

## Bellevue School District Grades 6-8 Information Literacy Continuum

### At the End of the Year ...

*\*Note: Once a skill is mentioned, it is assumed a part of any future indicators. Skill placement is at the level most students can successfully accomplish the task and where the skill is most emphasized in other curriculums.*

Standard A: Information Processing Skills	Indicators	A Sixth Grader...	A Seventh Grader...	An Eighth Grader...
1. Defines the information need	a. Determines the kind and extent of information needed	<ul style="list-style-type: none"> <li>▪ Brainstorms to identify topics and subtopics (Review from K-5)</li> </ul>		<ul style="list-style-type: none"> <li>▪ Works from general to specific resources to refine information need</li> <li>▪ Considers purpose and audience to refine information need</li> </ul>
	b. States the research focus, question, or potential thesis	<ul style="list-style-type: none"> <li>• Restates a question to show understanding</li> <li>• States the information need when conducting a Web search</li> <li>• Identifies a thesis statement and distinguishes it from a topic statement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develops strategies for formulating questions</li> <li>▪ Writes a basic thesis statement with guidance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develops specific questions that refine a topic</li> <li>▪ Writes a basic thesis statement independently</li> </ul>
	c. Identifies concepts and key terms	<ul style="list-style-type: none"> <li>▪ Creates a list of related key words before beginning any research</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses the dictionary and thesaurus to expand search terms and key words with guidance</li> <li>▪ Scans headings, indexes and table of contents in resources for additional key words</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses two or more key words to locate information on a topic independently</li> </ul>
2. Locates Information	a. Identifies and uses a variety of potential sources for information	<ul style="list-style-type: none"> <li>▪ Identifies and uses as a source for information:                             <ul style="list-style-type: none"> <li>○ A local online news source</li> <li>○ Online subscription databases</li> <li>○ Online subscription search directory</li> </ul> </li> <li>▪ Distinguishes between a general encyclopedia, subject encyclopedia and open source encyclopedia</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies and uses as a source for information:                             <ul style="list-style-type: none"> <li>○ National and international Web news sources</li> <li>○ News sources within subscription databases</li> <li>○ Magazine articles</li> <li>○ Online periodical index</li> <li>○ Almanac</li> <li>○ Consumer brochures</li> <li>○ Advertisements</li> </ul> </li> <li>▪ Evaluates and selects the most appropriate sources for the purpose</li> <li>▪ Distinguishes between an online subscription database, a subscription search directory and the open Web</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies and uses as a source for information:                             <ul style="list-style-type: none"> <li>○ Historical news sources</li> <li>○ Subject specific Web news sources</li> <li>○ Political cartoons</li> <li>○ Historical atlases</li> <li>○ Biographical encyclopedias, biographical dictionaries</li> <li>○ Travel brochures</li> <li>○ Handbook (Occupational Outlook)</li> </ul> </li> <li>▪ Selects from general and specific information sources</li> <li>▪ Distinguishes between                             <ul style="list-style-type: none"> <li>○ Primary and secondary sources</li> </ul> </li> <li>▪ Broadens location skills to include information found outside the school library (community libraries, museums, subject experts, field trips, virtual libraries)</li> </ul>
	b. Develops and uses various search strategies	<ul style="list-style-type: none"> <li>▪ Recognizes basic systems for organizing libraries:                             <ul style="list-style-type: none"> <li>○ Dewey organization of library ~Review 000-999</li> <li>○ Reviews advanced search strategies on Library Catalog (AND, AND NOT)</li> </ul> </li> <li>▪ Uses a Web search engine including</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes basic systems for organizing libraries:                             <ul style="list-style-type: none"> <li>○ Online library catalog:                                     <ul style="list-style-type: none"> <li>~ Locates reviews, additional bibliographic information and citations</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes basic systems for organizing libraries:                             <ul style="list-style-type: none"> <li>○ Recognizes school library organization is similar to community libraries</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>advance search features                             <ul style="list-style-type: none"> <li>o Narrows search by using two or more criteria to search for information using Boolean "AND", "AND NOT"</li> </ul> </li> </ul>		
	<i>c. Accesses information sources efficiently and effectively</i>	<ul style="list-style-type: none"> <li>▪ Identifies and uses organizational features of print and electronic resources:                             <ul style="list-style-type: none"> <li>o Publisher information in a book (review)</li> <li>o Index of a multi-volume reference work</li> <li>o Online search directory (review)</li> <li>o Online general encyclopedia</li> <li>o Online subject encyclopedia</li> <li>o Online database</li> <li>o Local news source</li> </ul> </li> <li>▪ Navigates the internet:                             <ul style="list-style-type: none"> <li>o Internet terminology</li> <li>o Search engine (Google)</li> <li>o Advanced search</li> <li>o Government Website</li> <li>o Maps from the Web</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies and uses organizational features of print and electronic resources:                             <ul style="list-style-type: none"> <li>o Online subject encyclopedia</li> <li>o Online search directory                                     <ul style="list-style-type: none"> <li>~Science</li> <li>~Periodicals, almanac</li> </ul> </li> <li>o National and international news sources</li> </ul> </li> <li>▪ Navigates the internet:                             <ul style="list-style-type: none"> <li>o Map sites</li> <li>o Advanced Web features (Google tips and tricks)</li> <li>o Image sources</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies and uses organizational features of print and electronic resources:                             <ul style="list-style-type: none"> <li>o Online subscription databases                                     <ul style="list-style-type: none"> <li>~Issues/controversies</li> </ul> </li> <li>o Timelines</li> <li>o Occupational directory</li> </ul> </li> <li>▪ Navigates the internet:                             <ul style="list-style-type: none"> <li>o Independently constructs advanced searches</li> <li>o Evaluates the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources</li> <li>o Government Web site</li> </ul> </li> </ul>
	<i>d. Selects sources in a variety of formats based on appropriateness for task</i>	<ul style="list-style-type: none"> <li>▪ Uses a variety of formats as sources for information                             <ul style="list-style-type: none"> <li>o Thematic maps in print format and from the Web</li> <li>o Video</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses a variety of formats as sources for information:                             <ul style="list-style-type: none"> <li>o Media advertising</li> </ul> </li> </ul>	
<i>3. Selects and organizes information</i>	<i>a. Applies reading, viewing, listening, critical thinking and problem solving strategies</i>	<ul style="list-style-type: none"> <li>▪ Analyzes non-fiction text for information:                             <ul style="list-style-type: none"> <li>o Skims headings and subheadings for organization of information within a resource</li> <li>o Uses sidebars, timelines, line drawings, charts, diagrams, symbols to interpret text</li> <li>o Identifies topics and key ideas within a text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyzes non-fiction text for information:                             <ul style="list-style-type: none"> <li>o Compares information from different sources on one topic</li> <li>o Identifies author's purpose</li> <li>o Extracts and understands significant ideas from supporting illustrative details</li> </ul> </li> <li>▪ Analyzes images and photographs for specific information</li> </ul>	
	<i>b. Evaluates sources critically for relevance, accuracy, authority, objectivity, currency, and comprehensiveness</i>	<ul style="list-style-type: none"> <li>▪ Uses online subscription database as a source for authoritative information:                             <ul style="list-style-type: none"> <li>o General encyclopedia</li> <li>o Subject encyclopedia</li> </ul> </li> <li>▪ Selects and evaluates information resources based upon:                             <ul style="list-style-type: none"> <li>o Accuracy                                     <ul style="list-style-type: none"> <li>~Distinguishes between information and advertising on the Web with guidance</li> <li>~Selects best of Web hits with guidance after analyzing URLs, domains and summaries</li> <li>~Uses additional source to clarify</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses online subscription database as a source for authoritative information:                             <ul style="list-style-type: none"> <li>o Periodicals, almanac</li> </ul> </li> <li>▪ Selects and evaluates information resources based upon:                             <ul style="list-style-type: none"> <li>o Accuracy                                     <ul style="list-style-type: none"> <li>~Analyzes advertisements (magazines)</li> <li>~Compares and contrasts multiple sources to verify accuracy of information</li> </ul> </li> <li>o Authority                                     <ul style="list-style-type: none"> <li>~Locates publisher and name of author on Web site</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses online subscription database as a source for authoritative information:                             <ul style="list-style-type: none"> <li>o Issues/controversies</li> </ul> </li> <li>▪ Researches and evaluates the accuracy, relevance, appropriateness, comprehensiveness, and bias of information sources:                             <ul style="list-style-type: none"> <li>o Accuracy                                     <ul style="list-style-type: none"> <li>~Analyzes resources for accuracy of information</li> </ul> </li> <li>o Objectivity                                     <ul style="list-style-type: none"> <li>~Evaluates resources for authenticity, objectivity related to topic</li> <li>~Identifies purpose of source (inform,</li> </ul> </li> </ul> </li> </ul>

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	conflicting information from other sources	<ul style="list-style-type: none"> <li>o Objectivity                             <ul style="list-style-type: none"> <li>~ Identifies key words, images reflecting opinions in advertising</li> <li>~ Identifies bias presented in various formats: graphics, visual, print</li> </ul> </li> <li>o Currency                             <ul style="list-style-type: none"> <li>~ Locates date on Web site</li> </ul> </li> <li>o Relevance                             <ul style="list-style-type: none"> <li>~ Selects images appropriate to need</li> </ul> </li> </ul>	<p>explain, persuade, sell, share/disclose) with assistance</p> <ul style="list-style-type: none"> <li>~ Critically evaluates bias in research materials</li> </ul>
<i>c. Distinguishes between fact, point of view and opinion</i>	<ul style="list-style-type: none"> <li>▪ Identifies point of view (review)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compares perspectives based on local, national and international news</li> </ul>	<ul style="list-style-type: none"> <li>▪ Differentiates between fact, opinion, and point of view</li> <li>▪ Compares and contrasts credibility of differing accounts of the same event</li> <li>▪ Views the past within the context of the standards and values of that time or place</li> </ul>
<i>d. Selects from primary and secondary sources</i>	<ul style="list-style-type: none"> <li>▪ Extracts information from primary sources</li> <li>▪ Uses tools to interpret primary source documents (SOAPS)</li> </ul>		<ul style="list-style-type: none"> <li>▪ Defines and analyzes primary sources:                             <ul style="list-style-type: none"> <li>o Differentiates between primary and secondary sources</li> <li>o Uses tools to analyze primary sources (SOAPS)</li> <li>o Analyzes:                                     <ul style="list-style-type: none"> <li>~ Published and unpublished documents</li> <li>~ Photographs</li> </ul> </li> <li>o Locates primary sources related to a topic</li> </ul> </li> </ul>
<i>e. Interprets visual images</i>	<ul style="list-style-type: none"> <li>▪ Deciphers a variety of maps and reference sources to identify:                             <ul style="list-style-type: none"> <li>~ locations on a grid</li> <li>~ longitude and latitude</li> <li>~ physical characteristics of a region</li> </ul> </li> <li>▪ Reads and interprets visual data (flow charts, pie graphs, Venn diagrams, photographs, paintings, cartoons)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Locates information using thematic maps</li> <li>▪ Uses Web sources for locating places</li> <li>▪ Analyzes a geographic area using maps, photographs, satellite images</li> <li>▪ Uses photographs to compare similarities and differences</li> <li>▪ Analyzes advertisements in publications for persuasive information</li> <li>▪ Views visual information (video, CD) for a specific purpose</li> <li>▪ Recognizes point of view and bias of the source of visual data (advertising)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Views to analyze:                             <ul style="list-style-type: none"> <li>o Photographs</li> <li>o Illustrations in graphic novels</li> <li>o Maps illustrating change/movement of people (SS)</li> <li>o Political cartoons</li> </ul> </li> </ul>
<i>f. Extracts and records information appropriate to the problem or question at hand</i>	<ul style="list-style-type: none"> <li>▪ Records additional key words from text for further narrowing or expanding research</li> </ul>	<ul style="list-style-type: none"> <li>▪ Records notes by accurately paraphrasing, summarizing and quoting information to avoid plagiarism</li> <li>▪ Extracts images relevant to the information need</li> <li>▪ Records information from visual resources (video, CD)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Records information from an oral interview including direct quotes and paraphrasing</li> </ul>
<i>g. Organizes information for practical application</i>	<ul style="list-style-type: none"> <li>▪ Organizes information in various ways:                             <ul style="list-style-type: none"> <li>o Graphic organizers</li> <li>o Timeline</li> <li>o Diagrams</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Organizes information in various ways:                             <ul style="list-style-type: none"> <li>o Spreadsheet</li> <li>o Table (CultureGrams)</li> <li>o Charts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Organizes information in various ways:                             <ul style="list-style-type: none"> <li>o Multiple tier timelines</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>▪ Organizes key ideas on a topic under the most appropriate subtopics</li> <li>▪ Organizes and integrates group contributions into an information product</li> </ul>	<ul style="list-style-type: none"> <li>○ Graphs</li> <li>○ Database</li> </ul>	
4. Creates and communicates information	a. Integrates new information into one's own knowledge		<ul style="list-style-type: none"> <li>▪ Recognizes that prior knowledge, personal experience, and culture affect one's interpretation of information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes that historical events affect one's interpretation of information and ideas</li> </ul>
	b. Synthesizes information and draws conclusions based upon information gathered	<ul style="list-style-type: none"> <li>▪ Synthesizes information from a variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Determines similarities and differences in the reporting of a news event with guidance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Synthesizes information from more than one source to create new meaning</li> <li>▪ Synthesizes information from primary sources</li> </ul>
	c. Chooses appropriate technology tools to process data and analyze results		<ul style="list-style-type: none"> <li>▪ Collects and processes information:                             <ul style="list-style-type: none"> <li>○ Spread sheet</li> <li>○ Table (Word)</li> </ul> </li> <li>▪ Modifies spreadsheet to achieve new results</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collects and processes information:                             <ul style="list-style-type: none"> <li>○ In variety of formats (video, word processing, audio, drawing, photographing, multimedia computer presentations)</li> </ul> </li> <li>▪ Selects and uses appropriate tools and technology resources to accomplish a variety of tasks and solve problems</li> </ul>
	d. Selects the most appropriate format for presenting information	<ul style="list-style-type: none"> <li>▪ Selects appropriate format for audience and purpose</li> <li>▪ Uses productivity and multimedia tools</li> <li>▪ Presents visual information in more complex contexts (posters, collage, PowerPoint, video, timeline)</li> </ul>		<ul style="list-style-type: none"> <li>▪ Communicates information through the use of graphics</li> <li>▪ Creates multiple tier timelines to communicate information</li> <li>▪ Uses technology to develop, publish, and present curriculum related content (Web pages, video) to an audience inside or outside the classroom</li> </ul>
	e. Cites Sources using appropriate documentation style	<ul style="list-style-type: none"> <li>▪ Compiles bibliographic information following MLA guidelines:                             <ul style="list-style-type: none"> <li>○ Book: City of publication</li> <li>○ Online newspaper</li> <li>○ Online subscription database</li> </ul> </li> <li>▪ Review appropriate formats                             <ul style="list-style-type: none"> <li>○ Book</li> <li>○ Reference book</li> <li>○ Web Site</li> <li>○ Interview</li> <li>○ Video</li> </ul> </li> <li>▪ Creates a bibliography reflecting resources consulted</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compiles bibliographic information following MLA guidelines:                             <ul style="list-style-type: none"> <li>○ Periodical</li> </ul> </li> <li>▪ Locates citation information from an on-line library catalog</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compiles bibliographic information following MLA guidelines:                             <ul style="list-style-type: none"> <li>○ Cartoon or comic strip or other visual images</li> </ul> </li> </ul>
5. Assesses the information process	a. Determines if information need was answered and identifies steps that require	<ul style="list-style-type: none"> <li>▪ Assesses and revises information search as needed</li> </ul>		<ul style="list-style-type: none"> <li>▪ Evaluates strategies used for filling the information need</li> <li>▪ Clarifies, reorganizes and eliminates extraneous information</li> </ul>

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	<i>improvement</i>			
	<i>b. Verifies that a variety of resources were used</i>	<ul style="list-style-type: none"> <li>▪ Uses a specified number and variety of resources i.e. book, reference book, interview, on-line subscription database, Web site</li> </ul>		
<i>Standard B: Literature Engagement</i>				
<i>1. Reads a variety of literature</i>	<i>a. Selects from fiction and non-fiction, literary forms, genres, and themes to gain knowledge through exposure to a wide variety of literature</i>	<ul style="list-style-type: none"> <li>▪ Reviews characteristics and selects from fiction genres:                             <ul style="list-style-type: none"> <li>○ Review from K-5                                     <ul style="list-style-type: none"> <li>~Adventure</li> <li>~Fantasy</li> <li>~Historical fiction</li> <li>~Realistic</li> <li>~Science Fiction</li> <li>~Mystery</li> </ul> </li> <li>○ Animal Stories</li> <li>○ Sports</li> </ul> </li> <li>▪ Reads literature reflecting                             <ul style="list-style-type: none"> <li>○ World cultures (Europe, North America, Latin America)</li> <li>○ Proverbs</li> <li>○ Theme of "change"</li> </ul> </li> <li>▪ Reads from and identifies characteristics of non-fiction genre:                             <ul style="list-style-type: none"> <li>○ Informational</li> <li>○ Narrative - proverbs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Reads from and identifies characteristics of folklore:                             <ul style="list-style-type: none"> <li>○ Trickster tales, fables, myths</li> </ul> </li> <li>▪ Reads literature reflecting                             <ul style="list-style-type: none"> <li>○ World cultures (Asia, Middle East, Africa)</li> <li>○ Theme of "choice"</li> </ul> </li> <li>▪ Reads from and identifies characteristics of non-fiction genre:                             <ul style="list-style-type: none"> <li>○ Narrative - monologue</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Reads from and identifies characteristics of fiction genres:                             <ul style="list-style-type: none"> <li>○ Classics</li> </ul> </li> <li>▪ Reads literature reflecting                             <ul style="list-style-type: none"> <li>○ U.S. history up to 1870</li> <li>○ Theme of "challenge"</li> </ul> </li> <li>▪ Reads from and identifies characteristics of non-fiction genre:                             <ul style="list-style-type: none"> <li>○ Narrative                                     <ul style="list-style-type: none"> <li>~Biographies</li> <li>~Drama - Shakespeare</li> <li>~Graphic novels</li> </ul> </li> </ul> </li> </ul>
	<i>b. Reads widely to develop personal taste</i>	<ul style="list-style-type: none"> <li>▪ Listens to, reads, and selects quality literature:                             <ul style="list-style-type: none"> <li>○ Young Reader's Choice Book Award</li> </ul> </li> <li>▪ Seeks recommendations and opinions about literature from others:                             <ul style="list-style-type: none"> <li>○ Annotated bibliographies                                     <ul style="list-style-type: none"> <li>~Sixth grade suggested reads</li> <li>~Europe, Americas</li> </ul> </li> <li>○ Book talks from librarians</li> <li>○ Peer recommendations</li> </ul> </li> <li>▪ Analyzes layout and graphics of book cover as a source for information about the book</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listens to, reads, and selects quality literature:                             <ul style="list-style-type: none"> <li>○ Young Reader's Choice Book Award</li> </ul> </li> <li>▪ Seeks recommendations and opinions about literature from others:                             <ul style="list-style-type: none"> <li>○ Annotated bibliographies                                     <ul style="list-style-type: none"> <li>~Seventh grade suggested reads</li> <li>~Asia, Middle East, Africa</li> </ul> </li> <li>○ Refers to reviews linked from the Online Library Catalog</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Listens to, reads, and selects quality literature:                             <ul style="list-style-type: none"> <li>○ Young Reader's Choice Book Award</li> </ul> </li> <li>▪ Seeks recommendations and opinions about literature from others:                             <ul style="list-style-type: none"> <li>○ Annotated bibliographies                                     <ul style="list-style-type: none"> <li>~Classics</li> <li>~American History</li> </ul> </li> </ul> </li> <li>▪ Shares opinions of books with others</li> </ul>
<i>2. Builds a Repertoire</i>	<i>a. Knows themes, plots, characters so as to recognize allusions, metaphors and other literary devices</i>	<ul style="list-style-type: none"> <li>▪ Identifies:                             <ul style="list-style-type: none"> <li>○ Actions in plot</li> <li>○ Influence of setting on plot</li> <li>○ Point of view</li> <li>○ Conflict</li> <li>○ Themes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies:                             <ul style="list-style-type: none"> <li>○ Influence of setting on mood, character, plot</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies:                             <ul style="list-style-type: none"> <li>○ Author's point of view and how it influences text</li> <li>○ Compares common or recurring themes in books</li> <li>○ Analyzes author's development of time and sequence through use of literary devices (foreshadowing, flashbacks)</li> </ul> </li> </ul>

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	<i>b. Makes literary connections</i>	<ul style="list-style-type: none"> <li>▪ Builds a repertoire of favorite authors, titles, genres</li> <li>▪ Relates authors' works to personal knowledge or experiences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compares recurring themes in books by same or different authors</li> <li>▪ Identify author's point of view</li> </ul>	<ul style="list-style-type: none"> <li>▪ Predict outcomes from knowledge of literary conventions i.e. foreshadowing</li> <li>▪ Compares two or more authors' viewpoints</li> <li>▪ Compares fiction and nonfiction accounts of an event</li> <li>▪ Applies principles of intellectual freedom to literature including challenged books</li> </ul>
	<i>c. Identifies works through authors' and illustrators' styles and techniques</i>			<ul style="list-style-type: none"> <li>▪ Identifies differing characteristics of graphic novels</li> </ul>
<i>Standard C: Self-Directed Learning</i>				
<i>1. Experiences literature and media for recreation</i>	<i>a. Selects books and media for personal use</i>	<ul style="list-style-type: none"> <li>• Selects from favorite authors, titles, genres</li> <li>• Relates authors' works to personal knowledge or experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Browses, selects and reads newspapers and magazines of interest</li> </ul>	<ul style="list-style-type: none"> <li>• Reads self-selected material from outside of school</li> </ul>
	<i>b. Develops a repertoire of strategies to guide personal selection</i>	<ul style="list-style-type: none"> <li>▪ Uses the online catalog to locate materials of personal interest</li> <li>▪ Consults the online catalog to search for titles in a favorite genre</li> <li>▪ Seeks recommendations and opinions about literature from others:                             <ul style="list-style-type: none"> <li>○ Annotated bibliographies                                     <ul style="list-style-type: none"> <li>~Sixth grade suggested reads</li> <li>~Europe, Americas</li> </ul> </li> </ul> </li> <li>▪ Uses an Internet search to locate topics of interest</li> <li>▪ Can state purpose of use of the Web</li> </ul>	<ul style="list-style-type: none"> <li>▪ Navigates news Web sites</li> <li>▪ Seeks recommendations and opinions about literature from others:                             <ul style="list-style-type: none"> <li>○ Annotated bibliographies                                     <ul style="list-style-type: none"> <li>~Seventh grade suggested reads</li> <li>~Asia, Middle East, Africa</li> </ul> </li> <li>○ Refers to reviews linked from the Online Library Catalog</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses a public library catalog to locate resources</li> <li>▪ Seeks recommendations and opinions about literature from others:                             <ul style="list-style-type: none"> <li>○ Annotated bibliographies                                     <ul style="list-style-type: none"> <li>~Classics</li> <li>~American History</li> </ul> </li> </ul> </li> </ul>
<i>2. Pursues information in a variety of formats related to personal interest</i>	<i>a. Seeks information related to various dimensions of personal well-being</i>	<ul style="list-style-type: none"> <li>▪ Seeks information of interest from                             <ul style="list-style-type: none"> <li>○ The Web</li> <li>○ Print reference sources</li> <li>○ Nonfiction books</li> <li>○ Online subscription databases</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Browses news stories of interest from national and international online resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses a public library to explore a range of sources</li> </ul>
	<i>b. Designs, develops and evaluates projects and solutions related to personal interests</i>			
	<i>c. Employs technology in</i>	<ul style="list-style-type: none"> <li>▪ Identifies key words and uses advanced search strategies to locate items of</li> </ul>	<ul style="list-style-type: none"> <li>▪ Searches the Internet to locate specific news related to personal interest</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyzes and evaluates Web sites to select the best resources to meet</li> </ul>

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	<i>the development of strategies for solving problems in the real world</i>	personal interest online	<ul style="list-style-type: none"> <li>▪ Uses a table to organize information</li> <li>▪ Locates images to meet personal need from selected Web sites</li> </ul>	personal information need
3. Strives for excellence in information seeking	a. Assesses the quality of the process and products of personal information seeking	<ul style="list-style-type: none"> <li>▪ Repeats search using different strategies</li> <li>▪ Asks for assistance when searching for information</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evaluates images for relevance to information need</li> </ul>	
	b. Devises strategies for revising, improving and updating self-generated knowledge			
	c. Asks a librarian for help	<ul style="list-style-type: none"> <li>▪ Can clearly express information need</li> <li>▪ If unsuccessful in a search for information, requests help</li> </ul>		
Standard D: Social Responsibility				
1. Recognizes the importance of information to a democratic society	a. Demonstrates respect for the principle of equitable access to information	<ul style="list-style-type: none"> <li>▪ Follows circulation procedures responsibly</li> <li>▪ Uses information resources in a timely manner recognizing the need for equal access</li> </ul>		
	b. Seeks information from diverse sources, disciplines and cultures for global awareness and social tolerance	<ul style="list-style-type: none"> <li>▪ Demonstrates the use of media to gain geographic, cultural and historical insights:                             <ul style="list-style-type: none"> <li>○ Local news source articles related to Europe, Americas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates the use of media to gain geographic, cultural and historical insights:                             <ul style="list-style-type: none"> <li>○ National and international news source articles related to Middle East, Africa, Asia</li> </ul> </li> <li>▪ Identifies social and cultural content in advertising</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates the use of media to gain geographic, cultural and historical insights:                             <ul style="list-style-type: none"> <li>○ Historical documents presenting differing viewpoints</li> </ul> </li> <li>▪ Seeks diverse perspectives to better understand an event                             <ul style="list-style-type: none"> <li>○ Point of view</li> </ul> </li> </ul>
2. Demonstrates ethical behavior in regard to information and information technology	a. Understands intellectual property rights and avoids plagiarism	<ul style="list-style-type: none"> <li>▪ Gives credit to an information source:                             <ul style="list-style-type: none"> <li>○ Book</li> <li>○ Online newspaper</li> <li>○ Online subscription database</li> <li>○ Reference book</li> <li>○ Web Site</li> <li>○ Interview</li> <li>○ Video</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Gives credit to an information source:                             <ul style="list-style-type: none"> <li>○ Periodical</li> <li>○ Image</li> </ul> </li> <li>▪ Understands the consequences of plagiarism:                             <ul style="list-style-type: none"> <li>○ Internet resources</li> </ul> </li> <li>▪ Analyzes personal originality reports regarding ones own work returned from</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gives credit to an information source:                             <ul style="list-style-type: none"> <li>○ Cartoon or comic strip or other visual images</li> </ul> </li> <li>▪ Recognizes the significance of copyright and fair use guidelines in a democratic society (Article 1)</li> </ul>

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		<ul style="list-style-type: none"> <li>▪ Checks documents against Web tool to avoid plagiarism</li> </ul>	Web tool	
	<i>b. Demonstrates respect for the principle of intellectual freedom</i>			<ul style="list-style-type: none"> <li>▪ Understands the principal of freedom of speech as related to banned books</li> </ul>
	<i>c. Uses information sources and technology systems responsibly</i>	<ul style="list-style-type: none"> <li>▪ Follows policies and procedures of Library Media Center</li> <li>▪ Follows school guidelines related to hardware, software and networks</li> <li>▪ Maintains physical integrity of information resources and facilities</li> <li>▪ Practices legal and ethical behaviors when using information and technology, and explains the consequences of misuse</li> </ul>	<ul style="list-style-type: none"> <li>▪ Applies strategies for identifying and solving routine hardware and software problems that occur during everyday use</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates knowledge of current changes in information technologies and the effect those changes have on the workplace and society</li> <li>▪ Understands concepts underlying hardware, software, and connectivity</li> </ul>
3. Participates effectively in groups to pursue and generate information	<i>a. Shares knowledge and information with others</i>		<ul style="list-style-type: none"> <li>▪ Actively participates in discussions</li> </ul>	
	<i>b. Demonstrates respect for others' ideas and backgrounds and acknowledges their contributions</i>		<ul style="list-style-type: none"> <li>▪ Encourages consideration of ideas and information from all group members</li> </ul>	
	<i>c. Collaborates with others, in person and through technologies to identify information problems and to seek solutions</i>	<ul style="list-style-type: none"> <li>▪ Organizes and integrates group contributions into an information product</li> </ul>		<ul style="list-style-type: none"> <li>▪ Integrates information, creates and evaluates a common group product</li> <li>▪ Collaborates with others using telecommunications and collaborative tools to investigate curriculum-related issues, and to develop solutions for audiences inside and outside the classroom</li> </ul>

Terminology used for this document includes: **Standards** (Items A-D), **Competencies** (bold-faced items under each Standard), **Indicators** (bulleted items under each Competency)

Works Consulted

"A Library Advocate's Guide to Building Information Literate Communities." 2003. Australian Library and Information Association. 06 Oct 2005  
 <<http://www.alia.org.au/advocacy/literacy.kit.pdf>>.

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American Library Association. Information Power: Building Partnerships for Learning. Chicago: American Library Association, 1998.

*Additional information at <[http://www.ala.org/ala/aasl/aaslproftools/informationpower/InformationLiteracyStandards\\_final.pdf](http://www.ala.org/ala/aasl/aaslproftools/informationpower/InformationLiteracyStandards_final.pdf)>.*

Association of American Universities. Understanding University Success: A Report from Standards for Success. Eugene, Oregon: Center for Education Policy Research, 2003.

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*<<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>>.*

"Learning for the Future: Developing Information Services in Schools." 2<sup>nd</sup> ed., 2001. Australian School Library Association. 06 Oct 2005

*<<http://www.alia.org.au/advocacy/literacy.kit.pdf>>*

*Note: The competencies in "Section A - Information Skills" are primarily the New South Wales "Information Process" terminology.*

"NETS for Students: Profiles for Technology Literate Students." 2004. "International Society for Technology in Education. 06 June 2006

*<[http://cnets.iste.org/students/s\\_profiles.html](http://cnets.iste.org/students/s_profiles.html)>.*

*Available information skill/ library instruction plans from districts, states, countries also reviewed.*