RESPONSE AND EXPRESSION

INDICATORS

- Connects to and forms personal meaning from literary and artistic works.
- Deepens understanding of literature by analyzing the parts.
- Selects appropriate texts from a variety of genres.
- Understands author’s purpose and voice.
- Makes connections across works of literature or art.
- Discusses, evaluates, and shares great literature.
- Creates personal responses to literature using arts and technology.

PERSONAL EXPLORATION

INDICATORS

- Uses technology to solve real-world problems.
- Locates reliable information for personal growth.
- Uses technology for personal and career growth.
- Uses arts and technology for personal expression.

MOTIVATED, INDEPENDENT LEARNING

INDICATORS

- Locates and selects materials of interest in a variety of genres.
- Uses text features to increase understanding.
- Reads for a variety of purposes.
- Uses multiple ways to access resources.
- Seeks to understand the meaning of what is read.
- Seeks information related to personal interests.
- Uses technology to find information related to personal interests.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY → “I am a citizen.”
An independent learner contributes to the learning community by seeking multiple perspectives, sharing his or her understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

INDICATORS

- Seeks diverse sources and multiple points of view.
- Respects the principle of equitable access to information.
- Understands that democracy is built on access to information without censorship.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING

INDICATORS

- Shares knowledge and information with others.
- Respects others’ ideas and backgrounds, and acknowledges their contributions.
- Collaborates with others to solve problems.
- Collaborates with others to access and use information effectively.
- Uses technology to collaborate with others.
- Uses a variety of media to share information with others.

ETHICAL BEHAVIOR IN USE OF INFORMATION

INDICATORS

- Respects the principles of intellectual freedom.
- Respects intellectual property rights.
- Uses information technology responsibly.

2.5.3 GRADE-LEVEL BENCHMARKS INFORMATION FLUENCY CONTINUUM

The New York City Information Fluency Continuum was developed to provide a broad, comprehensive approach to the skills and strategies that are taught through school libraries in grades K-12. The Continuum is organized by grade-level groupings of K-2, 3-5, 6-8, and 9-12.

To provide further definition to the Continuum and support to school library media specialists and teachers who are planning instructional units integrating the teaching of information fluency skills, the Office of Library Services facilitated a process of identifying the skills important for each grade. These can be considered **Grade-Level Benchmarks - the information skills that students should acquire before moving to the next grade level.**

The following pages are a result of that work. The attached documents provide a framework for collaborative planning and teaching of instructional units and lessons that integrate the teaching of information fluency skills into classroom curriculum at each grade level.

INFORMATION FLUENCY BENCHMARK SKILLS - GRADE K

INFORMATION FLUENCY STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING → "We are thinkers."

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect

- Identifies one or two key words about a topic, problem, or question.

Wonder

- Formulates questions related to listening activity.

Investigate

- Uses ABC arrangement of picture books to locate materials.
- Understands the basic organizational structure of books.
- Distinguishes between fiction and nonfiction books.
- Uses materials provided to find answers to questions posed.

Construct

- Demonstrates simple organizational skills such as sorting and categorizing.

Express

- Uses writing process to develop expression of new understandings.
- Presents facts and simple answers to questions.

Reflect

- Follows authentic assessment rubrics modeled by librarian.
- Identifies own strengths and sets goals for improvement.

INFORMATION FLUENCY STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH → "We are explorers,"

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

LITERARY/ARTISTIC RESPONSE AND EXPRESSION

- Retells stories using the correct sequence of events.
- Retells a story using words and pictures.
- Makes predictions about what will happen next in a story.

PERSONAL EXPLORATION

- Requests/chooses materials related to personal interests.

MOTIVATION FOR INDEPENDENT READING

- Begins to explore and examine the various genres based on personal interests.
- Reads a variety of fiction and nonfiction for enjoyment and information.

INFORMATION FLUENCY STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY → "We are citizens."

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

BROADENING UNDERSTANDING THROUGH EFFECTIVE SOCIAL INTERACTION

- Participates in discussions and listens well.
- Shows respect for the ideas of others.
- Works collaboratively using technology for research to meet information needs.

INFORMATION FLUENCY BENCHMARK SKILLS - GRADE 1

INFORMATION FLUENCY STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING → "We are thinkers."

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect

- Shares what is known about the general topic to elicit and make connections to prior knowledge.

Wonder

- Adds to K-W-L chart constructed by class by helping develop questions for W - Want to Know.

Investigate

- Recognizes the purpose of the online catalog to locate materials.
- Begins to associate the Dewey numbers with areas of interest.
- Selects and uses appropriate sources, including picture dictionaries and beginning encyclopedias, to answer questions.
- Interprets information represented in pictures, illustrations, and simple charts.
- Recognizes facts.
- Finds facts that answer specific questions.

Construct

- Draws a conclusion about the main idea with guidance.
- Completes the L portion of the K-W-L chart with what new ideas were learned.

Express

- Uses writing process to develop expression of new understandings.
- Uses format chosen by the teacher or librarian.

Reflect

- Follows authentic assessment rubrics modeled by librarian.
- Identifies own strengths and sets goals for improvement.

INFORMATION FLUENCY STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH → "We are explorers,"

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

LITERARY/ARTISTIC RESPONSE AND EXPRESSION

- Identifies plot, characters times, and places in a story.
- Draws conclusions about main idea of a story.
- Discusses favorite books and authors through the exposure to author studies and series books.
- Expresses feeling about a story through pictures and words.

PERSONAL EXPLORATION

- Requests/chooses materials related to personal interests.

MOTIVATION FOR INDEPENDENT READING

- Begins to explore and examine the various genres based on personal interests.
- Reads a variety of fiction and nonfiction for enjoyment and information.

INFORMATION FLUENCY STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY → "We are citizens."

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

BROADENING UNDERSTANDING THROUGH EFFECTIVE SOCIAL INTERACTION

- Participates in discussions and listens well.
- Shows respect for the ideas of others.
- Works collaboratively using technology for research to meet information needs.

INFORMATION FLUENCY BENCHMARK SKILLS - GRADE 2

INFORMATION FLUENCY STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING → “We are thinkers.”

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect

- Identifies overall “big picture” idea by stating it orally or drawing a picture.

Wonder

- Asks “I wonder” questions about the research topic.

Investigate

- Follows a modeled inquiry process during each visit to the library to do research.
- Uses online encyclopedias and magazine databases with guidance.
- Selects and uses appropriate sources, including dictionaries, periodicals, maps, and globes, to answer questions.
- Writes, draws, or verbalizes the main idea and supporting details.
- Uses simple notetaking strategies as demonstrated by librarian (e.g., copying words or phrases).

Construct

- Compares new ideas with what was known at the beginning of the inquiry.

Express

- Uses writing process to develop expression of new understandings.
- Begins to understand concept of “audience.”
- Presents information in a variety of ways (e.g., art, music, poetry, movement, verbally, and/or written language).
- Identifies the names of sources used.
- Uses word processing and drawing tools to create written product.

Reflect

- Follows authentic assessment rubrics modeled by librarian.
- Identifies own strengths and sets goals for improvement.

INFORMATION FLUENCY STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH → “We are explorers,”

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

LITERARY/ARTISTIC RESPONSE AND EXPRESSION

- Compares characters in two different stories, or plots in two stories by the same author.

PERSONAL EXPLORATION

- Uses technology tools to create and present ideas.
- Requests/chooses materials related to personal interests.

MOTIVATION FOR INDEPENDENT READING

- Begins to explore and examine the various genres based on personal interests.
- Reads a variety of fiction and nonfiction for enjoyment and information.
- Demonstrates comprehension of stories read independently and stories read by the librarian.

INFORMATION FLUENCY STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY → “We are citizens.”

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

BROADENING UNDERSTANDING THROUGH EFFECTIVE SOCIAL INTERACTION

- Participates in discussions and listens well.
- Shows respect for the ideas of others.
- Works collaboratively using technology for research to meet information needs.

PRACTICING ETHICAL BEHAVIOR IN USE OF INFORMATION

- Credits sources by citing author and title.

INFORMATION FLUENCY BENCHMARK SKILLS - GRADE 3

INFORMATION FLUENCY STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING → “We are thinkers.”

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect

- Connects ideas in text to own interests.
- Brainstorms ideas for further information.

Wonder

- Formulates questions about the topic with guidance.
- Uses prior knowledge and understanding of overall topic to make predictions about what the new information will reveal.

Investigate

- Identifies the 10 major Dewey areas and what main topics are included in each.
- Locates nonfiction material at appropriate reading level.
- Searches online catalog with assistance to locate materials.
- Uses bookmarked Web sites to find appropriate information.
- Understands the navigation tools of a Website.
- Selects and use appropriate sources, including almanacs, thesauri, general encyclopedias, and periodical databases, to answer questions.
- Uses at least two sources for research projects.
- Questions text during reading or listening.
- Uses simple note-taking strategies.

Construct

- Matches information found with questions and predictions.
- States the main idea.
- Interprets or explains main idea and supports with evidence.

Express

- Uses writing process to develop expression of new understandings.
- Creates a product with a beginning, middle, and end.
- Speaks clearly to convey meaning.
- Selects and presents creative products in a variety of formats.

Reflect

- Identifies and evaluates the important features for a good product.
- Identifies own strengths and sets goals for improvement.

INFORMATION FLUENCY STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH → “We are explorers,”

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

LITERARY/ARTISTIC RESPONSE AND EXPRESSION

- Discusses problems and solutions in a story.

PERSONAL EXPLORATION

- Gathers information related to personal interests.

MOTIVATION FOR INDEPENDENT READING

- Recognizes features of various genres and uses different reading strategies for understanding.
- Reads a variety of fiction and nonfiction for enjoyment and information.

INFORMATION FLUENCY STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY → “We are citizens.”

Independent learners contribute to the learning community by seeking multiple perspectives,

sharing their understandings with others, and using information and resources ethically.

BROADENING UNDERSTANDING THROUGH EFFECTIVE SOCIAL INTERACTION

- Participates in discussions and listens well.
- Shows respect for the ideas of others.
- Works collaboratively, locally and remotely, to use technology for research to meet information needs.

PRACTICING ETHICAL BEHAVIOR IN USE OF INFORMATION

- Respects privacy of others (e-mail, files, passwords, sites).
- Observes Internet safety procedures including safeguarding personal information.

INFORMATION FLUENCY BENCHMARK SKILLS - GRADE 4

INFORMATION FLUENCY STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING → “We are thinkers.”

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect

- Generates a list of key words for a research -based project with guidance.

Wonder

- Asks questions to clarify topics or details.
- Predicts answers to inquiry based on background knowledge and beginning observation or experience.

Investigate

- Uses online encyclopedias and magazine databases to locate information.
- Selects and use appropriate sources, including indexes, specialized dictionaries, periodical databases and encyclopedias, to answer questions.
- Uses skim/scan to locate information that is appropriate to age and ability level.
- Distinguishes between fact and opinion.
- Uses various notetaking strategies (highlighting, graphic organizers).
- Paraphrases, summarizes information.

Construct

- Identifies facts and details that support main ideas.
- Notes similarities and differences in information from two different sources.
- Uses a variety of systems for organizing.
- Draws a conclusion about the main idea.

Express

- Uses writing process to develop expression of new understandings.
- Drafts the presentation/product following the outline of ideas developed during the Construct phase and adding supporting details from notes.
- Presents information clearly so that main points are evident.
- Uses information appropriate to task and audience.
- Understands the concept of “audience”; determines audience before creating product.
- Selects and presents creative products in a variety of formats.

Reflect

- Identifies and evaluates the important features for a good product.
- Identifies own strengths and sets goals for improvement.

INFORMATION FLUENCY STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH → “We are explorers,”

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

LITERARY/ARTISTIC RESPONSE AND EXPRESSION

- Identifies story elements in various fiction genres.
- Uses evidence from stories to discuss characters, setting, plot, time, and place.
- Makes predictions and inferences about events and characters.

PERSONAL EXPLORATION

- Gathers information related to personal interests.

MOTIVATION FOR INDEPENDENT READING

- Recognizes features of various genres and uses different reading strategies for understanding.
- Reads a variety of fiction and nonfiction for enjoyment and information.

INFORMATION FLUENCY STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY → “We are citizens.”

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

BROADENING UNDERSTANDING THROUGH EFFECTIVE SOCIAL INTERACTION

- Participates in discussions and listens well.
- Shows respect for the ideas of others.
- Works collaboratively, locally and remotely, to use technology for research to meet information needs.

PRACTICING ETHICAL BEHAVIOR IN USE OF INFORMATION

- Respects privacy of others (e-mail, files, passwords, sites).
- Observes Internet safety procedures including safeguarding personal information.
- Discusses responsible use and misuse of technology, and describes personal consequences of inappropriate use.

INFORMATION FLUENCY BENCHMARK SKILLS - GRADE 5

INFORMATION FLUENCY STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING → “We are thinkers.”

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect

- Uses sources to acquire background information.

Wonder

- Assesses questions to determine which can be answered by simple facts, which cannot be answered and which would lead to an interesting inquiry.
- Forms tentative thesis about main idea based on prediction.

Investigate

- Uses selected search engines to find appropriate information.
- Uses multiple resources, including print, electronic, and human resources, to locate information.
- Uses prior knowledge and experiences to understand new facts and ideas.
- Interprets information taken from maps, graphs, charts, and other visuals.
- Evaluates print and electronic information for usefulness:
 - Evaluates information based on relevance to inquiry questions.
 - Picks the most interesting information.
- Selects information to solve a problem.
- Evaluates facts for accuracy and applies them in research-based projects.
- Determines important and unimportant details.
- Uses various notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers).
- Uses software (e.g., word processing, graphic organizing) to record and organize information.

Construct

- Uses common organizational patterns to organize information (chronological order, main idea with supporting details).
- Makes inferences about the topic at the conclusion of a research project.
- Forms opinion and uses evidence from text to back it up.
- Reflects on how ideas changed with more information.

Express

- Uses writing process to develop expression of new understandings.
- Presents information in oral, written and visual sequence.
- Cites all sources used according to model provided by teacher.
- Uses word processing, drawing tools, presentation software, concept-mapping software, graphing software, and other productivity software to illustrate concepts and convey ideas.
- Modifies and revises own work based on feedback from others.
- Selects and presents creative products in a variety of formats.

Reflect

- Identifies and evaluates the important features for a good product.
- Identifies own strengths and sets goals for improvement.

INFORMATION FLUENCY STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH → “We are explorers,”

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

LITERARY/ARTISTIC RESPONSE AND EXPRESSION

- Discusses theme of stories, using evidence to support opinions.
- Draws conclusions about the theme of the story.

PERSONAL EXPLORATION

- Gathers information related to personal interests.

MOTIVATION FOR INDEPENDENT READING

- Recognizes features of various genres and uses different reading strategies for understanding.
- Reads a variety of fiction and nonfiction for enjoyment and information.
- Understands literal meanings and can identify the main points.

INFORMATION FLUENCY STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY → “We are citizens.”

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

BROADENING UNDERSTANDING THROUGH EFFECTIVE SOCIAL INTERACTION

- Participates in discussions and listens well.
- Shows respect for the ideas of others.
- Works collaboratively, locally and remotely, to use technology for research to meet information needs.

PRACTICING ETHICAL BEHAVIOR IN USE OF INFORMATION

- Respects privacy of others (e-mail, files, passwords, sites).
- Observes Internet safety procedures including safeguarding personal information.
- Credits all sources properly with title, author, and page numbers.

INFORMATION FLUENCY BENCHMARK SKILLS - GRADE 6

INFORMATION FLUENCY STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING → “We are thinkers.”

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect

- Observes and analyzes an experience, demonstration, activity, or primary source that introduces a topic, problem, or question.

Wonder

- Writes questions independently based on key ideas or areas of focus.
- Determines what information is needed to support the investigation and answer the questions.

Investigate

- Recognizes the organization and use of special sections in the library (e.g., reference, reserve books, paperbacks).
- Follows a complete research plan and stays on a timeline.
- Recognizes and uses a variety of systems for organizing (e.g., basic library systems, ABC order, numerical order) in order to locate material.
- Uses online catalog independently to locate specific books, get classification numbers, and browse.
- Uses different formats (graphs, charts, maps, diagrams, bookmarked Web sites, subscription databases, and video) as sources of information.
- Participates in supervised use of search engines and bookmarked Web sites to access appropriate information for research.
- Evaluates and selects information based on relevance to inquiry questions.
- Identifies main ideas and supporting details.
- Selects information that applies to the general research question or problem and answers research questions.
- Takes notes using one or more of a variety of note-taking strategies.
- Differentiates between important and unimportant details.

Construct

- Makes inferences based on explicit information in text.
- Combines and categorizes information by using an outline or semantic web to find connections among ideas.
- Combines information and inferences to draw conclusions and create meaning.

Express

- Uses writing process to develop expression of new understandings.
- Presents conclusions and supporting facts in a variety of ways.
- Cites all sources used.
- Uses information to create original and creative products.

Reflect

- Sets high and clear standards for work and uses both student- and teacher-established criteria for self-assessment.
- Identifies own strengths and sets goals for improvement.

INFORMATION FLUENCY STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH → “We are explorers,”

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

LITERARY/ARTISTIC RESPONSE AND EXPRESSION

- Recognizes similarities and differences among authors writing on the same theme.
- Participates in literary discussions and book clubs.

PERSONAL EXPLORATION

- Independently locates and selects information for personal, hobby, or vocational interests.

MOTIVATION FOR INDEPENDENT READING

- Reads a variety of genres, including short stories, novels, poems, plays, drama, myths, films, and electronic magazines and books.
- Reads independently.

INFORMATION FLUENCY STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY → “We are citizens.”

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

RECOGNIZING THE IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

- Seeks information from diverse sources to get balanced view.

BROADENING UNDERSTANDING THROUGH EFFECTIVE SOCIAL INTERACTION

- Participates in discussions and listens well.
- Encourages team members to share ideas and opinions.
- Uses a variety of media and formats to design, develop, publish, and present products that effectively communicate information and ideas about the curriculum to multiple audiences.

PRACTICING ETHICAL BEHAVIOR IN USE OF INFORMATION

- Respects privacy of others (e-mail, files, passwords, sites).
- Demonstrates understanding of intellectual freedom and intellectual property rights by respecting and observing guidelines for using information sources.
- Abides by the Acceptable Use Policy by accessing only appropriate information.
- Observes Internet safety procedures, including safeguarding personal information.
- Uses programs and Internet sites responsibly, efficiently, and ethically.

INFORMATION FLUENCY BENCHMARK SKILLS - GRADE 7

INFORMATION FLUENCY STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING → “We are thinkers.”

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect

- States and verifies what is known about the problem or question and makes connections to prior knowledge.

Wonder

- Analyzes what is already known or what is observed or experienced to form tentative thesis or hypothesis to predict answers to inquiry questions.
- Refines questions to lead to gathering of different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison).

Investigate

- Recognizes the categorization of materials in Dewey Areas up to the first digit after the decimal point.
- Incorporates technology resources such as online encyclopedias, online databases, and Web subject directories, to locate information on assigned topics in the curriculum.
- Implements keyword search strategies.
- Selects and uses grade-level appropriate electronic reference sources and teacher-selected Internet sites to answer questions.
- Selects variety of sources in different formats relevant to research needs.
- Evaluates and selects information based on usefulness, currency, and accuracy.
- Evaluates, paraphrases, and summarizes information.
- Uses both facts and opinions responsibly by identifying them and verifying them.

Construct

- Uses common organizational patterns to organize information (chronological order, cause and effect, compare/contrast) in order to draw conclusions.
- Interprets information and ideas by defining, classifying, and inferring.
- Forms opinions and judgments backed up by supporting evidence.

Express

- Uses writing process to develop expression of new understandings.
- Decides presentation form based on audience and purpose.
- Cites all sources used.
- Uses information to create original and creative products.

Reflect

- Sets high and clear standards for work and uses both student- and teacher-established criteria for self-assessment.
- Identifies own strengths and sets goals for improvement.

INFORMATION FLUENCY STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH → “We are explorers,”

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

LITERARY/ARTISTIC RESPONSE AND EXPRESSION

- Recognizes the author’s point of view; considers alternative perspectives.
- Participates in literary discussions and book clubs.

PERSONAL EXPLORATION

- Independently locates and selects information for personal, hobby, or vocational interests.

MOTIVATION FOR INDEPENDENT READING

- Identifies purpose of reading a text.
- Reads a variety of genres, including short stories, novels, poems, plays, drama, myths, films, and electronic

magazines and books.

- Reads independently.

INFORMATION FLUENCY STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY → “We are citizens.”

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

RECOGNIZING THE IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

- Seeks information from diverse sources to get balanced view.

BROADENING UNDERSTANDING THROUGH EFFECTIVE SOCIAL INTERACTION

- Participates in discussions and listens well.
- Encourages team members to share ideas and opinions.
- Uses a variety of media and formats to design, develop, publish, and present products that effectively communicate information and ideas about the curriculum to multiple audiences.

PRACTICING ETHICAL BEHAVIOR IN USE OF INFORMATION

- Respects privacy of others (e-mail, files, passwords, sites).
- Demonstrates understanding of intellectual freedom and intellectual property rights by respecting and observing guidelines for using information sources.
- Abides by the Acceptable Use Policy by accessing only appropriate information.
- Observes Internet safety procedures, including safeguarding personal information.
- Uses programs and Internet sites responsibly, efficiently, and ethically.

INFORMATION FLUENCY BENCHMARK SKILLS - GRADE 8

INFORMATION FLUENCY STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING → “We are thinkers.”

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect

- Revises the question or problem as needed to arrive at a manageable topic.

Wonder

- Defines the purpose of the inquiry and aligns questions and investigation with the purpose (e.g., historical purpose needs interpretive information and balanced opinions, scientific purpose needs accurate and up-to-date information with supporting evidence).
- Plans inquiry to test hypothesis or validate thesis.

Investigate

- Transfers the understanding of school library organization to the public library.
- Uses a variety of search engines to do advanced searching.
- Seeks balanced view by using diverse sources, including print and electronic reference sources, periodicals, fiction, nonfiction, Internet and online databases, to access appropriate material.
- Evaluates and selects information based on authority, accuracy, and point of view.
- Recognizes the effect of different perspectives on the information.

Construct

- Gathers evidence to determine the best supported point of view.
- Draws conclusions based on explicit and implied information.
- Compares information found to tentative thesis or hypothesis; revisits and revises hypothesis as appropriate.

Express

- Uses writing process to develop expression of new understandings.
- Creates products for authentic reasons.
- Uses 2 or 3 strategies for revising own work.
- Cites all sources used.
- Uses information to create original and creative products.

Reflect

- Sets high and clear standards for work and uses both student- and teacher-established criteria for self-assessment.
- Identifies own strengths and sets goals for improvement.

INFORMATION FLUENCY STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH → “We are explorers,”

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

LITERARY/ARTISTIC RESPONSE AND EXPRESSION

- Shares reading experiences in a variety of ways and formats.
- Creates original products based on responses to literature.
- Participates in literary discussions and book clubs.

PERSONAL EXPLORATION

- Independently locates and selects information for personal, hobby, or vocational interests.
- Uses online catalog strategies to locate information about personal interest topics in own and other libraries.

MOTIVATION FOR INDEPENDENT READING

- Reads a variety of genres, including short stories, novels, poems, plays, drama, myths, films, and electronic magazines and books.
- Reads for a variety of purposes to predict outcomes, to answer questions, and to skim for facts.

- Reads independently.
- Understands literal and implied meanings, and can place the meaning in a conceptual framework.

INFORMATION FLUENCY STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY → “We are citizens.”

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

RECOGNIZING THE IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

- Seeks information from diverse sources to get balanced view.

BROADENING UNDERSTANDING THROUGH EFFECTIVE SOCIAL INTERACTION

- Participates in discussions and listens well.
- Encourages team members to share ideas and opinions.
- Uses a variety of media and formats to design, develop, publish, and present products that effectively communicate information and ideas about the curriculum to multiple audiences.

PRACTICING ETHICAL BEHAVIOR IN USE OF INFORMATION

- Respects privacy of others (e-mail, files, passwords, sites).
- Demonstrates understanding of intellectual freedom and intellectual property rights by respecting and observing guidelines for using information sources.
- Credits sources by creating a bibliography using correct bibliographic format.
- Abides by the Acceptable Use Policy by accessing only appropriate information.
- Observes Internet safety procedures, including safeguarding personal information.
- Uses programs and Internet sites responsibly, efficiently, and ethically.

INFORMATION FLUENCY BENCHMARK SKILLS - GRADE 9

INFORMATION FLUENCY STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING → "We are thinkers."

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect

- Reads background information to discover the complexities of the problem or question.
- **Identifies key words and synonyms, both stated and implied, for topic and uses them to further research.**
- Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest.

Wonder

- Focuses the purpose of the research by formulating specific questions to be answered.
- Determines the kind of information needed to investigate the complexities of the topic.

Investigate

- Recognizes and uses search strategies (key words, subject headings) to locate appropriate resources.
- Uses technology resources such as online encyclopedias, online databases, and Web subject directories, to locate information on assigned topics in the curriculum.
- **Conducts advanced Web searches using Boolean logic and other sophisticated search functions.**
- Uses a variety of search engines to do advanced searching.
- Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively.
- Uses appropriate electronic reference sources and Internet sites to answer **questions**.
- Adjusts search strategies by comparing information gathered with the problem or question.
- Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details.
- Analyzes electronic and print information to determine if it answers the inquiry questions.
- Takes notes using one or more of a variety of notetaking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).
- Compares information gathered from different sources for accuracy.

Construct

- Combines ideas and information to develop and demonstrate new understanding.
- Recognizes relationships among ideas by using an outline or semantic web.

Express

- Uses writing process to develop expression of new understandings.
- Presents conclusions to answer the question or problem.
- Cites all sources used according to style formats.
- Identifies and applies common productivity software to enhance communication to an audience, promote productivity and support creativity.
- Expresses own ideas through creative products in a variety of formats.

Reflect

- Sets high and clear standards for work and develops criteria for self-assessment or uses established criteria (rubrics, checklists).
- Identifies own strengths and sets goals for improvement.

INFORMATION FLUENCY STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH → "We are explorers,"

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

LITERARY/ARTISTIC RESPONSE AND EXPRESSION

- Shares reading experiences in a variety of ways and formats.
- Participates in literary discussions and book clubs.

PERSONAL EXPLORATION

- Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking.

MOTIVATION FOR INDEPENDENT READING

- Reads variety of fiction and nonfiction materials.
- Reads/listens to works of international and multicultural authors.
- Uses print and nonprint information resources for information and personal needs; actively seeks answers to questions.
- Reads to explore new ideas beyond the required curriculum. Reads for pleasure, to learn, to solve problems, and to explore many different ideas.

INFORMATION FLUENCY STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY → “We are citizens.”

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

RECOGNIZING THE IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

BROADENING UNDERSTANDING THROUGH EFFECTIVE SOCIAL INTERACTION

- Participates in discussions and listens well.
- Seeks ideas and opinions from others.
- Uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.

PRACTICING ETHICAL BEHAVIOR IN USE OF INFORMATION

- Respects privacy of others (e-mail, files, passwords, sites).
- Demonstrates understanding of intellectual freedom and property by respecting and observing guidelines for using information sources.
- Abides by the Acceptable Use Policy in all respects.
- Observes Internet safety procedures including safeguarding personal information.
- Uses programs and Internet sites responsibly, efficiently, and ethically.

INFORMATION FLUENCY BENCHMARK SKILLS – GRADE 10

INFORMATION FLUENCY STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING → “We are thinkers.”

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect

- Before starting research, identifies the critical components of the information problem.
- Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic.

Wonder

- Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue).
- Analyzes and evaluates what is already known or what is observed or experienced to form thesis or hypothesis to predict answers to inquiry questions.

Investigate

- Considers and prioritizes possible sources of information based on specific information needs and strengths of different information formats.
- **Considers various points-of-view and the merits of resources before choosing the best ones for the information needed.**
- Uses specialized reference materials to find specific and in-depth information.
- Actively seeks different points of view and considers the effect of point of view on the facts and opinions presented.
- Selects information carefully to give an accurate picture of the research topic.
- **Uses text structures to derive relationships among ideas, and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information).**
- Evaluates information from a variety of sources for accuracy, appropriateness, and comprehensiveness.
- Revises search and locates additional information as needed.
- Takes notes using one or more of a variety of notetaking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).

Construct

- Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas.
- Draws clear and appropriate conclusions supported by evidence and examples.

Express

- Uses writing process to develop expression of new understandings.
- Decides presentation form based on effective communication of point of view.
- Cites all sources used according to style formats.
- Identifies and applies common productivity software to enhance communication to an audience, promote productivity and support creativity.
- Expresses own ideas through creative products in a variety of formats.

Reflect

- Sets high and clear standards for work and develops criteria for self-assessment or uses established criteria (rubrics, checklists).
- Identifies own strengths and sets goals for improvement.

INFORMATION FLUENCY STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH → “We are explorers,”

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

LITERARY/ARTISTIC RESPONSE AND EXPRESSION

- Shares reading experiences in a variety of ways and formats.
- Participates in literary discussions and book clubs.

PERSONAL EXPLORATION

- Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking.

MOTIVATION FOR INDEPENDENT READING

- Reads variety of fiction and nonfiction materials.
- Reads/listens to works of international and multicultural authors.
- Uses print and nonprint information resources for information and personal needs; actively seeks answers to questions.
- Considers alternative perspectives and evaluates differing points-of-view.
- Reads to explore new ideas beyond the required curriculum. Reads for pleasure, to learn, to solve problems, and to explore many different ideas.

INFORMATION FLUENCY STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY → “We are citizens.”

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

RECOGNIZING THE IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

BROADENING UNDERSTANDING THROUGH EFFECTIVE SOCIAL INTERACTION

- Participates in discussions and listens well.
- Seeks ideas and opinions from others.
- Uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Offers and defends information brought to group and when appropriate, seeks consensus to achieve a stronger product.
- **Uses tools/websites to collaborate, publish and interact with peers, experts and other audiences.**

PRACTICING ETHICAL BEHAVIOR IN USE OF INFORMATION

- Respects privacy of others (e-mail, files, passwords, sites).
- Either puts all information in own words or selects short segments to quote.
- **Gives credit for all quotes, citing them properly in notes and bibliography.**
- Demonstrates understanding of intellectual freedom and property by respecting and observing guidelines for using information sources.
- Analyzes the consequences and costs of unethical use of information and communication technology (e.g. hacking, spamming, consumer fraud, virus setting, intrusion) and identifies ways for addressing these risks.
- Abides by the Acceptable Use Policy in all respects.
- Observes Internet safety procedures including safeguarding personal information.
- Uses programs and Internet sites responsibly, efficiently, and ethically.

INFORMATION FLUENCY BENCHMARK SKILLS – GRADE 11

INFORMATION FLUENCY STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING → “We are thinkers.”

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect

- Verifies the accuracy of what is known about the problem or question.

Wonder

- Plans inquiry to test hypothesis systematically or to validate thesis.

Investigate

- Uses a variety of information search strategies.
- Uses both primary and secondary sources.
- Recognizes the difference between primary and secondary visuals.
- Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability.
- Evaluates historical information for validity of interpretation, and scientific information for accuracy and reliability of data.
- Takes notes using one or more of a variety of notetaking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).
- Categorizes information, adds new categories as necessary.

Construct

- Analyzes different points of view discovered in different sources.
- Develops own point of view and supports with evidence.

Express

- Uses writing process to develop expression of new understandings.
- Utilizes different organization structures as appropriate for point of view and conclusions (cause and effect, hierarchy, chronology, compare/contrast).
- Cites all sources used according to style formats.
- Identifies and applies common productivity software to enhance communication to an audience, promote productivity and support creativity.
- Expresses own ideas through creative products in a variety of formats.

Reflect

- Sets high and clear standards for work and develops criteria for self-assessment or uses established criteria (rubrics, checklists).
- Identifies own strengths and sets goals for improvement.

INFORMATION FLUENCY STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH → “We are explorers,”

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

LITERARY/ARTISTIC RESPONSE AND EXPRESSION

- Shares reading experiences in a variety of ways and formats.
- Participates in literary discussions and book clubs.

PERSONAL EXPLORATION

- Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking.
- Uses online catalog strategies to locate information about personal interest topics in own and other libraries.
- Applies technology productivity tools to meet personal needs.

MOTIVATION FOR INDEPENDENT READING

- Reads variety of fiction and nonfiction materials.

- Reads/listens to works of international and multicultural authors.
- Uses print and nonprint information resources for information and personal needs; actively seeks answers to questions.
- Reads to explore new ideas beyond the required curriculum. Reads for pleasure, to learn, to solve problems, and to explore many different ideas.

INFORMATION FLUENCY STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY → “We are citizens.”

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

RECOGNIZING THE IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

- Uses multiple resources as a general rule to seek balanced perspective.

BROADENING UNDERSTANDING THROUGH EFFECTIVE SOCIAL INTERACTION

- Participates in discussions and listens well.
- Seeks ideas and opinions from others.
- Uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.

PRACTICING ETHICAL BEHAVIOR IN USE OF INFORMATION

- Respects privacy of others (e-mail, files, passwords, sites).
- **Understands concept and role Freedom of Information plays in democracy.**
- **Demonstrates understanding of intellectual freedom and property by respecting and observing guidelines for using information sources.**
- Demonstrates awareness and understanding of fair use guidelines for educational purposes.
- **Makes copies of print, software or tapes only when permission from author/publisher is located.**
- Abides by the Acceptable Use Policy in all respects.
- Observes Internet safety procedures including safeguarding personal information.
- Uses programs and Internet sites responsibly, efficiently, and ethically.

INFORMATION FLUENCY BENCHMARK SKILLS – GRADE 12

INFORMATION FLUENCY STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING → “We are thinkers.”

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect

- Explores problems or questions for which there are multiple answers or no “best” answer.

Wonder

- Defines the purpose of the inquiry and recognizes that the type of thinking required by the inquiry will differ according to the purpose (e.g., historical – take a position and defend it; scientific – verify accuracy of model and support with evidence; literary – analyze literary and social context).

Investigate

- Seeks diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics.
- **Can use any electronic resources effectively to answer questions by applying search strategies.**
- Recognizes degrees of bias (from slightly slanted point of view to heavily slanted propaganda).
- Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective.
- Determines the extent of the research by the complexity of the subject, not by time or page limits.
- Takes notes using one or more of a variety of notetaking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).
- Challenges ideas in text and makes notes of questions to pursue in additional sources.
- Interprets information.

Construct

- Builds a conceptual framework by synthesizing ideas gathered from multiple texts.
- Presents different perspectives with evidence for each.

Express

- Uses writing process to develop expression of new understandings.
- Presents complex ideas and original conclusions very effectively.
- Creates products for authentic reasons.
- Cites all sources used according to style formats.
- Identifies and applies common productivity software to enhance communication to an audience, promote productivity and support creativity.
- Expresses own ideas through creative products in a variety of formats.

Reflect

- Sets high and clear standards for work and develops criteria for self-assessment or uses established criteria (rubrics, checklists).
- Identifies own strengths and sets goals for improvement.

INFORMATION FLUENCY STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH → “We are explorers,”

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

LITERARY/ARTISTIC RESPONSE AND EXPRESSION

- Shares reading experiences in a variety of ways and formats.
- Participates in literary discussions and book clubs.

PERSONAL EXPLORATION

- Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking.
- Searches other libraries for information related to personal interests.
- Pursues creative expressions of information in the community (public library, arts center, museums).

MOTIVATION FOR INDEPENDENT READING

- Reads variety of fiction and nonfiction materials.
- Reads/listens to works of international and multicultural authors.
- Uses print and nonprint information resources for information and personal needs; actively seeks answers to questions.
- Reads to explore new ideas beyond the required curriculum. Reads for pleasure, to learn, to solve problems, and to explore many different ideas.
- Understands text on both a literal and an abstract level.

INFORMATION FLUENCY STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY → “We are citizens.”

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

RECOGNIZING THE IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

- Always tries to find both sides of controversial issues and evaluates them carefully, particularly on controversial or culturally based topics.
- Seeks alternative sources of information and respects the guidelines for access in all environments (public libraries, museums, cultural institutions, agencies).
- Demonstrates understanding of intellectual freedom and First Amendment rights.

BROADENING UNDERSTANDING THROUGH EFFECTIVE SOCIAL INTERACTION

- Participates in discussions and listens well.
- Seeks ideas and opinions from others.
- Uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.

PRACTICING ETHICAL BEHAVIOR IN USE OF INFORMATION

- Respects privacy of others (e-mail, files, passwords, sites).
- Demonstrates understanding of intellectual freedom and property by respecting and observing guidelines for using information sources.
- **Extends respect for intellectual property and copyright by giving credit for ideas as well as directly quoted material.**
- Abides by the Acceptable Use Policy in all respects.
- Observes Internet safety procedures including safeguarding personal information.
- Uses programs and Internet sites responsibly, efficiently, and ethically.

2.5.4 PRIORITY BENCHMARK SKILLS INFORMATION FLUENCY CONTINUUM

The New York City Information Fluency Continuum Grade-Level Benchmarks were further developed and refined to highlight the most important skills to be learned by students at each grade level. If access to students is limited by a fixed library schedule or other situations in a school or if educators want to emphasize the most important skills first, then library media specialists and classroom teachers may focus on the following **Priority Benchmark Skills**.

Students who develop these Priority Benchmark Skills at each grade level throughout their years of schooling will be prepared to meet the challenges of independent learning that they will encounter in higher levels of education, the work place, and productive participation in society.

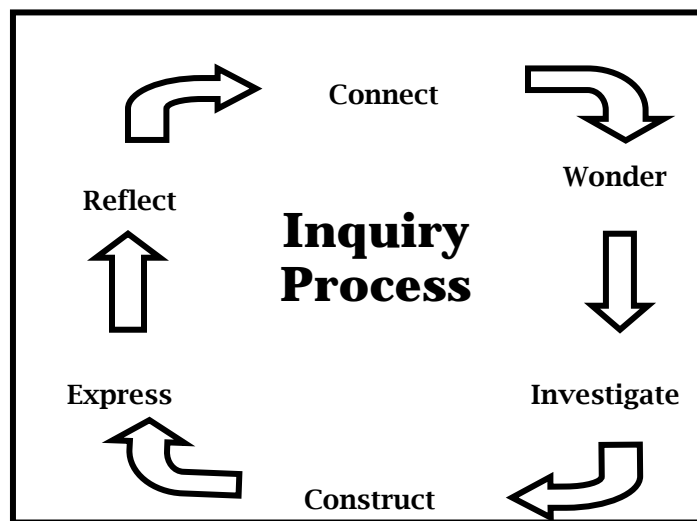
The following pages are packaged so that administrators and library media specialists may distribute them to parents and teachers for an overview of the information skills taught through the library program.

**Libraries Build Independent Learners Through
Information Literacy and Inquiry
Priority Benchmark Skills**

Inquiry is an essence of teaching and learning that empowers students to follow their sense of wonder into new discoveries and insights about the way the world works. The empowered learner calls upon information/inquiry skills to connect with what he or she knows, ask intriguing questions about what is not known, investigate the answers, construct new understandings, and communicate to share those understandings with others.

A collaborative approach by the librarian and the classroom teacher is the most effective way to teach information fluency skills and strategies; students need to use the skills of inquiry to learn essential content. Instruction is designed around an inquiry framework to generate active learning and the formation of new understandings.

The Cycle of Inquiry and Learning



The information fluency skills required for in-depth learning must follow a coherent development continuum of instruction and practice throughout the years of schooling, K-12 and beyond, to enable all of our children to become independent learners.

Grade K

The information-literate student in Grade K has developed the following skills:

- Connects ideas to own interests
- Understands how books are organized
- Distinguishes between fiction and nonfiction books
- Presents facts and simple answers to questions
- Reads a variety of fiction and nonfiction for enjoyment and information

Grade 1

The information-literate student in Grade 1 has developed the following skills:

- Shares what is already known about a topic
- Recognizes facts
- Finds facts to answer specific questions
- Draws conclusions about main idea of a story
- Reads a variety of fiction and nonfiction for enjoyment and information

Grade 2

The information-literate student in Grade 2 has developed the following skills:

- Asks “I wonder” questions about the research topic
- Follows a modeled inquiry process during each visit to the library to do research
- Writes, draws, or verbalizes the main idea and supporting details
- Presents information in a variety of ways
- Demonstrates comprehension of stories read independently and stories read by the librarian

Grade 3

The information-literate student in Grade 3 has developed the following skills:

- Connects ideas in text to own interests
- Formulates questions about the topic with guidance
- Understands the 10 major Dewey areas of the library and what main topics are included in each
- Searches the online catalog with assistance to locate materials
- Uses Web sites selected by the librarian to find appropriate information
- States the main idea
- Creates a product with beginning, middle, and end
- Discusses problems and solutions in a story

Grade 4

The information-literate student in Grade 4 has developed the following skills:

- Predicts answers to inquiry questions based on background knowledge
- Selects and uses appropriate sources to answer questions
- Paraphrases and summarizes information

- Identifies facts and details that support main ideas
- Presents information clearly so that main points are evident
- Selects and presents creative products in a variety of formats
- Identifies story elements in various fiction genres
- Recognizes features of various genres and uses different reading strategies for understanding

Grade 5

The information-literate student in Grade 5 has developed the following skills:

- Uses sources to gather background information
- Assesses questions to determine which can be answered by simple facts, which cannot be answered and which would lead to an interesting inquiry
- Uses multiple resources, including print, electronic, and human resources, to locate information
- Evaluates print and electronic information for usefulness
- Uses various notetaking strategies
- Forms opinion and uses evidence from text to back it up
- Modifies and revises own work based on feedback from others
- Draws conclusions about the theme of a story
- Understands literal meanings and identifies the main points
- Observes Internet safety procedures including safeguarding personal information

Grade 6

The information-literate student in Grade 6 has developed the following skills:

- Writes questions independently based on key ideas or areas of focus
- Uses online catalog independently to locate specific books, get classification numbers, and browse
- Uses different formats, including Web sites and subscription databases, as sources of information
- Identifies main ideas and supporting details
- Combines information and inferences to draw conclusions and create meaning
- Presents conclusions and supporting facts in a variety of ways
- Reads a variety of genres
- Reads independently
- Observes Internet safety procedures, including safeguarding personal information

Grade 7

The information-literate student in Grade 7 has developed the following skills:

- Uses background information to predict answers to inquiry questions
- Refines questions to lead to gathering of different types of information
- Evaluates and selects information based on usefulness, currency, and accuracy
- Uses both facts and opinions responsibly by identifying them and verifying them
- Uses common organization patterns (chronological order, cause and effect) in order to draw conclusions

- Interprets information and ideas by defining, classifying, and inferring
- Cites all sources used
- Recognizes the author's point of view; considers alternative perspectives
- Reads a variety of genres
- Reads independently
- Uses programs and Internet sites responsibly, efficiently, and ethically

Grade 8

The information-literate student in Grade 8 has developed the following skills:

- Revises the question or problem as needed to arrive at a manageable topic
- Uses a variety of search engines to do advanced searching
- Recognizes the effect of different perspectives on the information
- Draws conclusions based on explicit and implied information
- Uses information to create original and creative products
- Shares reading experiences in a variety of ways and formats
- Reads a variety of genres
- Reads independently
- Seeks information from diverse sources to get balanced view
- Demonstrates understanding of intellectual freedom and intellectual property rights by respecting and observing guidelines for using information sources
- Abides by the Acceptable Use Policy by accessing only appropriate information

Grade 9

The information-literate student in Grade 9 has developed the following skills:

- Identifies key words and synonyms, both stated and implied, for topic and uses them to further research
- Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest
- Conducts advanced Web searches using Boolean logic and other sophisticated search functions
- Takes notes using one or more of a variety of notetaking strategies
- Recognizes relationships among ideas by using an outline or graphic organizer
- Cites all sources used according to style formats
- Shares reading experiences in a variety of ways and formats
- Seeks and locates information about personal interests and usually finds it independently
- Reads a variety of fiction and nonfiction materials
- Observes Internet safety procedures including safeguarding personal information
- Uses programs and Internet sites responsibly, efficiently, and ethically

Grade 10

The information-literate student in Grade 10 has developed the following skills:

- Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic

- Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research
- Considers various points of view and the merits of resources before choosing the best ones for the information needed
- Selects information carefully to give an accurate picture of the research topic
- Expresses own ideas through creative products in a variety of formats
- Participates in literary discussions and book clubs
- Reads to explore new ideas beyond the required curriculum. Reads for pleasure, to learn, to solve problems, and to explore many different ideas
- Uses tools/Web sites to collaborate, publish, and interact with peers, experts and other audiences
- Gives credit for all quotes, citing them properly in notes and bibliography
- Observes Internet safety procedures including safeguarding personal information

Grade 11

The information-literate student in Grade 11 has developed the following skills:

- Plans inquiry to test hypothesis systematically or to validate thesis
- Pursues balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability
- Develops own point of view and supports with evidence
- Uses different organization structures as appropriate for point of view and conclusions
- Expresses own ideas through creative products in a variety of formats
- Participates in literary discussions and book clubs
- Uses print and nonprint information resources for information and personal needs; actively seeks answers to questions
- Understands concept and role Freedom of Information plays in democracy
- Demonstrates understanding of intellectual freedom and intellectual property rights by respecting and observing guidelines for using information sources
- Observes Internet safety procedures including safeguarding personal information

Grade 12

The information-literate student in Grade 12 has developed the following skills:

- Explores problems or questions for which there are multiple answers or no “best” answer
- Uses electronic resources effectively to answer questions by applying search strategies
- Challenges ideas in text and makes notes of questions to pursue in additional sources
- Interprets information
- Builds a conceptual framework by synthesizing ideas gathered from multiple texts
- Presents complex ideas and original conclusions very effectively
- Participates in literary discussions and book clubs
- Understands text on both a literal and an abstract level
- Extends respect for intellectual property and copyright by giving credit for ideas as well as directly quoted material
- Observes Internet safety procedures including safeguarding personal information

2.5.5 RESOURCES FOR MODEL UNIT / LESSON PLANS

Library instruction should always be integrated into the curriculum. When students are expected to learn and use information fluency skills in the context of what they are learning in their classrooms, they will be more successful in the academic experiences and they will learn the skills to a much higher level.

The following sites offer model unit / lesson plans with integrated information skills:

www.Doug-Johnson.com

www.NoodleTools.com

www.novemberlearning.com

www.NYLearns.org

www.informationliteracy.org

LESSON PLAN SITES

New York Times Learning Network

Database of Lesson Plans for grades 6-12

<http://www.nytimes.com/learning/teachers/index.html>

National Teacher Training Institute (NTTI)

Media rich lesson plans developed by Master Teachers, Thirteen Ed Online

<http://www.thirteen.org/edonline/ntti/resources/lessons/index.html>

Thinkfinity

Provides standards-based Internet content to K-12 teachers

<http://www.thinkfinity.com/>

21ST CENTURY LITERACIES

This site focuses on four 21st century literacies - [information](#), [media](#), [multicultural](#), and [visual](#). It is the combination of these literacies that can better help K-12 students and adult learners address and solve the issues that confront them. Resources listed are both [bibliographic](#) and [web-based](#). The tools presented here are based on a [21st Century Literacies Framework](#) and seek to promote the skills, knowledge and attitudes to help students develop effective lifelong literacy awareness. <http://www.kn.pacbell.com/wired/21stcent/information.html>

2.6

INTEGRATED, COLLABORATIVE TEACHING

2.6.1 INTEGRATED, COLLABORATIVE TEACHING (Excerpt from Library Learning Walk)

Focus Area	Examples	Wondering/ Observations	Next Steps
Integrated collaborative teaching	<ul style="list-style-type: none"> • Assignments designed by teachers and library media specialist to involve authentic learning tasks • Visible units of study/ research in classroom and library • Collaborative teaching by teachers and library media specialist • Library collection developed around curricular needs • Student use of all appropriate formats of materials • Teaching of information literacy skills infused into curricular units 		

2.6.2 CHARACTERISTICS OF STRONG TEACHING IN THE LIBRARY

Teach for active learning and for construction of meaning by the students.

Structure instruction around inquiry – connect students to the main idea to be learned, help them generate questions, provide opportunities for them to gather information to answer their questions, help them discover what the new information means and draw conclusions, expect students to demonstrate their new understanding, and reflect together on the learning and new ideas.

Scaffold those skills and processes that you will not be teaching at that time (e.g., prepare a pathfinder to lead students through the inquiry process and help them find the highest quality resources).

Adapt Balanced Literacy techniques:

- Start with a mini-lesson, offer guided practice, give opportunities for independent practice, conclude with reflection and sharing
- Use a word wall to display computer terms, information literacy terms, key words in inquiry assignments
- Incorporate writing throughout the inquiry process as a way for students to capture their ideas and push their thinking

Address different learning styles, incorporating verbal, visual, and oral language, psychomotor activities, and attention to emotional growth.

Provide resources for multiple reading levels and diverse languages.

Connect students to books. Introduce books before reading to students by helping them find a personal connection or building their prior knowledge.

Make cross-curricular connections on topics and themes using different genres.

2.6.3 COLLABORATIVE LESSON PLAN TEMPLATE

Inquiry Phase:

Learning Outcomes of the Lesson:

	Learning/ Teaching Activities CT = Classroom Teacher L = Librarian	Information Literacy, Critical Thinking, Literacy, and Technology Skills	Scaffolding	Resources
Mini-Lesson				
Guided Practice				
Independent Practice				
Sharing and Reflection				

2.6.4 COLLABORATIVE LESSON PLAN -- SAMPLE

Inquiry Phase: Connect – Grade 5

Learning Outcomes of the Lesson: Students will be able to closely observe a primary source and generate questions for inquiry.

	Learning/ Teaching Activities CT = Classroom Teacher L = Librarian	Information Literacy, Critical Thinking, Literacy, and Technology Skills	Scaffolding	Resources
Mini-Lesson	Teach observation that leads to questioning [See Lesson Plan]. Observation of who, what, when and where leads to wondering why, how, and if.	Closely observes during an activity that introduces a topic. Captures observations, questions, and reflections by writing.	Observing → Wondering sheet	
Guided Practice	Work through observation of Civil War boy soldier photograph, capturing the class’s reflections on Who, What, When, and Where. Record class observations on chart paper. Help students capture their collective knowledge about the Civil War. Facilitate the asking of good questions.		Charting done by librarian Observation and questioning are modeled for students.	Primary source photo copied for class.
Independent Practice	Students use photographs, letters, and journals from the Civil War to observe on their own topics, capture what they already know, and generate interesting questions to pursue.		Questioning → Wondering Template	Library books put on reserve. URL for Library of Congress American Memory Project is bookmarked.

<p>Sharing and Reflection</p>	<p>Students reflect on what they observed about the Civil War from their primary sources.</p> <p>Students share their prior knowledge and questions.</p> <p>Students reflect on the process of observing and wondering.</p>			
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2.7
SUPPORT FOR LITERACY

2.7.1 LIBRARIAN'S ROLE IN READING DEVELOPMENT

A school librarian is not a reading teacher in the traditional sense, but much of what the librarian teaches are the skills of comprehension, fluency, and application. Librarians teach students to:

- conduct inquiry
- ask questions and find relevant information to answer their questions
- construct meaning from the information that they find in order to develop their own understanding and draw conclusions
- apply their new understandings to create a demonstration of their learning, and
- share and reflect on their learning with others.

All of the embedded skills in these activities are both inquiry and literacy skills, and the librarian teaches them to students across the curriculum and at all grade levels. [See *"Connections Between Inquiry and Literacy"* in this section of the Handbook.]

The American Association of School Librarians has issued a Position Statement on the role of the school library media specialist in reading development, available at the following URL: <http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementresource.htm>.

Position Statement on Resource Based Instruction: Role of the School Library Media Specialist in Reading Development

Reading development is a process for attaining literacy by integrating oral and written language experiences into the literature and content areas. Spoken language, reading and writing are learned simultaneously. As students read "real books" and write to communicate, learning becomes relevant, interesting, and motivational and prepares students for life-long learning. Acquisition, organization, and dissemination of resources to support the reading program through the library media center is cost-effective for the entire school district.

The following elements are integral to an effective reading program:

- The library media center is flexibly scheduled so that students and teachers have unlimited physical and intellectual access to a wide range of materials. Students are not limited to using only commercially prescribed or teacher-selected materials.
- Students choose from a varied, non-graded collection of materials which reflect their personal interests.
- Students learn to identify, analyze, and synthesize information by using a variety of materials in a variety of formats.
- Multi-disciplinary approaches to teaching and learning are encouraged.

- Teachers and library media specialist cooperatively select materials and collaboratively plan activities that offer students an integrated approach to learning.
- Teachers and library media specialists share responsibility for reading and information literacy instruction. They plan and teach collaboratively based on the needs of the student.
- Continual staff development is critical to reading instruction.

The responsibility for successful implementation of reading development is shared by the entire school community--teachers, library media specialists, and administrators working together.

(adopted June 1993; revised July 1999)

2.7.2 LIBRARIAN'S ROLE IN FOSTERING INDEPENDENT READING

Librarians play another important role in reading development – fostering the motivation to read in every student in the school. The librarian has an opportunity to implement reading motivation activities for all grade levels and content areas designed to engage all students in independent reading. In fact, the second standard of the Information Fluency Continuum addresses this major role for librarians -- *Pursuing Personal and Aesthetic Growth: An independent learner responds to and creates literary and artistic expressions, uses effective strategies for personal exploration of ideas, and reads on his or her own by choice.*

The American Association of School Librarians has issued a Position Statement on the value of independent reading in the school library, available at the following URL: <http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementvalueindependent.htm>.

Position Statement on the Value of Independent Reading in the School Library Media Program

In an information age, literacy demands not only the ability to read and write, but also the ability to process information and communicate effectively. Research suggests that reading proficiency increases with the amount of time spent reading voluntarily. Unfortunately, independent reading is often a casualty in our fast paced, media-oriented society. Today's students know how to read but have little or no interest in doing so. They have failed to catch the love of reading; therefore, they choose not to read.

The adoption of Goals 2000 has made literacy an issue of national importance; therefore, a primary goal of the school library media program must be to create life-long readers. It is imperative that school library media specialists work with teachers and parents to find ways to instill in students the joy of reading while helping them build the reading habit.

To become life-long readers, students must have . . .

- access to current, quality, high interest, and extensive collections of books and other print materials in their library media centers, classrooms, and public libraries;
- contact with adults who read regularly and widely and who serve as positive reading role models;
- certified school library media specialists and classroom teachers who demonstrate their enthusiasm for reading by reading aloud and booktalking;

- time during the school day dedicated to reading for pleasure, information, and exploration;
- opportunities specifically designed to engage young people in reading;
- schools that create an environment where independent reading is valued, promoted, and encouraged; and
- opportunities that involve care givers, parents and other family members in reading.

The man who does not read good books has no advantage over the man who cannot read them.
Mark Twain

(adopted June 1994; revised July 1999)

2.7.3 READING MOTIVATION TECHNIQUES

Librarian Activity

Author studies, illustrator studies

Book talks

Get Caught Reading (digital camera pix of students reading)

Study similar folktales from different cultures (Cinderella, fools, clever women, heroes, tall tales, pourquoi tales, creation myths, monsters in mythology)

Use of READ software from ALA to make posters of teachers and students with favorite books

“Play” with books – Create the characters, use props, act out the plot

Student Activity

Book clubs

Student book reviews for other students (web site postings, blogs, index cards)

Displays of student recommendations in creative format

Readathons (track number of books read by class or school with bar graphs, etc.)

Reading buddies (reading out loud by students to younger students)

Storytelling club

Puppet troupe based on folktales or other children’s lit

Newspaper with student book reviews

Video book talks by students

Readers’ Theater

Bookmaking

Story Quilts

Illustrating book covers

Voting for class/school favorite author/book

Top 10 picks of books

Pumpkin decorating contest (as book character)

Studying illustration techniques (duplicating techniques in own artwork)

Genre book clubs (science fiction, fantasy, mysteries, etc.)

“Science Books That Read Well” club

Student-created book posters advertising book (like a movie poster would advertise a movie)

Event

Author visits

➤ How to host an author

- Funding from book fairs, Project Arts, grants, parent associations, publishers
- Availability of authors from publisher Web sites:

<http://www.harpercollinschildrens.com/HarperChildrens/Members/RequestAuthor/faq.aspx>

<http://www.harpercollinschildrens.com/HarperChildrens/Members/RequestAuthor/faq.aspx>

<http://teacher.scholastic.com/products/tradebooks/inviteanauthor.htm>

Read aloud days (invited local celebrities plus school leadership)

Literature celebrations

Poetry slams

Trivial Pursuit based on books

Senior Citizens as Reading Partners

Publishing parties – Children make books, donate to the library, and they are processed as part of the collection

Birthday club – Parents donate a book to the library to honor a child’s birthday; a bookplate is put in the book

2.7.4 READING MOTIVATION RESOURCES

BOOKS

Books for the Teenage. Annual. New York: New York Public Library.

Beers, Kyleene and Barbara Samuels, eds. *Into Focus: Understanding and Creating Middle School Readers*. Norwood, MA: Christopher-Gordon, 1998.

Lesesne, Teri S. *Making the Match: The Right Book for the Right Reader at the Right Time: Grades 4-12*. Portland ME: Stenhouse Publishers, 2003.

WEBSITES

Connecting Young Adults and Libraries - Patrick Jones

<http://www.connectingya.com/main.htm>

Education World

http://www.education-world.com/a_special/library_week/

Get 'Em Reading - Daria Plumb

<http://www.getemreading.com/>

Literacy Access Online

http://www.literacyaccessonline.com/Management/M_strategy.asp#Motivate

NYCSLS Portaportal: see Book Clubs, Book Lists, Book Talks

www.portaportal.com

Guest login: nycsls

The Reading Page from Baltimore County Public Schools

<http://www.bcps.org/offices/lis/readingpage/motivation.html>

SPECIAL CELEBRATION EVENTS

National Library Week www.ala.org/

School Library Media Month www.ala.org/aasl/

Library Promotions

<http://www.ala.org/ala/issuesadvocacy/advocacyforlibraries/publicawareness/alainitiatives/otherinitiatives/initiatives.cfm>

Poem in Your Pocket Day <http://www.nyc.gov/html/poem/html/home/home.shtml>

One School, One Book

2.7.5 BOOKTALKING TIPS AND RESOURCES

Library media specialists build a culture of reading motivation in a school by connecting young people to books. Booktalking can be a powerful technique for helping students discover books that they will love.

Numerous resources are available in print and on the Internet to share booktalking tips, sample talks, and lists of books for different age levels. Those resources include:

Booktalk Samples by Joni Richards Bodart

<http://www.thebooktalker.com>

Booktalk Tips

<http://nancykeane.com/booktalks/tips.htm>

<http://booktalkingcolorado.ppld.org/Scripts/Tips.asp>

Booktalking Discussion Group

<http://groups.yahoo.com/group/booktalking>

Model Booktalks and Resources

<http://www.lita.org/ala/yalsa/profdev/booktalking.cfm>

<http://ala.org/ala/aasl/aaslpubsandjournals/kqweb/kqreviews/networth/v32n1.cfm>

2.8

CONNECTING FAMILIES TO LITERACY

2.8.1 INTRODUCTION

Any reading motivation effort rests on three major concepts: understanding the needs and interests of young people, knowing books, and connecting youth with books (Lesesne, Teri S. *Making the Match*. Portland ME: Stenhouse Publishers, 2003).

Parents play a vital role in the literacy lives of their children; they understand their children's needs and interests. Librarians have deep knowledge of the books available through the library.

A partnership between school librarians and parents / caregivers can strengthen both the parents' role and the effectiveness of the library program in connecting youth with books and motivating students to read.

Library media specialists may invite parents into a partnership with a number of special opportunities and programs:

Author Visits

Reading Celebrations

Community Forums

Booklists of Favorite Books

Modeling of Reading to Children

Parent/Child Book Discussion Groups

Parent Workshops

Parent Page on the Library Website

Family Literacy Guide

See the Family Literacy Guide (*Opening the Doors to Learning: Literacy is a Family Affair*) in Appendix B. This guide is available in English and 8 other languages from the Office of Library Services Website

(<http://schools.nyc.gov/Academics/LibraryServices/default.htm>).

2.8.2 PARENT LITERACY WORKSHOP OUTLINE

Opening the Door to Learning: Literacy Is a Family Affair

A Family Literacy Guide

[This is an outline for a Parent Literacy Workshop using this Family Literacy Guide. If no printed copies of the Guide are available, it may be downloaded from the Office of Library Services Website at <http://schools.nyc.gov/Academics/LibraryServices/default.htm>

This Family Literacy Guide has been developed by a team of educators and librarians to help parents and caregivers strengthen literacy in the lives of their children from birth to grade 12.

The guide answers questions that many parents and caregivers ask about how to support and encourage the literacy development of their children.

If you want to get an overall picture of literacy and what you can do to make literacy important in your life at home,

- Read Section 1 - "What is literacy?"
- Read Section 2 - "How can I make literacy a part of our family life?"

If you want to understand how literacy develops at different ages,

- Find the section for that age/grade level (Birth - Pre-Kindergarten; Kindergarten; Grades 1-2; Grades 3-5; Grades 6-8; Grades 9-12).
- Read the opening of the section to get a picture of literacy development at that age.
- Go to the "At school, children may be" section to gain an understanding of reading, writing, speaking and listening at school.
- Discover experiences that you can provide in the section entitled, "What can you do at home?"
- Find books your child will love in the "Recommended Books" list.

If you are interested in special literacy situations,

- Find out how to help your child select just the right book.
- Get tips for helping a struggling reader.
- Learn how to motivate an adolescent to read.
- Discover ideas to help your children use technology and the Internet effectively and safely.

If you would like additional resources,

- Refer to the section on Resources available in the community and over the Internet.
- Fill out the public library card application with your child and use the nearest library to check out great resources.

2.8.3 DEVELOPING A PARENT COLLECTION IN YOUR LIBRARY

Providing a Parent Collection in the central school library allows parents the opportunity to share in their children's literacy development and provides opportunities to explore strategies to support that development, while building on their own strengths and discovering new resources. Once a parent collection is available it must be promoted. Provide regularly scheduled time for parents and their children to participate in interactive literacy experiences. School libraries should be open before or after school for selection and circulation of materials or to host an after school program that focuses on reading or information literacy. A family book club is a great way to connect parents and children to books.

Below is a partial list of materials to consider when building a parent collection.

Par 028.16 Ode

Odean, Kathleen. **Great Books For Girls : More Than 600 Books To Inspire Today's Girls And Tomorrow's Women.** New York : Ballantine Books, rev. ed., 2002.

Par 028.1624 Ode

Odean, Kathleen. **Great Books For Boys : More Than 600 Books for Boys 2 to 14.** New York : Ballantine Books, 1st ed., 1998.

Par 305.23 Mil

Milholland, Charlotte. **The Girl Pages : A Handbook Of The Best Resources For Strong, Confident, Creative Girls.** 1st ed. New York : Hyperion, 1998. Contains thousands of resources and programs available to teenage girls with interests in the areas of outdoor adventure, sports, science and technology, writing and the arts, leadership and activism, and school and work; features interviews with women in various careers; and includes listings of pro-girl books, movies, magazines, Web sites, and contests.

Par 305.231 Sch

Schmidt, Laurel J. **Seven Times Smarter : 50 Activities, Games, And Projects To Develop The Seven Intelligences Of Your Child.** 1st ed. New York : Three Rivers Press, 2001. Explains what the seven types of intelligence are and presents fifty activities designed to help children develop them; covers visual/spatial, verbal/linguistic, musical, kinesthetic, logical/mathematical, interpersonal, and intrapersonal intelligence

Par 370.15 Sti

Stipek, Deborah J., 1950-. **Motivated Minds : Raising Children To Love Learning.** 1st ed. New York : H. Holt and Co., 2001. Offers parents and educators advice on how they can help children appreciate the joys of learning, explaining how

close relationships with adults and feelings of competency and autonomy make children want to learn.

Par 370.1523 Lev

Levine, Melvin D. **A Mind at a Time**. New York : Simon & Schuster, c2002. Dr. Levine shows parents and those who care for children how to identify these individual learning patterns, explaining how they can strengthen a child's abilities and either bypass or help overcome the child's weaknesses, producing positive results instead of repeated frustration and failure.

Par 371.19 McL

McLaughlin, Dan J. **The Parent's Homework Dictionary**. Poway, CA : DAnMANDy Promotions, 1998. Teacher's Edition for Parents: empowering parents with knowledge to help their kids succeed. Available in ten languages.

Par 371.192 Cal

Calkins, Lucy McCormick. **Raising Lifelong Learners : A Parent's Guide**. Reading, Mass. : Perseus Books, 1998. Guide for parents to foster a love of learning in their children along with the requisite skills needed.

Par 371.33 Kei

Keith, Diane Flynn. **Carschooling : Over 350 Entertaining Games & Activities To Turn Travel Time Into Learning Time**. 1st ed. Roseville, Calif. : Prima Pub., 2002.

Par 371.5 Mar

Marshall, Marvin. **Discipline Without Stress, Punishments Or Rewards : How Teachers And Parents Promote Responsibility & Learning**. Los Alamitos, CA : Piper Press, 2001. Explains how to achieve discipline without punishments or rewards, discussing reducing stress, motivating, raising responsibility, promoting learning, teaching, and parenting. Also presents the "Raise Responsibility System" for teachers, complete with forms.

Par 371.3028 Pet

Peters, Ruth. **Overcoming Underachieving : A Simple Plan To Boost Your Kids' Grades And Their Homework Hassles**. New York : Broadway Books, c2000. A parenting specialist and child psychologist helps tackle a headache for parents and kids alike--homework--and gets underachievers back on track.

Par 372 Bur

Starting Out Right : A Guide To Promoting Children's Reading Success. Washington, DC : National Academy Press, 1999. Introduction -- Growing up to read : birth through age four -- Becoming real readers : kindergarten through grade three -- Preventing reading difficulties.

Par 372.425 Edw

Edwards, Patricia A. (Patricia Ann), 1949-. **Children's Literacy Development : Making It Happen Through School, Family, And Community Involvement.** Boston, MA : Allyn & Bacon; 1st edition, 2003. Patricia Edwards has carefully selected skills, strategies, and examples of family involvement that will empower educators to successfully implement family involvement initiatives.

Par 372.452 Tre

Trelease, Jim. **The Read-Aloud Handbook.** New York : Penguin USA; 5th edition, 2001. Learn how reading aloud awakens children's imaginations and improves their language skills.

Par 372.6 Zem

Zeman, Anne, 1951-. **Everything You Need To Know About English Homework.** New York : Scholastic Inc., 2005. A brief overview of languages and alphabets -- Letter sounds and words -- Using the dictionary -- Parts of speech -- Writing tools -- Creative writing -- Practical writing -- Reading literature. Reference guide for students, grade four to six, with answers to the most often asked questions about grammar, writing, reading, and other language arts.

Par 378.198 Lev

Coburn, Karen Levin. **Letting Go : a Parents' Guide To Understanding the College Years,** 4th edition. HarperPerennial : 2003.

Par 420 Gil

Gillett, Amy. **Speak English Like An American : For Native Spanish Speakers.** Ann Arbor, Michigan: Language Success Press, 2003. Teaches English idioms and phrases that help native Spanish speakers understand and speak American English.

Par 428.2 Ter

Terban, Marvin. **Checking Your Grammar.** New York : Scholastic Inc., 1993. Building sentences -- Parts of speech -- Style and usage. A practical guide to grammar and usage, covering such topics as parts of speech, punctuation, capitalization, spelling, and idioms.

Par 500 Zem

Zeman, Anne, 1951-. **Everything You Need To Know About Science Homework.** Updated ed. New York : Scholastic Reference, 2005. Provides fourth to sixth grade students and parents with information they need to complete science assignments. Includes information such as: the animal and plant kingdom, vertebrates and invertebrates, photosynthesis, food chains and food webs, biomes, environmental issues, how the Earth was formed, and much more.

Par 510 Zem

Zeman, Anne, 1951-. **Everything You Need To Know About Math Homework.** Updated ed. New York : Scholastic, 2005. Provides fourth to sixth grade students and their parents with information they need to complete math assignments. Includes information such as: the decimal system, fractions, rounding off and estimation, averages, percentages, square roots and square numbers, measurement, and much more.

Par 616.85 Pea

Peacock, Judith, 1942-. **ADD and ADHD.** Mankato, Minn. : LifeMatters, 2002. Describes ADHD and how this condition may affect teens. Discusses causes, diagnosis, and treatment of ADHD, as well as how teens can cope with, gain control over, and live with the disorder.

Par 618.92 Bar

Barber, Marianne S. **The Parent's Guide To Food Allergies : Clear And Complete Advice From The Experts On Raising Your Food-Allergic Child.** 1st ed. New York : Henry Holt, 2001. Provides practical advice for parents in handling children's food allergies, discussing a variety of allergens; concerns at home and school, on holidays, and while traveling; children's emotional well-being; food allergies combined with asthma, eczema, and environmental allergies; and other related topics.

Par 618.92 Bar

Barkley, Russell A., 1949-. **Taking Charge Of ADHD : The Complete, Authoritative Guide For Parents.** Rev. ed. New York : Guilford Press, 2000. Explains attention-deficit/hyperactivity disorder and discusses what the latest research findings are, how parents can deal with their child, what medical alternatives there are, how to improve a child's school performance, and other related topics.

Par 618.92 Nad

Nadeau, Kathleen G. **Learning To Slow Down And Pay Attention : A Book For Kids About ADD.** 2nd ed. New York : Magination Press, 2004. A guidebook designed especially for kids, which uses cartoons, checklists, and activity pages to teach them, their parents, and others around them, how to deal with the challenges of Attention Deficit Disorder.

Par 618.9285 Sil

Silver, Larry B. **The Misunderstood Child : Understanding And Coping With Your Child's Learning Disabilities.** Times Books, c1998

Par 640 Coo

Cook, Deanna F., ed. **Familyfun Home.** 1st ed. New York : Disney Editions, 2003. A collection of ideas for organizing, decorating and enjoying your home.

Par 641.5 Coo

Cook, Deanna F., 1965-. **FamilyFun Cookbook : 250 Irresistible Recipes for You and Your Kids.** 1st ed. New York : Hyperion, c1996. Presents over 500 recipes taken from the pages of FamilyFun magazine, with ideas for livening up snacks and meals, and tips for making mealtimes exciting family events.

Par 646.7008 Ben

Benson, Peter L., Espeland, Pamela and Galbraith, Judy. **What Teens Need to Succeed: Proven, Practical Ways to Shape Your Own Future.** Free Spirit Publishing, c1998.

Par 649 Pei

Peine, Doug, 1950-. **It's Not That Complicated : The Twelve Rules For Raising Happy, Self-Reliant Children.** Health Communications, c2002. A practical guide for parents that explains the twelve most common parenting mistakes and then offers simple solutions for avoiding or correcting them.

Par 649.1 Nel

Nelson, Jane, Ed. D. and Erwin, Cheryl. **Parents Who Love Too Much : How Good Parents Can Learn To Love More Wisely And Develop Children Of Character.** Show how to change your relationship with your child from one of guilt and manipulation to one of honesty and cooperation. New York : Prima, c2000.

Par 745.5 Coo

Cook, Deanna F. **Familyfun Crafts.** New York : Hyperion, 1997. Contains illustrated instructions for over five hundred, family-tested craft projects, drawn from the pages of Disney's "FamilyFun" magazine, and includes information on setting up and materials.

Par 745.594 Coo

Cook, Deanna F., ed. **Familyfun Homemade Holidays.** 1st ed. New York : Disney Editions, 2002. A collection of more than 150 family projects for Christmas, Hanukkah, and Kwanzaa. Includes easy recipes, gifts that children can make, party plans, and directions for making decorations.

Par 790 Eva

Evans, Story. **Travelmates : Fun Games Kids Can Play In The Car Or On The Go - No Materials Needed.** 1st ed. New York : Crown Trade Paperbacks, 1997.

Par 910 Zem

Zeman, Anne, 1951-. **Everything You Need To Know About Geography Homework.** New York : Scholastic Reference, c1997. A reference guide about geography for upper elementary and middle school students and their parents,

providing answers to students' most frequently asked questions about a variety of topics which include latitude and longitude, maps and globes, bodies of water, and world cultures.

Par 973 Zem

Zeman, Anne, 1951-. **Everything You Need To Know About American History Homework**. New York : Scholastic, c1994. This book is written specifically to help children complete their homework assignments. Therefore, it is best used as circulating materials and not as reference books. None of the material is presented in-depth and it is not meant to be used for reports, but in terms of answering specific questions, introducing concepts, or providing simple explanations it is competently done. American History is enriched with colorful graphics and archival photos. Answers to the most commonly asked homework questions abound, and it is easily accessible and clearly stated.

Par F Par (pbk)

Parker, Roberta N. **Slam dunk : a young boy's struggle with attention deficit disorder, featuring commonly asked questions about attention deficit disorder**. Plantation, Fla. : Specialty Press, c1993. This is a story for children ages 8-12 suffering with attention deficit disorder and the treatments available to help. A heartwarming, inspiring story designed to hold the interest of young children and motivate them to succeed. There is a section of the book which provides answers to commonly asked questions about ADD which offers vital information to young readers. Symptoms, causes, treatments, and outcomes of ADD are discussed frankly and positively. Helpful ideas for developing good study and homework habits, improving social skills, and reducing impulsive thinking are presented.

The Parent Guide to Raising Researchers (with CD). Epping, NH : Active Learning Systems, 2002. This publication will help parents get their children from "Oh, No!" to "Oh, Yes!" in research assignments. Hundreds of ideas on how to create a positive home atmosphere for research are supported by reproducible pages in the book and on the CD. Based on IIM, the book has step-by-step strategies for students ages 8-18.

Parent Resources in Spanish

Par 158.1 Sop

Canfield, Jack, et al. **Sopa de Pollo para el Alma : Relatos que Conmueven el Corazón y Ponon Fuego en el Espíritu** . Deerfield Beach, FL : Health Communications, Inc., c1995.

Translation: **Chicken Soup for the Soul.**

Par 158.128 Sop

Canfield, Jack, et al. **Sopa De Pollo Para El Alma De Los Niños : Relatos De Valor, Esperanza Y Alegría**. Deerfield Beach, Fla. : HCI Español, 2004.

Translation: **Chicken Soup for the Kid's Soul.**

Par 325.747 Nas

Nassivera, Joan P. **Guía Para Inmigrantes En La Ciudad De Nueva York Del New York Times Niuyne Shi Bao Niuyue Shi Yi Min Zhi Nan**. New York : St. Martin's Griffin, c2004.

Translation: **New York Times Guide for Immigrants in New York City**. New York : St. Martin's Griffin, 2004. Essential information from experts and advice from recent arrivals. Information in English, Spanish and Chinese.

Par 362.7 Fre

Freeman, Judy. **Mi Cuerpo Es MIO** Niños del jardín de infantes aprenden a distinguir entre contactos físicos “buenos” y “malos.” Seattle, WA : Parenting Press, 1982.

Translation: **It's MY Body**. Preschool children learn how to distinguish between “good” and “bad” touches.

Par 362.7 Keh

Kehoe, Patricia. **Algo Pasó y Me Da Miedo Decirlo** Con la ayuda de un león amistoso, una víctima joven de abuso sexual puede hablar sobre el abuso y recobrar la confianza en sí mismo. Seattle, WA : Parenting Press, 1987.

Translation: **Something Happened and I'm Scared to Tell**. Children learn ways to cope with domestic violence and how to break the cycle.

Par 362.82 Dav

Davis, Diane. **Algo Anda Mal En Mi Casa** Los niños aprenden modos de manejarse en situaciones de violencia doméstica y cómo romper ese ciclo. Seattle, WA : Parenting Press, 1984.

Translation: **Something Is Wrong at My House**. A guide for children on how to cope with domestic violence.

Par 370.1523 Lev

Levine, Melvin D. **Mentes Diferentes, Aprendizajes Diferentes : un Modelo Educativo para Desarrollar el Potencial Individual de Cada Niño.** *Translation: A mind at a time.* Barcelona : Paidós, c2003.

Par 370.153 Lev

Levine, Melvin D. **Contra el Mito de la Pereza : Cómo, Niños y Padres, Pueden ser Más Productivos.** Barcelona : Paidós, c2004. Translation of: *The myth of laziness.*

Par 371.3 McL

McLaughlin, Dan. **Parent's Homework Dictionary.** Damand Promotions, 2d ed., 1998. Assists adults in understanding concepts from their child's homework assignments from kindergarten through high school. Available in ten languages.

Par 618.9285 B

Barkley, Russell A., 1949- . **Niños Hiperactivos : Cómo Comprender y Atender sus Necesidades Especiales : Guía Completa del Trastorno por Déficit de Atención con Hiperactividad (TDAH).** Barcelona : Paidós, c1999.
Translation of: **Taking charge of ADHD.**

Par 618.9285 Ste

Stevens, Laura J., 1945- . **Cómo Ayudar a los Niños con Déficit de Atención (ADD/ADHD) : 12 Alternativas para Controlar la Atención y la Hiperactividad con Métodos Seguros.** México, D.F. : Aguilar, c2001.
Translation of: 12 effective ways to help your ADD/ADHD child.

Par 649.64 Cra

Crary, Elizabeth. **Amor & Límites: Una Guía Para Ser Padres Creativos.** Seattle, WA : Parenting Press, 1994. Este libro está repleto de herramientas para ayudar en el trabajo de ser padres. El libro da ejemplos de cómo usar esta información para lidiar con los sentimientos de los niños y reducir las luchas por el poder.
Translation: Love & Limits: Guidance Tools for Creative Parenting. Models how to use this information to deal with children's feelings and reduce power struggles.

Par 649.64 Whi

Whitham, Cynthia. **La Respuesta Es NO: Aprenda A Decir No Y Cómo Mantenerlo.** Amat Editorial, 2002. Easy-to-read parenting manual studies 26 scenarios that usually torment parents of children between the ages of two and 12 and that deal with subjects such as going to bed, pets, makeup, and homework.
Translation of The Answer is NO.

Parent Booklets published by New Learning Concepts, Inc. Available at <http://destinationlearn.net> or from Flame Co., 800-535-2632. NYC contract #7000240; NYC vender #FLQA008.

¡Usted Puede Motivar a Sus Hijos a Aprender!

Translation of: You Can Motivate Your Child to Learn

¡Usted Puede Ayudar a Sus Hijos a Leer y Excribir!

Translation of: You Can Help Your Child with Reading and Writing!

¡Usted Puede Ayudar a Sus Hijos con la Tarea!

Translation of: You Can Help Your Child with Homework!

¡Usted Puede Ayudar a Sus Hijos con las Matemáticas!

Translation of: You Can Help Your Child with Math!

Websites of Interest to Parents

Find Good Reading

Children's Book Council

<http://www.cbcbooks.org/readinglists/choosing.html>

National Education Association

<http://www.nea.org/readacross/parents.html>

American Library Association

<http://ala8.ala.org/ala/alsc/alscresources/resources.htm>

Your local public library

Your child's teacher or school librarian

The Anti-Drug Page - The office of National Drug Control Policy wants to show you how honesty, love and communication between parents and kids can deter drug use better than prisons, police or politicians. www.theantidrug.com

Children's Partnership - A comprehensive look at the information superhighway and what parents should know. www.childrenpartnership.org

Cybertip Line - Sponsored by the National Center for Missing and Exploited Children. Use this site to report child abuse of any sort. This can be used to report illegal web sites containing obscenity and child pornography. www.cybertipline.com

Get Net Wise - The Internet offers kids many opportunities for learning, constructive entertainment, and personal growth. At the same time, parents are concerned about the risks kids face online. The challenge for parents is to educate themselves and their children about how to use the Internet safely. GetNetWise can help. www.getnetwise.org

Help for Parents - 700+ amazing, spectacular, mysterious, wonderful, web sites for kids and adults who care about them. Brought to you by the American Library Association. www.ala.org/parentspage .

Parent Soup - Parenting tips and discussions on all aspects of raising children from pregnancy through teens. www.parentsoup.com

Resources for English Language Learners

National Clearinghouse for English Language Acquisition

Resources about English Language Literacy, Academic Language, and Content Area Literacy

<http://www.ncele.gwu.edu/resabout/literacy/>

Resources About Parent and Community Involvement

<http://www.ncele.gwu.edu/resabout/parents/>