

## New York City School Library System INFORMATION FLUENCY 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.

# Table of Contents

Vision and Goals for Exemplary Library Programs	4
Information Fluency Continuum: Framework and Key Indicators	5
Sources	10
Contributing Librarians	11
Information Fluency Continuum for Grade-Level Groupings: K-2; 3-5; 6-8; 9-12	12
Standard One: Using Inquiry to Build Understanding	
Connect	12
Wonder	15
Investigate	17
Construct	29
Express	33
Reflect	37
Standard Two: Pursuing Personal and Aesthetic Growth	
Literary/ Artistic Response and Expression	39
Personal Exploration	42
Motivated, Independent Learning	44
Standard Three: Demonstrating Social Responsibility	
Importance of Information to a Democratic Society	47
Effective Social Interaction to Broaden Understanding	49
Ethical Behavior in Use of Information	52

New York City School Library System  
INFORMATION FLUENCY CONTINUUM

Vision and Goals

VISION

*The library fosters a community of learning and literacy that leads to high academic achievement, independent reading and learning, and collaboration throughout the school.*

GOALS FOR EFFECTIVE LIBRARY PROGRAMS

*Students are motivated and independent learners.*

- Students successfully employ information literacy, technology, and critical thinking skills in subject-area learning experiences.
- Students are engaged in independent reading and inquiry-based learning.

*The library is a powerful intellectual and social space where students and teachers gather ideas, exchange points of view, and learn together.*

- Students and teachers have access to certified school library media specialists.
- Students have equitable access to the library and its resources.
- The library provides access to high-quality resources in a variety of formats that support curricular and instructional goals and respond to diverse student needs and interests.
- The library facility is welcoming, with a climate conducive to individual and shared learning.
- Current technology is available and operable to support multiple learning experiences in the library and remote access to library resources.

*The library program supports a culture of literacy throughout the school.*

- Teachers integrate resources and information-literacy skills into every classroom.
- Teachers collaborate with the librarian and other teachers to optimize instruction and curriculum design.

*The library fosters a professional learning community.*

- Teachers, principals, and librarians engage in ongoing professional development.
- Librarians facilitate professional dialogue and networking among teachers, principals, and other librarians to support continuous improvement of practice.

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.

New York City School Library System  
INFORMATION FLUENCY CONTINUUM

Sources

- American Association of School Librarians and Association for Educational Communications and Technology. *Information Literacy Standards for Student Learning*.  
[http://www.ala.org/ala/aasl/aaslproftools/informationpower/InformationLiteracyStandards\\_final.pdf](http://www.ala.org/ala/aasl/aaslproftools/informationpower/InformationLiteracyStandards_final.pdf)
- ISTE. *National Educational Technology Standards for Students (NETS\*S)*.  
[http://cnets.iste.org/students/s\\_stands.html](http://cnets.iste.org/students/s_stands.html)
- Library Program, Fayetteville (AR) Public Schools. *Information Literacy Skills Curriculum*.  
[http://www.fayar.net/admin/edvision/library/lib\\_glg.htm](http://www.fayar.net/admin/edvision/library/lib_glg.htm)
- New York State Education Department. *English Language Arts Learning Standards*.  
<http://www.emsc.nysed.gov/ciai/ela.html>
- New York State Education Department. *Social Studies Learning Standards*.  
<http://www.emsc.nysed.gov/ciai/social.html>
- New York State Education Department. *Mathematics, Science and Technology Learning Standards*.  
<http://www.emsc.nysed.gov/ciai/mst.html>
- Stripling, Barbara K. "Inquiry-Based Learning." In Curriculum Connections Through the Library: Principles and Practice, edited by Barbara K. Stripling and Sandra Hughes-Hassell. Westport, CT: Libraries Unlimited, 2003.

New York City School Library System  
INFORMATION FLUENCY CONTINUUM

**Contributing Librarians**

Abbatangelo, Jillian  
Borger, Margaret  
Caesar, Lisette  
Clark, Dana  
Deutsch, Rena  
Fox, Maryellen  
Gans, Naomi Beth  
Gerstenblatt, Robin  
Giovanniello, Felisa  
Greenberg, Lucia  
Hatami, Christine  
Hirschfeld, Adah  
Holford, Pearl  
Huckabee Ciaramello, Taralyn  
Levine, Robert  
McRae, Esther  
Naylor-Gutierrez, Elizabeth  
Nesi, Olga  
Novick, Susan  
O'Brien, Elizabeth  
Oliviero, Deborah  
Olsen, Debra  
Paulson Yaravoy, Sara  
Reitz, Rebecca  
Rogers, Shirley  
Rosenblatt, Christina  
Schaffner, Judith  
Schwarz, June  
Singho, Pamela  
Smith, Lynne Kresta  
Stripling, Barbara  
Von Hoppe, Douglas  
Yates, Sharon

New York City School Library System  
INFORMATION FLUENCY CONTINUUM

**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.

CONNECT					
Indicator	K-2	3-5	6-8	9-12	Related Standards
<p><i>At the beginning of the Connect Phase, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ What interests me about this idea or topic?</li> <li>➤ What do I already know or think I know about this topic?</li> <li>➤ What background information would help me get an overview of my topic?</li> </ul>					
Connects ideas to self; Finds personal passion.	<p>Connects ideas to own interests.</p> <p>Identifies areas of strong personal interest.</p>	<p>Connects ideas in texts to own interests.</p> <p>Identifies and pursues areas of passion and interest.</p>	<p>Connects ideas in texts and in world to own interests.</p> <p>Finds areas of passionate interest within topics of study.</p>	<p>Connects ideas in texts and in world to own interests.</p> <p>Pursues areas of passionate interest in depth within topics of study.</p>	<p>AASL Information Literacy 1:1 Recognizes the need for information</p> <p>ELA 1</p>
Connects ideas to previous knowledge.	<p>Restates/ Retells and asks questions about the topic, problem or question.</p> <p>Shares what is known about the general topic to elicit and make connections to prior knowledge.</p> <p>Shares ideas, asks questions, and makes references to print and non-print resources.</p>	<p>Restates the topic, problem, or question in own words with guidance.</p> <p>States what is known about the problem or question, and makes connections to prior knowledge.</p> <p>Shares ideas, asks questions, and makes references to print and non-print resources.</p>	<p>Revises the question or problem as needed to arrive at a manageable topic.</p> <p>States and verifies what is known about the problem or question, and makes connections to prior knowledge.</p> <p>Shares ideas, asks questions, and makes references to print and non-print resources.</p>	<p>Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic.</p> <p>Explores problems or questions for which there are multiple answers or no "best" answer.</p> <p>Verifies the accuracy of what is known about the problem or question.</p> <p>Shares ideas, asks questions, and makes references to print and non-print resources.</p>	<p>ELA 1</p> <p>ELA 3</p>

<b>CONNECT</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Observes, Experiences.	<p>Participates in an experience or listening activity that introduces a topic, problem, or question.</p> <p>Responds to the experience / activity by capturing observations and thoughts in pictures, graphics, or simple sentences.</p>	<p>Closely observes during an experience, demonstration, or activity that introduces a topic, problem or question.</p> <p>Captures observations, questions, and reflections by writing, speaking with others, or drawing.</p>	<p>Observes and analyzes an experience, demonstration, activity, or primary source that introduces a topic, problem, or question.</p> <p>Writes an observation or reflection log to capture analysis and reflection on the experience.</p> <p>Uses introductory experience to expand background knowledge and generate questions.</p>	<p>Actively observes and participates in introductory experience (e.g., science demonstration, analysis of primary source).</p> <p>Analyzes and reflects on observations to enhance background knowledge and generate questions.</p> <p>Formulates questions based on primary source materials or real-world observations.</p>	<p>ELA 1</p> <p>ELA 3</p> <p>MST 1 - Scientific Inquiry 1</p> <p>MST 7 - Interdisciplinary Problem Solving 1, 2</p>
Gains background and context.	<p>Begins to imitate teacher modeling using additional sources to acquire background information.</p> <p>Begins to make connections through exposure to realia and begins examining concepts.</p>	<p>Uses sources to acquire background information.</p> <p>Begins research with general topic in mind.</p> <p>Brainstorms ideas for further information.</p>	<p>Uses sources to acquire background information.</p> <p>Before starting to gather information, considers what areas of topic are key.</p> <p>Brainstorms ideas for further information.</p>	<p>Reads background information to discover the complexities of the problem or question.</p> <p>Before starting research, identifies the critical components of the information problem.</p> <p>Brainstorms ideas for further information.</p>	<p>ELA 1</p> <p>MST 1 - Scientific Inquiry</p> <p>MST 2 - Information Systems</p> <p>MST 7 - Interdisciplinary Problem Solving 1, 2</p>
Identifies key concepts and terms.	<p>Identifies one or two key words about a topic, problem, or question.</p> <p>Identifies key vocabulary by using a picture book or dictionary.</p>	<p>Identifies key words in a research question with help.</p> <p>Generates a list of key words for a research-based project with guidance.</p>	<p>Identifies key words that appear in background information and class conversation.</p> <p>Uses and adds to the list of key words throughout the research.</p>	<p>Identifies key words and synonyms, both stated and implied, for topic and uses them to further research.</p>	<p>AASL Information Literacy 1 Accesses information efficiently and effectively</p> <p>ELA 1</p> <p>ELA 2</p> <p>MST 1 - Scientific Inquiry 1</p>
Identifies the "big picture" or schema.	<p>Identifies the overall "big picture" idea by stating it orally or drawing a picture.</p>	<p>States the big idea orally, in writing, or by creating a simple mind map.</p>	<p>Develops a mind map using pictures and words to express the big idea and the relation of own topics of interest to that idea.</p>	<p>Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest.</p>	<p>ELA 1</p>

**CONNECT**

Indicator	K-2	3-5	6-8	9-12	Related Standards
<p><i>Before moving to the Wonder Phase, a student may ask:</i></p> <ul style="list-style-type: none"><li>➤ Do I know enough about the idea or topic to ask good questions?</li><li>➤ Am I interested enough in the idea or topic to investigate it?</li></ul>					

WONDER					
Indicator	K-2	3-5	6-8	9-12	Related Standards
<p><i>At the beginning of the Wonder Phase, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ What intriguing questions do I have about the topic or idea?</li> <li>➤ Why am I doing this research?</li> <li>➤ What do I expect to find?</li> </ul>					
<p>Develops and refines questions.</p>	<p>Formulates questions related to listening activity.</p> <p>Asks "I wonder" questions about the research topic.</p> <p>Adds to KWL chart constructed by class by helping develop questions for W - Want to Know.</p> <p>Looks at questions with librarian or teacher guidance to decide which are the burning questions to be answered.</p>	<p>Formulates questions about the topic with guidance.</p> <p>Develops questions for KWL chart based on prior knowledge and experiences and class conversations.</p> <p>Asks questions to clarify topics or details.</p> <p>Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.</p>	<p>Recognizes characteristics of good questions.</p> <p>Writes questions independently based on key ideas or areas of focus.</p> <p>Refines questions to lead to gathering of different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison).</p>	<p>Focuses the purpose of the research by formulating specific questions to be answered.</p> <p>Maintains flexible approach to research questions and to key words and concepts.</p> <p>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).</p>	<p>AASL Information Literacy 1:3 Formulates questions based on information needs.</p> <p>ELA 1</p> <p>SS 2.4</p> <p>SS 3.2</p> <p>SS 5.4</p> <p>MST 1 Scientific Inquiry 1</p>
<p>Recognizes purpose for inquiry.</p>	<p>Recognizes the purpose of the inquiry and that this purpose influences the kind of information needed.</p>	<p>Recognizes the purpose of the inquiry and that historical, scientific, and literary inquiry differ in the kind of information needed.</p>	<p>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).</p>	<p>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).</p>	<p>AASL Information Literacy 1:2 Recognizes that accurate and comprehensive information is the basis for intelligent decision making.</p> <p>MST 7 - Interdisciplinary Problem Solving 1, 2</p>

WONDER					
Indicator	K-2	3-5	6-8	9-12	Related Standards
Makes predictions about the kind of <u>information</u> needed to answer the questions and the <u>sources</u> that will be most likely to have that information.	<p>Uses prior knowledge and understanding of specific topic to make predictions about answers to questions.</p> <p>Identifies the type of information needed (facts, pictures, maps).</p> <p>Identifies the possible sources for information needed.</p> <p>Generates ideas for gathering further information.</p>	<p>Uses prior knowledge and understanding of overall topic to make predictions about what the new information will reveal.</p> <p>Identifies the type of information needed (facts, explanations, diagrams) and what type of resources will most likely contain that information.</p> <p>Generates ideas for gathering further information.</p>	<p>Uses prior knowledge, understanding of topic, and background information to make predictions about types of information needed and to identify a limited number of potential resources.</p> <p>Determines what information is needed to support the investigation and answer the questions.</p> <p>Determines whether different points of view will be important.</p> <p>Generates ideas for gathering further information.</p>	<p>Uses prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information needed to answer questions and about the effectiveness of potential sources.</p> <p>Determines the kind of information needed to investigate the complexities of the topic.</p> <p>Generates ideas for gathering further information.</p>	<p>AASL Information Literacy 1:4 Identifies a variety of potential sources of information.</p> <p>ELA 1</p> <p>SS 1</p> <p>MST 1 - Scientific Inquiry 1</p>
Forms tentative thesis or hypothesis to guide research.	<p>Predicts answers to inquiry questions based on background knowledge and beginning observation or experience.</p>	<p>Predicts answers to inquiry questions based on background knowledge and beginning observation or experience.</p> <p>Forms tentative thesis about main idea based on prediction.</p>	<p>Analyzes what is already known or what is observed or experienced to form tentative thesis or hypothesis to predict answers to inquiry questions.</p> <p>Plans inquiry to test hypothesis or validate thesis.</p>	<p>Analyzes and evaluates what is already known or what is observed or experienced to form thesis or hypothesis to predict answers to inquiry questions.</p> <p>Plans inquiry to test hypothesis systematically or to validate thesis.</p>	<p>ELA 1</p> <p>SS 1</p> <p>SS 2.4</p> <p>MST 1 - Scientific Inquiry 1</p> <p>MST 5 - Technology 1</p>
<p><i>Before moving to the Investigate Phase, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ Can my question(s) be answered through investigation?</li> <li>➤ Will my question(s) lead me to answers that will fulfill my assignment or purpose for research?</li> </ul>					

INVESTIGATE					
Indicator	K-2	3-5	6-8	9-12	Related Standards
<p><i>At the beginning of the Investigate Phase, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ What are all of the sources that might be used?</li> <li>➤ Which sources will be most useful and valuable?</li> <li>➤ How do I locate these sources?</li> <li>➤ How do I find the information within each source?</li> <li>➤ How do I evaluate the information that I find?</li> </ul>					
Understands the organization of a library.	<p>Demonstrates an ability to use the library and check out books.</p> <p>Recognizes the signs for and use of important areas of the library media center.</p> <p>States the difference between fiction and nonfiction resources.</p> <p>Begins to associate the Dewey numbers with areas of interest.</p> <p>Recognizes that fiction and picture books are organized by the author's last name.</p> <p>Recognizes that nonfiction resources in the library are organized by categories.</p>	<p>Demonstrates an ability to use the library and is able to check out a variety of sources.</p> <p>Recognizes the organization and use of important areas of the library media center.</p> <p>Identifies the ten major Dewey areas and what main topics are included in each.</p> <p>Recognizes that fiction books are organized by author's last name.</p>	<p>Recognizes the organization and use of special sections in the library (e.g., reference, reserve books, paperbacks).</p> <p>Recognizes the categorization of materials within Dewey areas up to the first digit after the decimal point.</p> <p>Transfers the understanding of school library organization to use of the public library.</p>	<p>Recognizes the connection of the library to other resource centers through interlibrary loan and electronic access to remote databases.</p> <p>Recognizes the categorization of materials within Dewey areas up to the third digit after the decimal point.</p> <p>Transfers the understanding of library organization to public, academic and special libraries.</p> <p>Becomes familiar with the concepts underlying the Library of Congress classification system.</p>	<p>AASL Information Literacy 1:5 Develops and uses successful strategies for locating information.</p> <p>ELA 1</p>
Plans research and follows a timeline.	Follows a modeled inquiry process during each visit to the library to do research.	Follows a model or template provided to complete inquiry projects and follows a timeline.	Follows a complete research plan and stays on timeline.	Follows a complete research plan and adjusts timeline when necessary.	ELA 1

<b>INVESTIGATE</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Uses successful information and technology strategies to locate <b>sources</b> of information.	<p>Uses ABC arrangement of picture and fiction books to locate materials.</p> <p>Locates nonfiction materials at appropriate reading levels with assistance.</p> <p>Recognizes the purpose of the online catalog to locate materials.</p> <p>Uses online encyclopedias and magazine databases with guidance.</p> <p>Begins to incorporate technology resources to locate information.</p>	<p>Recognizes and uses a variety of systems for organizing (e.g., basic library systems, ABC order, numerical order) in order to locate sources independently.</p> <p>Locates nonfiction materials at appropriate reading level.</p> <p>Searches the online catalog with assistance (author, title, and subject) to locate materials.</p> <p>Uses online encyclopedias and magazine databases to locate information.</p> <p>Uses bookmarked Web sites and selected search engines to find appropriate information.</p> <p>Uses at least two sources for research projects.</p>	<p>Recognizes and uses a variety of systems for organizing (e.g., basic library systems, ABC order, numerical order) in order to locate material.</p> <p>Uses online catalog independently to locate specific books, get classification numbers, and browse.</p> <p>Incorporates technology resources such as online encyclopedias, online databases, and Web subject directories, to locate information on assigned topics in the curriculum.</p> <p>Implements keyword search strategies.</p> <p>6 - Participates in supervised use of search engines and bookmarked Web sites to access appropriate information for research.</p> <p>7 - Uses a variety of search engines to do advanced searching.</p> <p>Uses at least three to four sources for research projects.</p>	<p>Recognizes and uses search strategies (key words, subject headings) to locate appropriate resources.</p> <p>Uses online catalog independently to locate specific books, get classification numbers, and browse.</p> <p>Applies principles of searching an online catalog to any system.</p> <p>Uses technology resources such as online encyclopedias, online databases, and Web subject directories, to locate information on assigned topics in the curriculum.</p> <p>Implements keyword search strategies.</p> <p>Conducts advanced Web searches using Boolean logic and other sophisticated search functions.</p> <p>Uses a variety of search engines to do advanced searching.</p> <p>Uses multiple sources for research projects.</p>	<p>AASL Information Literacy 1:4 Identifies a variety of potential sources of information.</p> <p>ELA 1</p> <p>MST 2 - Information Systems 1</p> <p>ISTE NETS 5</p>

<b>INVESTIGATE</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Seeks information from diverse genres, formats, and points of view.	<p>Recognizes different formats and purposes for resources (e.g., storybooks, information books, encyclopedias).</p> <p>Listens to/reads texts from various genres.</p> <p>Uses one or two resources that will best fit needs.</p>	<p>Identifies readily available formats and sources that are most appropriate for student's ability and information needs.</p> <p>Gathers diverse ideas for some assignments.</p> <p>Uses multiple resources, including print, electronic, and human resources, to locate information.</p>	<p>Uses different formats (graphs, charts, maps, diagrams, bookmarked Web sites, subscription databases) as sources of information.</p> <p>Understands the concept of balanced points of view.</p> <p>Finds information on both sides of a question.</p> <p>Seeks balanced view by using diverse sources, including print and electronic reference sources, periodicals, fiction, nonfiction, Internet, and online databases, to access appropriate material.</p>	<p>Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively.</p> <p>Uses both primary and secondary sources.</p> <p>Seeks diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical, or culturally based topics.</p> <p>Recognizes the effect of genre on the information presented.</p>	<p>AASL 7:1 Seeks information from diverse sources, contexts, disciplines, and cultures.</p> <p>ELA 1</p> <p>ELA 2</p> <p>ELA 3</p> <p>MST 2</p> <p>SS 1.4</p> <p>SS 2.3</p> <p>SS 2.4</p> <p>SS 5.4</p> <p>MST 2 - Information Systems 1</p> <p>MST 7 - Interdisciplinary Problem Solving 1, 2</p>

<b>INVESTIGATE</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Examines sources to determine their usefulness.	<p>Selects and uses appropriate print, non-print, human and electronic sources to answer questions:</p> <p>1 - Picture dictionary, beginning encyclopedia. 2 - Dictionary, periodicals, maps, and globes.</p> <p>Distinguishes purpose of various types of genres (informing, entertaining).</p>	<p>Selects and uses appropriate print, non-print, and electronic sources to answer questions:</p> <p>3 - Almanac, thesaurus, general encyclopedias, periodical databases. 4 - Indexes, specialized dictionaries, periodical databases, encyclopedias. 5 - Subject files, databases, unabridged dictionary.</p> <p>Recognizes that the purpose of the medium influences the content (giving directions, informing, entertaining, persuading, solving problems).</p>	<p>Selects variety of sources in different formats relevant to research needs.</p> <p>Selects and uses grade-level appropriate electronic reference sources and teacher-selected Internet sites to answer questions.</p> <p>Recognizes that the purpose of the medium influences the content.</p>	<p>Can use any electronic resources effectively to answer questions by applying search strategies.</p> <p>Uses appropriate electronic reference sources and Internet sites to answer questions.</p> <p>Considers and prioritizes possible sources of information based on specific information needs and strengths of different information formats.</p> <p>Considers various points-of-view and the merits of resources before choosing the best ones for the information needed.</p> <p>Uses specialized reference materials to find specific and in-depth information.</p>	<p>AASL 1:2 Recognizes that accurate and comprehensive information is the basis for intelligent decision making.</p> <p>ELA 1</p> <p>SS 2</p> <p>MST 6</p> <p>ISTE NETS 5</p>
Understands the organization of information within a resource.	<p>Understands the basic organizational structure of books.</p> <p>Understands how to click to advance through an electronic resource.</p>	<p>Understands the basic organizational structure of books.</p> <p>Understands navigation tools of a Web site.</p>	<p>Understands the basic organizational structure of books and electronic media.</p> <p>Understands the structure and navigation tools of a Web site.</p>	<p>Understands how different sources are organized and selects the most effective organizational structure for the topic.</p> <p>Understands how to use links to find specific information on a Web site.</p>	<p>AASL Information Literacy 1:5 Develops and uses successful strategies for locating information.</p> <p>ELA 1</p>

<b>INVESTIGATE</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Uses information strategies to locate <b>information</b> within a source.	Identifies and uses parts of a book to locate and gather information: K - Cover, title page, spine, barcode, illustrations. 1 - Call number. 2 - Dedications, verso, publisher, place of publication, index.	Identifies and uses parts of a book to locate information: 3 - Table of contents, index, glossary. 4 - Bibliography, appendix. 5 - Preface, foreword, introduction.  Uses skim/scan to locate information that is appropriate to age and ability level.	Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas.  Uses skim/scan to locate main ideas.  Differentiates between main and supporting ideas.  Selects relevant information from a variety of sources.	Uses a variety of information search strategies.  Uses skim/scan to locate main ideas and supporting evidence.  Adjusts search strategies by comparing information gathered with the problem or question.	AASL Information Literacy 1:5 Develops and uses successful strategies for locating information.  ELA 1  MST 2 - Information Systems 1  MST 7 - Interdisciplinary Problem Solving 1, 2  ISTE NETS 5

<b>INVESTIGATE</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
<p>Uses reading and thinking strategies to comprehend and make meaning from information and to monitor own understanding.</p>	<p>Forms images as student reads or listens to text.</p> <p>Uses text structures to find information that answers questions (bold text, chapter titles).</p> <p>Reads texts with repetitive language and simple illustrations to begin to collect information.</p> <p>Uses prior knowledge to understand new facts.</p>	<p>Questions text during reading or listening.</p> <p>Stops after each paragraph to summarize the main idea.</p> <p>Uses text structures to find information that answers questions (topic sentences, bold and boxed text, chapter headings and subheadings).</p> <p>Reads unfamiliar texts independently to collect and interpret information.</p> <p>Uses prior knowledge and experiences to understand new facts and ideas.</p> <p>Revises ideas as student gains new information.</p>	<p>Interacts with text during reading.</p> <p>Summarizes and reacts to text after each section.</p> <p>Identifies multiple levels of meaning.</p> <p>Uses text structures to derive relationships among ideas presented (chapter titles and subtitles, topic sentences, marginal notes, organizational pattern within chapter).</p> <p>Uses organizational structures of Web sites to derive relationships of ideas (site map, table of contents or tabs, links).</p> <p>Compares and contrasts information gained from more than one source.</p> <p>Relates new information to prior knowledge.</p> <p>Revises ideas as student gains new information.</p>	<p>Interacts with text during reading.</p> <p>Challenges ideas in text and makes note of questions to pursue in additional sources.</p> <p>Recognizes and interprets multiple levels of meanings.</p> <p>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).</p> <p>Uses organizational structures of Web sites to derive relationships of ideas (site map, table of contents or tabs, links).</p> <p>Revises ideas as student gains new information.</p>	<p>ELA 1.E.LR1D</p> <p>ELA 1.E.LR 1E</p> <p>ELA 1.E.LR1A</p> <p>ELA 3</p>

<b>INVESTIGATE</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Uses visual literacy strategies to derive meaning from information presented visually.	Looks carefully at pictures and verbalizes the main idea.  Interprets information represented in pictures, illustrations, and simple charts.	Looks at pictures and reads captions to find main idea.  Gathers supporting details by closely observing pictures.  Interprets information taken from maps, graphs, charts, and other visuals.	Analyzes maps, pictures, charts, and graphs to gather information.  Gathers supporting details by closely observing pictures.	Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details.  Recognizes the difference between primary and secondary visuals.  Uses textual information to gather context for information from visuals.	ELA 1 ELA 3 SS 3.1 SS 3.2

<b>INVESTIGATE</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Evaluates information to determine value and relevance for answering questions.	Uses material provided to find answers to questions posed.	<p>Evaluates print and electronic information for usefulness:</p> <ul style="list-style-type: none"> <li>Evaluates information based on relevance to inquiry questions.</li> <li>Picks the most interesting information.</li> </ul> <p>Selects information to solve a problem.</p> <p>Determines important and unimportant details.</p>	<p>Evaluates quality of electronic and print information for usefulness, currency, and accuracy:</p> <ul style="list-style-type: none"> <li>Evaluates information based on relevance to inquiry questions.</li> <li>Assesses the effect of copyright date/date last updated on accuracy.</li> <li>Develops criteria with assistance to evaluate information for usefulness, copyright date, and authority.</li> </ul> <p>Identifies main ideas and supporting details.</p> <p>Differentiates between important and unimportant details.</p>	<p>Analyzes electronic and print information to determine if it answers the inquiry questions.</p> <p>Evaluates information from a variety of sources for accuracy, appropriateness, and comprehensiveness.</p> <p>Compares information gathered from different sources for accuracy.</p> <p>Extends search beyond readily available sources to ensure accuracy and comprehensiveness.</p> <p>Evaluates the reliability and validity of information.</p> <p>Evaluates historical information for validity of interpretation, and scientific information for accuracy and reliability of data.</p> <p>Determines the significance of information.</p> <p>Recognizes statements that can be verified.</p> <p>Determines the extent of the research by the complexity of the subject, not by time or page limits.</p> <p>Revises search and locates additional information as needed.</p>	<p>AASL Information Literacy 2:1 Determines accuracy, relevance, and comprehensiveness.</p> <p>ELA 1</p> <p>ELA 2</p> <p>SS1</p> <p>SS 2.3</p> <p>SS 2.4</p> <p>SS 5.4</p> <p>MST 1 - Scientific Inquiry 2</p> <p>MST 2 - Information Systems 1</p> <p>MST 7 - Interdisciplinary Problem Solving 1, 2</p>

<b>INVESTIGATE</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Evaluates information for fact, opinion, point of view, and bias.	Distinguishes between fiction and nonfiction books.  Recognizes facts.	Identifies text as narrative or expository.  Distinguishes between fact and opinion.  Tries to use facts rather than opinions when doing research.  Recognizes how pictures and words are used to persuade.	Realizes that point of view influences the facts and opinions that are included in a source.  Uses both facts and opinions responsibly by identifying them and verifying them.  Recognizes visual techniques used by author to persuade or propagandize.  Recognizes the effect of different perspectives on the information.  Recognizes extreme points of view in information sources.  Selects information based on authority, accuracy, point of view.  Recognizes that own point of view influences the interpretation of information.	Recognizes degrees of bias (from slightly slanted point of view to heavily slanted propaganda).  Actively seeks different points of view and considers the effect of point of view on the facts and opinions presented.  Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective.  Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability.  Recognizes competing interpretations of historical events and issues and the reasons for those differences.  Recognizes the author's use of tone to convey point of view.	AASL Information Literacy 2:2 Distinguishes among facts, point of view, and opinion.  ELA 3  SS 1.4  SS 2.3  SS 2.4  SS 5.4  MST 1 - Scientific Inquiry 2  MST 7 - Interdisciplinary Problem Solving 1, 2

<b>INVESTIGATE</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Identifies inaccurate and misleading information.	Recognizes when one fact conflicts with another fact.	Evaluates facts for accuracy and applies them in research-based projects.	<p>Evaluates print and electronic information to determine whether it is inaccurate or misleading.</p> <p>Recognizes when sources state conflicting information.</p> <p>Recognizes fallacies in logic.</p>	<p>Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided.</p> <p>Identifies misleading information and gaps in print and electronic information that lead to inaccurate conclusions.</p> <p>Verifies all facts through use of multiple sources.</p> <p>Reads widely from varied sources to pinpoint misleading information.</p>	<p>AASL Information Literacy 2:3 Identifies inaccurate and misleading information.</p> <p>ELA 1</p> <p>ELA 3</p> <p>SS 1.4</p> <p>SS 2.3</p> <p>SS 2.4</p> <p>SS 5.4</p> <p>MST 1 - Scientific Inquiry 2</p> <p>MST 2 - Information Systems 1</p>

<b>INVESTIGATE</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
<p>Selects and records appropriate information in reflective and interactive process.</p>	<p>Chooses print and non-print materials at appropriate reading levels.</p> <p>Finds facts that answer specific questions.</p> <p>Writes, draws, or verbalizes the main idea and supporting details.</p> <p>Uses simple note-taking strategies as demonstrated by librarian (e.g., copying words or phrases).</p>	<p>Chooses print and non-print materials at appropriate reading levels.</p> <p>Selects information that applies to the general research question or problem.</p> <p>Uses feedback from librarian/teachers to rethink information gathered.</p> <p>Uses simple note-taking strategies.</p> <p>Uses various note-taking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers).</p> <p>Uses software (e.g., word processing, graphic organizing) to record and organize information.</p>	<p>Chooses print and non-print materials at appropriate reading levels.</p> <p>Selects information that applies to the general research question or problem and answers research questions.</p> <p>Uses feedback from librarian/teachers, peers, and experts to rethink and evaluate information gathered.</p> <p>Takes notes using one or more of a variety of note-taking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).</p> <p>Categorizes information; adds new categories as necessary.</p> <p>Uses software (e.g., word processing, presentation, graphic organizing software) to record and organize information.</p>	<p>Analyzes the information to be sure that it answers the research questions and is accurate, relevant, and comprehensive.</p> <p>Selects information carefully to give an accurate picture of the research topic.</p> <p>Maintains flexibility in topic and research strategies to incorporate new ideas as they are found.</p> <p>Reviews information needs and adjusts strategies if needed (analyzes quality and quantity of information; revises search and locates additional information).</p> <p>Maintains an open attitude about new areas of the subject that were previously unknown or overlooked.</p> <p>Takes notes using one or more of a variety of note-taking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).</p> <p>Categorizes information; adds new categories as necessary.</p> <p>Uses software (e.g., word processing, simple database, presentation, concept mapping software) to record and organize information.</p>	<p>AASL Information Literacy 2:4 Selects information appropriate to the problem or question at hand.</p> <p>ELA 1</p> <p>SS 1.4</p> <p>SS 2.3</p> <p>SS 2.4</p> <p>MST 1 - Scientific Inquiry 2</p> <p>MST 2 - Information Systems 1</p> <p>ISTE NETS 5</p>

<b>INVESTIGATE</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Puts information into own words.	Briefly summarizes information, via writing, drawing, or verbalization.	Paraphrases, summarizes information.	Evaluates, paraphrases, summarizes information.	Evaluates, paraphrases, summarizes, and interprets information.  Uses quotations when appropriate.	AASL Information Literacy 3:1 Organizes information for practical application.  ELA 1  SS 1
Identifies gaps in information.	Responds to questions posed by librarians by investigating further.	Recognizes gaps in information with guidance.	Recognizes gaps in information independently.  Brainstorms ideas for further information.	Independently recognizes gaps in information (based on the complexity of the problem or question).  Brainstorms ideas for further information.	ELA 1  MST 3 - Mathematical Reasoning 1
<p><i>Before moving to the Construct Phase, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ Have I located sources with diverse perspectives?</li> <li>➤ Have I found enough accurate information to answer all my questions?</li> <li>➤ Have I discovered information gaps and filled them with more research?</li> <li>➤ Have I begun to identify relationships and patterns, and thoughtfully reacted to the information I found?</li> </ul>					



<b>CONSTRUCT</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Connects ideas across texts.	<p>Finds facts to answer questions in more than one source.</p> <p>Notes similarities and differences in information from different sources.</p>	<p>Finds similar big ideas in more than one source.</p> <p>Notes similarities and differences in information from two different sources.</p> <p>Questions the differences between sources and seeks additional sources to resolve.</p>	<p>Determines patterns and discrepancies by comparing and combining information available in different sources.</p> <p>Compares and contrasts information found in different sources.</p> <p>Analyzes different points of view discovered in different sources.</p> <p>Gathers evidence to determine best supported point of view.</p> <p>Assesses the importance of ideas by comparing their treatment across texts.</p> <p>Enhances meaning by connecting ideas across texts.</p>	<p>Determines patterns and discrepancies by comparing and combining information available in different sources.</p> <p>Analyzes different points of view discovered in different sources.</p> <p>If discrepancy in points of view is discovered, continues research until it is resolved.</p> <p>Builds a conceptual framework by synthesizing ideas gathered from multiple texts.</p> <p>Resolves conflicting evidence or clarifies reasons for differing interpretations of historical events.</p>	<p>ELA 1</p> <p>SS 1.4</p> <p>SS 2.4</p> <p>SS 5.4</p> <p>MST 6 - Patterns of Change 5</p> <p>MST 7 - Interdisciplinary Problem Solving 1, 2</p>
Uses organizational strategies to make sense of information.	Demonstrates simple organizational skills such as sorting and categorizing.	<p>Organizes information within the structure provided in the assignment.</p> <p>Uses common organizational patterns to organize information (chronological order; main idea with supporting ideas).</p> <p>Experiments with devising own organizational structure.</p>	<p>Recognizes various organizational tools for making distinctions and connections among ideas.</p> <p>Uses common organizational patterns to organize information (chronological order, cause and effect, compare/contrast) in order to draw conclusions.</p> <p>Organizes notes and ideas, and develops an outline or graphic organizer/concept mapping software.</p>	<p>Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered.</p> <p>Uses organizational patterns to help draw conclusions.</p> <p>Uses technology tools to create the most appropriate organizational pattern to express the connections and patterns.</p>	<p>AASL Information Literacy 3:1 Organizes information for practical application.</p> <p>ELA 1</p> <p>SS 1.3</p> <p>MST 1 - Scientific Inquiry 1</p> <p>MST 6 - Patterns of Change 5</p> <p>MST 7 - Interdisciplinary Problem Solving 1, 2</p> <p>ISTE NETS 5</p>

<b>CONSTRUCT</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Makes sense of information by using appropriate thinking strategies.	Restates and responds to questions with simple factual answers based on librarian model.	Restates and responds with detailed answers to factual questions.  Interprets or explains main idea and supports with evidence.  Analyzes and evaluates new information based on previous experience and knowledge.	Organizes responses to questions using organizational tools to find connections among ideas.  Interprets information and ideas by defining, classifying, and inferring.  Combines and categorizes information by using an outline or semantic web to find connections among ideas.	Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas.  Connects information with prior knowledge.  Recognizes relationships among ideas by using an outline or semantic web.  Synthesizes to create new meaning.	AASL Information Literacy 3:3 Applies information in critical thinking and problem solving.  ELA 1  SS 1.3  SS 1.4  SS 2.3  SS 2.4  SS 3.2  SS 5.4  MST 1 - Scientific Inquiry 1  MST 6 - Patterns of Change 5  MST 7 - Interdisciplinary Problem Solving 1, 2
Compares new ideas to what was already known.	Completes the L portion of the K-W-L chart with what new ideas were learned.  Compares new ideas with what was known at the beginning of the inquiry.  Adds new ideas to list compiled by class during discussion with librarian or teacher.	Reviews ideas held at beginning of inquiry and reflections captured during note-taking.  Reflects on how ideas changed with more information.	Reviews ideas held at beginning of inquiry and reflections captured during note-taking.  Reflects on how ideas changed with more information.  Compares new ideas with predictions.	Reviews ideas held at beginning of inquiry and reflections captured during note-taking.  Reflects on how ideas changed with more information.  Compares new ideas with predictions.	AASL Information Literacy 3:2 Integrates new information into own knowledge.  ELA 1  MST 1 - Scientific Inquiry 1

<b>CONSTRUCT</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Tests statement of purpose, and thesis statement or hypothesis.	Revisits and completes KWL or other graphic organizers with the librarian at the completion of a theme.	Matches information found with questions and predictions.	Compares information found to tentative thesis or hypothesis; revisits and revises hypothesis as appropriate.	Identifies when information does not support tentative thesis or hypothesis; gathers additional information or revises thesis/hypothesis.	SS 5.4 MST 1 - Scientific Inquiry 1
Draws conclusions.	Makes inferences regarding the topic at the conclusion of a theme or research project with guidance.  Draws a conclusion about the main idea with guidance.	Makes inferences about the topic at the conclusion of a research project.  Draws a conclusion about the main idea.  Forms opinion and uses evidence from text to back it up.	Combines information and inferences to draw conclusions and create meaning.  Draws conclusions based on explicit and implied information.  Forms opinions and judgments backed up by supporting evidence.	Draws clear and appropriate conclusions supported by evidence and examples.  Combines ideas and information to develop and demonstrate new understanding.  Develops own point of view and supports with evidence.  Recognizes multiple causations for same issues or events.  Presents different perspectives with evidence for each.	AASL Information Literacy 3:3 Applies information in critical thinking and problem solving.  ELA 3  SS 1.4  SS 2.4  SS 5.4 MST 1 - Scientific Inquiry 1  MST 7 - Interdisciplinary Problem Solving 1, 2  ISTE NETS 6
<p><i>Before moving to the Express Phase, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ Have I drawn conclusions that are supported by the evidence?</li> <li>➤ Have I organized my conclusions and evidence to present them effectively?</li> </ul>					

<b>EXPRESS</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
<p><i>At the beginning of the Express Phase, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ What type of product or presentation will allow me to present my conclusions and evidence effectively to the intended audience?</li> <li>➤ What technology will help me create a product or presentation?</li> <li>➤ How will I get help to revise and edit my product?</li> </ul>					
<p>Uses writing process to develop expression of new understandings.</p>	<p>Participates as class member and follows steps of writing process modeled by librarian or teacher: pre-writing, drafting, revising, editing, publishing.</p>	<p>Uses pre-writing to brainstorm ideas for most effective way to present conclusions.</p> <p>Drafts the presentation/product following the outline of ideas developed during the Construct Phase and adding supporting details from notes.</p> <p>Creates a product with a beginning, middle, and end.</p> <p>Revises based on teacher feedback.</p> <p>Checks for correctness and completeness.</p> <p>Publishes final product.</p>	<p>Uses pre-writing to discover alternate ways to present conclusions.</p> <p>Drafts the presentation/product following the semantic web or outline of ideas developed during the Construct Phase and adding supporting details from notes.</p> <p>Revises based on self-assessment, teacher feedback, and peer feedback.</p> <p>Edits for grammar and language conventions.</p> <p>Publishes final product.</p>	<p>Uses pre-writing to discover most effective way to present conclusions.</p> <p>Drafts the presentation / product to present argument, point of view, interpretation, or new model most effectively with supporting evidence.</p> <p>Revises based on self-assessment, teacher feedback, and peer feedback.</p> <p>Edits for grammar, language conventions, and style.</p> <p>Publishes final product.</p>	<p>AASL Information Literacy 3:4 Produces and communicates information and ideas in appropriate formats.</p> <p>ELA 1</p> <p>ELA 3</p> <p>ISTE NETS 3, 4</p>

EXPRESS					
Indicator	K-2	3-5	6-8	9-12	Related Standards
Creates products and communicates results in a variety of formats.	Present facts and simple answers to questions.	<p>Presents information clearly so that main points are evident.</p> <p>Uses information appropriate to task and audience.</p>	<p>Presents conclusions and supporting facts in a variety of ways.</p> <p>Presents solutions to problems using modeled examples.</p> <p>Communicates both main and supporting points in the product.</p> <p>Uses organizational format appropriate for conclusions such as cause and effect.</p>	<p>Presents conclusions to answer the question or problem.</p> <p>Presents complex ideas and original conclusions very effectively.</p> <p>Utilizes different organization structures as appropriate for point of view and conclusions (cause and effect, hierarchy, chronology, compare/contrast).</p>	<p>AASL Information Literacy 3:4 Produces and communicates information and ideas in appropriate formats</p> <p>ELA 1</p> <p>ELA 3</p> <p>ELA 4</p> <p>SS 3.2</p> <p>MST 2 - Information Systems 1</p> <p>MST 5 - Technology</p> <p>MST 7 - Interdisciplinary Problem Solving 2</p> <p>ISTE NETS 3, 4</p>
	Begins to understand concept of "audience."	Understands the concept of "audience;" determines audience before creating product.	Decides presentation form based on audience.	Uses the most appropriate format, tone, and language to communicate ideas clearly to different audiences.	
	Uses format chosen by the teacher or librarian.	Chooses the format for the product based on personal preference.	Decides presentation form based on purpose.	Decides presentation form based on effective communication of point of view.	
	Presents information in a variety of ways (e.g., art, music, poetry, movement, verbally, and/or written language).	<p>Presents information in oral, written, and visual sequence.</p> <p>Speaks clearly to convey meaning.</p>	<p>Uses maps, drawings, illustrations, graphs, and charts to communicate meaning.</p> <p>Uses dramatic, audio, and video presentation.</p> <p>Creates products for authentic reasons.</p>	<p>Creates maps, charts, tables, diagrams, graphs, and other formats to present ideas and information.</p> <p>Expands formats to include multimedia, e-mail, software, spreadsheets, and databases.</p> <p>Creates products for authentic reasons.</p>	

<b>EXPRESS</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Uses standard language and citation conventions.	Uses basic grammar conventions.  Identifies the names of sources used.	Uses basic grammar conventions.  Cites all sources used according to model provided by teacher.	Uses basic grammar conventions.  Cites all sources used.	Uses basic grammar conventions.  Cites all sources used according to style formats.	ELA 1  ELA 3
Uses technology tools to create products.	Uses word processing and drawing tools to create written product.	Uses word processing, drawing tools, presentation software, concept-mapping software, graphing software, and other productivity software to illustrate concepts and convey ideas.	Identifies and applies common productivity software features such as menus and toolbars to plan, create, and edit word processing documents, spreadsheets, and presentations.	Identifies and applies common productivity software (e.g., uses features such as spellchecker and thesaurus to ensure accuracy of word-processing documents; uses formulas and creates charts in spread sheets; and inserts pictures, movies, sound and charts in presentation software) to enhance communication to an audience, promote productivity and support creativity.	AASL Information Literacy 3:4 Produces and communicates information and ideas in appropriate formats  ELA 1  MST 2 - Information Systems 1  MST 7 - Interdisciplinary Problem Solving 2  ISTE NETS 3, 4
Develops strategies for revision.	Begins to make changes based on teacher/librarian feedback and suggestions.	Uses strategies for revision outlined by teacher.  Modifies and revises own work based on feedback from others.	Follows and builds on revision strategies suggested by teacher.  Assesses own product and criteria, and develops a few ideas for improvement.  Uses two or three strategies for revising own work.	Identifies need for revision on own.  Evaluates the product and process throughout the work and makes revisions when necessary.  Employs a variety of strategies for revising and reviewing own work.	AASL Information Literacy 6:2 Devises strategies for revising, improving, and updating self-generated knowledge.  ELA 2  ELA 3

<b>EXPRESS</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Develops creative products to express ideas and information.	Uses multiple intelligences to create end products related to theme.	Selects and presents creative products in a variety of formats.	Uses information to create original and creative products.	Expresses own ideas through creative products in a variety of formats.	AASL Information Literacy 4:3 Develops creative products in a variety of formats.  ELA 2
<p><i>Before moving to the Reflect Phase, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ Have I organized the product/presentation to make my major points and present convincing evidence?</li> <li>➤ Does my product/presentation fulfill all the requirements of the assignment?</li> </ul>					

REFLECT					
Indicator	K-2	3-5	6-8	9-12	Related Standards
<p><i>At the beginning of the Reflect Phase, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ Is my product/presentation as effective as I can make it?</li> <li>➤ How well did my inquiry process go?</li> <li>➤ How can I get feedback on my final product to use in my next inquiry project?</li> </ul>					
Develops evaluative criteria.	Follows authentic assessment rubrics modeled by librarian.	Identifies and evaluates the important features for a good product.	<p>Sets high and clear standards for work and uses both student- and teacher-established criteria for self-assessment.</p> <p>Identifies, with guidance, skills that require practice and refinement.</p>	<p>Sets high and clear standards for work and develops criteria for self-assessment or uses established criteria (rubrics, checklists).</p> <p>Identifies, with guidance, skills that require practice and refinement.</p>	<p>AASL Information Literacy 6:1 Assesses the quality of the process and products of personal information seeking.</p> <p>ELA 3</p> <p>SS 1</p>
Participates in peer evaluation.	<p>Respects others' opinions in developing peer evaluation skills through active listening and questioning.</p> <p>Gains experience based on student suggestions and feedback.</p>	<p>Relies on feedback to figure out how to improve product and process.</p> <p>Acknowledges personal and group achievements.</p>	<p>Modifies and revises own work based on feedback from others.</p> <p>Follows plan of work but seeks ideas for improving the process.</p>	<p>Self-assesses product according to given criteria; uses peer review.</p> <p>Follows own research plan and evaluates effectiveness of inquiry process.</p>	<p>ELA 1</p> <p>ELA 3</p> <p>ELA 4</p>
Engages in self evaluation.	Identifies own strengths and sets goals for improvement.	Identifies own strengths and sets goals for improvement.	Identifies own strengths and sets goals for improvement.	<p>Identifies own strengths and sets goals for improvement.</p> <p>Always assesses own work and establishes own revision strategies.</p>	<p>AASL Information Literacy 6:1 Assesses the quality of the process and products of personal information seeking.</p> <p>ELA 1, 3, 4</p>

<b>REFLECT</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Asks new questions for continuing inquiry.	Asks, "What do I wonder about now?"	Asks, "What particularly intrigues me that I would like to learn more about?"	Asks, "What are areas of the inquiry that are personally interesting and important and that I want to pursue when I have an opportunity?"	Asks, "What are areas of the inquiry that are personally interesting and important and that I want to pursue when I have an opportunity?"	AASL Information Literacy 1:3 Forms questions based on information needs.  ELA 1  MST 1 - Scientific Inquiry 1
<p><i>Before moving to another assignment or personal inquiry, a student may ask:</i></p> <ul style="list-style-type: none"> <li>➤ What new understandings did I develop about the topic or idea?</li> <li>➤ What did I learn about inquiry?</li> <li>➤ What new questions do I now want to answer about the topic or idea?</li> </ul>					

**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**

Indicator	K-2	3-5	6-8	9-12	Related Standards
Connects to and forms personal meaning from literary and artistic works.	<p>Expresses feelings about characters and events in a story.</p> <p>Makes connections between literature and own experiences.</p> <p>Responds to imaginative stories and performances.</p>	<p>Connects own feelings to emotions, characters, and events portrayed in a literary work.</p> <p>Uses personal experiences to stimulate responses to literature and art.</p>	<p>Responds to the images and feelings engendered by a literary or artistic work.</p> <p>Connects text to personal experiences.</p>	<p>Assesses the emotional impact of specific works on the reader or viewer.</p> <p>Applies ideas gained from responding to literary and artistic works to own life.</p>	<p>AASL Information Literacy 5:1 Is a competent and self-motivated reader.</p> <p>ELA 2</p>
Deepens understanding of literature by analyzing the parts.	<p>Retells stories using the correct sequence of events.</p> <p>Identifies plot, characters, times, and places in a story.</p>	<p>Understands and restates ideas presented through creative formats.</p> <p>Identifies story elements in various fiction genres.</p> <p>Uses evidence from stories to discuss characters, setting, plot, time, and place.</p> <p>Discusses theme of stories, using evidence to support opinions.</p>	<p>Uses illustrations, context, graphics, and layout to extract meaning from different formats.</p> <p>Interprets literary elements (plot, setting, characters, time) from evidence presented in the text.</p> <p>Draws conclusions about the theme from evidence in the text.</p> <p>Recognizes how characters change.</p>	<p>Learns new ideas and connects to the human experience through information presented creatively, no matter what format.</p> <p>Evaluates the effectiveness of a literary work in terms of the author's use of literary elements.</p> <p>Compares the theme and its treatment in different works of literature.</p> <p>Analyzes the interrelationships among the literary elements.</p>	<p>AASL Information Literacy 5:2 Derives meaning from information presented creatively in a variety of formats.</p> <p>ELA 2</p> <p>SS 1</p> <p>ISTE 4</p>

<b>LITERARY/ARTISTIC RESPONSE AND EXPRESSION</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
<p>Selects appropriate texts from a variety of genres.</p>	<p>Selects picture, fiction, and information books on a regular basis; tries some books in other genres (poetry, fairy tales).</p> <p>Selects books based on suggestions from teacher or librarian and personal interest.</p> <p>Selects some books at the appropriate reading level, other books to be read aloud, and other more challenging books of particular interest for browsing and enjoyment.</p>	<p>Selects books from favorite authors and genres; tries new genres when suggested.</p> <p>Selects books based on a theme, topic, or connection to classroom learning or personal interest.</p> <p>Selects both "just right" books and challenging books on a regular basis.</p>	<p>Explores new genres that fulfill interests and reading level (graphic novels, magazines, online magazines, e-books).</p> <p>Selects texts for classroom learning and for personal exploration.</p> <p>Selects both texts at a comfortable reading level and texts that require higher levels of comprehension skills on topics of interest.</p>	<p>Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information).</p> <p>Selects texts for academic, personal, and authentic purposes.</p> <p>Selects both texts at a comfortable reading level and texts that require higher levels of comprehension skills on topics of interest.</p>	<p>AASL Information Literacy 5:1 Is a competent and self-motivated reader.</p> <p>ELA 2</p>
<p>Understands author's purpose and voice.</p>	<p>Demonstrates understanding that authors and illustrators of both narrative and expository texts are real people who follow a process to create a book.</p>	<p>Describes how an illustrator's style, elements, and media represent and extend the meaning of the story or the narrative text.</p> <p>Uses evidence from the text to discuss the author's purpose.</p>	<p>Demonstrates understanding that texts, both narrative and expository, are written by authors expressing their own ideas.</p> <p>Recognizes the author's point of view; considers alternative perspectives.</p>	<p>Recognizes and evaluates the author's point of view and how it affects the text; considers and evaluates alternative perspectives.</p>	<p>ELA 2</p> <p>SS 1</p> <p>ISTE 5</p>
<p>Makes connections across works of literature or art.</p>	<p>Connects an illustration to a story.</p> <p>Compares characters in two different stories, or plots in two stories by the same author.</p> <p>Retells a story using words and pictures.</p>	<p>Uses prior knowledge to understand and compare literature.</p> <p>Connects story to previous reading.</p> <p>Compares and contrasts story elements in two literary works.</p>	<p>Recognizes similarities and differences among authors writing on the same theme.</p>	<p>Derives multiple perspectives on the same themes by comparing across different works.</p>	<p>ELA 2</p> <p>ELA 3</p>

<b>LITERARY/ARTISTIC RESPONSE AND EXPRESSION</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Discusses, evaluates, and shares great literature.	<p>Discusses favorite books and authors through the exposure to author studies and series books.</p> <p>Distinguishes between what is real and what is not real.</p> <p>Makes predictions about what will happen next in a story.</p> <p>Draws conclusions about main idea of a story.</p>	<p>Participates in book talks and book discussion groups.</p> <p>Makes predictions and inferences about events and characters.</p> <p>Draws conclusions about the theme of a story.</p> <p>Discusses problems and solutions in a story.</p>	<p>Shares reading experiences in variety of ways and formats.</p> <p>Participates in literary discussions and book clubs.</p>	<p>Shares reading experiences in variety of ways and formats.</p> <p>Shares information and literary analysis through discussions.</p> <p>Participates in literary discussions and book clubs.</p>	<p>AASL Information Literacy 5:1 Is a competent and self-motivated reader.</p> <p>ELA 2</p> <p>ISTE 4</p>
Creates personal responses to literature using arts and technology.	<p>Develops creative products in simple formats using arts and crafts.</p> <p>Expresses feelings about a story through pictures and words.</p>	<p>Presents creative products in a variety of formats.</p> <p>Expresses the mood of a story through creative formats.</p>	<p>Creates original products based on responses to literature.</p>	<p>Creates original products using multiple formats.</p> <p>Expresses own ideas through creative products in a variety of formats.</p> <p>Chooses format appropriate for audience and purpose.</p>	<p>AASL Information Literacy 4:3 Develops creative products in a variety of formats.</p> <p>ELA 2</p> <p>ISTE NETS 3, 4, 5, 6</p> <p>MST 5 - Technology</p>

<b>PERSONAL EXPLORATION</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Uses technology to solve real-world problems.	Identifies ways that technology can help solve problems.	Identifies ways that technology has been used to address real-world problems.	Uses information and communication technology tools and resources to collect, organize, and evaluate information relevant to a real-world problem.	Addresses real-world problems by using information and communication technology tools to gather, evaluate, and use information from different sources, analyze findings, draw conclusions, and create solutions.	AASL Information Literacy 4:2 Designs, develops, and evaluates information products and solutions related to personal interests.  SS 1  MST 5 - Technology  ISTE NETS 6
Locates reliable information for personal growth.	<p>Begins to seek information and develops self-inquiry skills.</p> <p>Requests/chooses materials related to personal interests.</p>	<p>Seeks information about personal interests, but may need help in locating it.</p> <p>Gathers information related to personal interests.</p>	<p>Independently locates and selects information for personal, hobby, or vocational interests.</p> <p>Recognizes library and information sources as having value beyond the need for school assignments.</p>	Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking.	AASL Information Literacy 4:1 Seeks information related to various dimensions of personal well-being such as career interests, community involvement, health matters, and recreational pursuits.  MST 5 - Technology
Uses technology for personal and career growth.	Identifies personal interest and seeks help in using technology to find information about it.	Uses online catalog strategies to locate information about personal interest topics in own and other libraries.	<p>Uses online catalog strategies to locate information about personal interest topics in own and other libraries.</p> <p>Applies technology productivity tools to meet personal needs.</p>	<p>Uses online catalog strategies to locate information about personal interest topics in own and other libraries.</p> <p>Searches other libraries for information related to personal interests.</p> <p>Uses telecommunication to search for and identify potential work, college, or other opportunities.</p> <p>Applies technology productivity tools to meet personal needs.</p>	AASL Information Literacy 4:2 Designs, develops, and evaluates information products and solutions related to personal interests.  MST 5 - Technology  ISTE NETS 3, 4, 6

<b>PERSONAL EXPLORATION</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Uses arts and technology for personal expression.	<p>Uses technology tools to create and present ideas.</p> <p>Expresses own ideas through creative products in a variety of formats.</p>	<p>Uses software packages for artistic and personal expression.</p> <p>Uses multimedia authoring tools for independent and collaborative publishing activities.</p>	<p>Experiments with various types of multimedia software for artistic and personal expression.</p> <p>Pursues creative expressions of information in the community (public library, arts center, museums).</p>	<p>Selects and uses various types of multimedia software for artistic and personal expression.</p> <p>Pursues creative expressions of information in the community (public library, arts center, museums).</p>	<p>AASL Information Literacy 4:2 Designs, develops, and evaluates information products and solutions related to personal interests.</p> <p>MST 5 - Technology</p> <p>ISTE NETS 3, 4, 5, 6</p>

<b>MOTIVATED, INDEPENDENT LEARNING</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Locates and selects materials of interest in a variety of genres.	<p>Begins to explore and examine the various genres based on personal interests.</p> <p>Explains personal criteria for selecting a book, poem, or story.</p> <p>Selects books, poems, or tapes based on teacher-selected criteria, or because the books or authors are favorites.</p>	<p>Recognizes the works of a single author.</p> <p>Recognizes why some authors and genres have become favorites.</p> <p>Selects appropriate print and electronic materials on an individual level.</p>	<p>Reads a variety of genres, including short stories, novels, poems, plays, drama, myths, films, and electronic magazines and books.</p> <p>Describes the characteristics of different genres.</p> <p>Selects print and non-print materials based on personal interests, knowledge of authors, and reading level.</p> <p>Maintains a personal reading list.</p>	<p>Reads variety of fiction and nonfiction materials.</p> <p>Reads/listens to works of international and multicultural authors.</p> <p>Selects print and non-print materials based on personal interests, knowledge of authors, and reading level.</p> <p>Uses print and non-pint information resources for information and personal needs; actively seeks answers to questions.</p> <p>Sets reading goals and maintains a personal reading list.</p>	<p>AASL Information Literacy 5:1 Is a competent and self-motivated reader.</p> <p>AASL Information Literacy 4</p> <p>ELA 2</p> <p>ELA 3</p> <p>SS 2</p>
Uses text features to increase understanding.	<p>Begins to recognize that different genres require different reading strategies.</p>	<p>Recognizes features of various genres and uses different reading strategies for understanding.</p>	<p>Reads books in a couple of different genres.</p>	<p>Reads in a variety of formats (e.g., print and electronic books, other media).</p> <p>Reads and uses literature to enrich understanding of real-world concepts.</p>	<p>ELA 2</p>

<b>MOTIVATED, INDEPENDENT LEARNING</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Reads for a variety of purposes.	Reads a variety of fiction and nonfiction for enjoyment and information.	<p>Sets reading goals.</p> <p>Reads a variety of fiction and nonfiction for enjoyment and information.</p> <p>Reads for a variety of purposes: to predict outcomes, to answer questions.</p>	<p>Reads independently.</p> <p>Explores new topics when required.</p> <p>Identifies purpose of reading a text.</p> <p>Reads for a variety of purposes: to predict outcomes, to answer questions, to skim for facts.</p>	<p>Reads to explore new ideas beyond the required curriculum. Reads for pleasure, to learn, to solve problems, and to explore many different ideas.</p> <p>Reads for a variety of purposes: to predict outcomes, to answer questions, to form opinions, to skim for facts.</p>	<p>AASL Information Literacy 5:1 Is a competent and self-motivated reader.</p> <p>ELA 2</p>
Uses multiple means to access resources.	Utilizes print and non-print sources with guidance from the librarian to find information.	When the library does not have the needed resources, asks the media specialist to help find the information from another source.	When materials outside the school are needed, looks for them through electronic access and works with the library media specialist to borrow from other sources.	Uses interlibrary loan as a regular part of inquiry process. Uses several libraries and online sources to find needed information.	<p>AASL Information Literacy 7:2 Respects the principle of equitable access to information.</p> <p>ELA 1</p>
Seeks to understand the meaning of what is read.	Demonstrates comprehension of stories read independently and stories read by the librarian.	Understands literal meanings and can identify the main points.	Understands literal and implied meanings, and can place the meaning in a conceptual framework.	<p>Understands text on both a literal and an abstract level.</p> <p>Uses context and graphic clues to aid understanding.</p> <p>Considers alternative perspectives and evaluates differing points-of-view.</p>	ELA 2

<b>MOTIVATED, INDEPENDENT LEARNING</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Seeks information related to personal interests.	<p>Explores the collection seeking materials related to personal interests.</p> <p>Asks the librarian for help locating topics of interest.</p>	<p>Seeks information about personal interests, but may need help in locating it.</p> <p>Gathers information related to personal interests.</p>	<p>Independently locates and selects information for personal, hobby, or vocational interests.</p> <p>Recognizes library and information sources as having value beyond the need for school assignments.</p> <p>Pursues creative expressions of information in the community (public library, arts center, museums).</p>	<p>Finds information about personal interests independently, using the same criteria and strategies used for academic information seeking.</p> <p>Searches other libraries for information related to personal interests.</p> <p>Pursues creative expressions of information in the community (public library, arts center, museums).</p>	<p>AASL Information Literacy 4:1 Seeks information related to various dimensions of personal well-being such as career interests, community involvement, health matters, and recreational pursuits.</p> <p>ELA 4</p>
Uses technology to find information related to personal interests.	<p>Begins to experiment with online catalog and Internet resources to locate information.</p>	<p>Uses online catalog strategies to locate information about personal interest topics in own and other libraries.</p>	<p>Uses online catalog strategies to locate information about personal interest topics in own and other libraries.</p> <p>Applies technology productivity tools to meet personal needs.</p>	<p>Uses online catalog strategies to locate information about personal interest topics in own and other libraries. Uses telecommunication to search for and identify potential work, college, or other opportunities.</p> <p>Applies technology productivity tools to meet personal needs.</p>	<p>MST 5 - Technology</p> <p>ISTE NETS 4, 5, 6</p>

**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**

Indicator	K-2	3-5	6-8	9-12	Related Standards
Seeks diverse sources and multiple points of view.	Listens to/reads multicultural texts from various genres.	Gathers diverse ideas for some assignments.  Uses the number of sources required by the assignment.	Understands the concept of balanced points of view.  Finds information on both sides of a question.  Seeks information from diverse sources to get balanced view.	Always tries to find both sides of controversial issues and evaluates them carefully, particularly on controversial or culturally based topics.  Uses multiple resources as a general rule to seek balanced perspective.	AASL Information Literacy 7:1 Seeks information from diverse sources, contexts, disciplines, and cultures.  ELA 1  ELA 2  SS 1.3, 1.4  SS 2.3, 2.4  SS 5.4
Respects the principle of equitable access to information.	Begins to associate use of the library with respect for rules and procedures.  With teacher help, returns materials when they are due so that others have access.	Respects the guidelines for using information resources.  Gets information in a reasonable amount of time so others can use materials.  Returns materials when due to respect the rights of others to have access to those materials.	Maintains respectful use of information resources, both in own library and in other institutions.  Gets information in a reasonable amount of time so others can use materials.  Knows it is important for others to have equal access to information, so usually takes responsibility for returning items when they are due.  Respects reserve book policies to ensure equitable access to limited materials.	Seeks alternative sources of information and respects the guidelines for access in all environments (public libraries, museums, cultural institutions, agencies).  Gets information in a reasonable amount of time so others can use materials.  Recognizes that equitable access to information depends on student responsibility.  Returns materials as soon as they have been used in order to share resources with other students.	AASL Information Literacy 7:2 Respects the principle of equitable access to information.  ISTE NETS 2

<b>IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY</b>					
<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
Understands that democracy is built on access to information without censorship.	<p>Begins to explore the idea of freedom of speech.</p> <p>Respects the ideas of others.</p>	<p>Recognizes the value of being able to seek information of personal interest.</p> <p>Respects the rights of others to seek information.</p>	<p>Respects the principles of intellectual freedom.</p> <p>Articulates the importance of intellectual freedom to a democratic society.</p>	Demonstrates understanding of intellectual freedom and First Amendment rights.	<p>SS 5.4</p> <p>MST 2 - Information Systems 3</p> <p>ISTE NETS 2</p>

## EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING

### "I Participate in Groups to Pursue and Generate Information"

<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
<p>Shares knowledge and information with others.</p>	<p>Shares favorite literature, both fiction and non-fiction.</p> <p>Participates in discussions on fiction and non-fiction related to curriculum.</p> <p>Shares research and creative products with others, using diverse formats, both print and non-print.</p> <p>Participates in discussions and listens well.</p>	<p>Shares favorite literature.</p> <p>Participates in discussions on fiction and non-fiction related to curriculum.</p> <p>Shares research and creative products with others.</p> <p>Participates in discussions and listens well.</p>	<p>Shares reading experiences and favorite literature to build a relationship with others.</p> <p>Participates in discussions on fiction and non-fiction related to curriculum.</p> <p>Shares research and creative products with others.</p> <p>Participates in discussions and listens well.</p> <p>Offers information and opinions at appropriate times in group discussions.</p>	<p>Shares reading experiences and favorite literature to build a relationship with others.</p> <p>Participates in discussions on fiction and non-fiction related to curriculum.</p> <p>Shares research and creative products with others.</p> <p>Participates in discussions and listens well.</p> <p>Offers and defends information brought to group, and when appropriate seeks consensus to achieve a stronger product.</p>	<p>AASL Information Literacy 9:1 Shares knowledge and information with others.</p> <p>ELA 1</p> <p>ELA 2</p> <p>ELA 4</p> <p>SS 5.4</p> <p>ISTE NETS 3, 4</p>
<p>Respects others' ideas and backgrounds, and acknowledges their contributions.</p>	<p>Shows respect for ideas of others.</p> <p>Practices giving positive feedback and giving compliments.</p>	<p>Shows respect for ideas of others.</p> <p>Responds to the ideas of others.</p> <p>Describes ideas of others accurately.</p>	<p>Encourages team members to share ideas and opinions.</p> <p>Asks questions of others in a group to elicit their information and opinions.</p> <p>Describes ideas of others accurately.</p>	<p>Seeks ideas and opinions from others.</p> <p>Respects and helps groups find and incorporate diverse ideas.</p> <p>Describes ideas of others accurately.</p> <p>Helps to organize and integrate contributions of all group members into products.</p>	<p>AASL Information Literacy 9:2 Respects others' ideas and backgrounds, and acknowledges their contributions.</p> <p>ELA 4</p> <p>SS 5.4</p>

## EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING

### "I Participate in Groups to Pursue and Generate Information"

Indicator	K-2	3-5	6-8	9-12	Related Standards
Collaborates with others to solve problems.	Creates individual or collaborative projects to share with others.	Expresses own ideas appropriately and effectively while working in groups to identify and resolve information problems.  Creates individual or collaborative projects to share with others.	Participates in problem solving process with group.  Works collaboratively, locally and remotely, to use technology for research to meet information needs.	Participates in discussion with others to analyze information problems and to suggest solutions. Actively works with others to help group select, organize, and integrate information from a variety of sources.  Collaborates locally and remotely with peers, experts, and others to collect, produce, and share information gleaned from research.	AASL Information Literacy 9:3 Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions.  SS 5.4  Foreign Lang. 1,2  MST 5 - Technology
Collaborates with others to access and use information effectively.	Works in groups to create and evaluate simple information products.	Works in groups to create and evaluate information products.  Works in groups to create pictures, images, and charts for development of word-processing reports and electronic presentations.	Works in groups to create and evaluate products that communicate information and ideas.  Works in groups to import and manipulate pictures, images, and charts in word-processing documents, spreadsheets, presentations, and other creative works.	Works with others to create and evaluate products that communicate complex information and ideas; collaborates to integrate ideas into a variety of formats.  Applies utilities to edit pictures, images, and charts; uses online environments or other collaborative tools to facilitate design and development of materials, models, publications, and presentations.	AASL Information Literacy 9:4 Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions.  SS 5.4  MST 5 - Technology
Uses technology to collaborate with others.	Uses technology tools safely and securely to read, send, or post electronic messages to peers, experts, and family members.	Develops projects that can be shared electronically and can challenge other students to answer questions or give opinions adding to the content (e.g., shared book reviews, shared PowerPoint presentations).	Uses interactive tools (e.g. e-mail, discussion groups, listservs, blogs) to exchange data collected and to learn curricular concepts by communicating with peers, experts, and other audiences.	Uses tools/Web sites to collaborate, publish, and interact with peers, experts, and other audiences.	AASL Information Literacy 9:4 Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions.  MST 5 - Technology  ISTE NETS 3, 4

## EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING

### "I Participate in Groups to Pursue and Generate Information"

<b>Indicator</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Related Standards</b>
<p>Uses a variety of media to share information with others.</p>	<p>Begins to create collaborative projects and shares information with others.</p> <p>Works collaboratively using technology for research to meet information needs.</p> <p>Uses a variety of developmentally appropriate media (e.g., presentation software, newsletter templates, Web sites for clipart and music) to communicate ideas relevant to the curriculum, classmates, families, and others.</p>	<p>Works collaboratively, locally and remotely, to use technology for research to meet information needs.</p> <p>Identifies a variety of media and formats to create and edit products (e.g., Web pages, presentations, newsletters, portable document formats) that communicate syntheses of information and ideas from the curriculum to multiple audiences.</p>	<p>Uses a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, Web pages) that effectively communicate information and ideas about the curriculum to multiple audiences.</p>	<p>Uses a variety of media and formats to communicate information and ideas effectively to multiple audiences.</p>	<p>ELA 4</p> <p>MST 2 - Information Systems 1</p> <p>MST 5 - Technology</p> <p>ISTE NETS 3, 4, 5</p>





