

Bellevue School District K-5 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.

Standards	Indicators	A Kindergartener...	A First Grader...	A Second Grader...	A Third Grader...	A Fourth Grader...	A Fifth Grader...
<b>Standard A: Information Processing Skills</b>							
1. Defines the information need	a. Determines the kind and extent of information needed	<ul style="list-style-type: none"> <li>▪ Recognizes the need for information with prompting</li> <li>▪ Determines whether fiction or non-fiction text required to meet information need</li> </ul>	<ul style="list-style-type: none"> <li>▪ States the problem or need for information</li> </ul>	<ul style="list-style-type: none"> <li>▪ States what is already known about a topic, problem, question with guidance</li> </ul>		<ul style="list-style-type: none"> <li>▪ Articulates information need clearly</li> <li>▪ Reads to acquire background information in order to define the information need</li> </ul>	<ul style="list-style-type: none"> <li>▪ Broadens or narrows topic as information need changes</li> </ul>
	b. States the research focus, question, or potential thesis		<ul style="list-style-type: none"> <li>▪ Formulates the broad question with prompting</li> </ul>			<ul style="list-style-type: none"> <li>▪ Brainstorms to identify sub-topics</li> <li>▪ Works with research question at synthesis or evaluative levels (infer, synthesize, compile, compare, defend, justify, suppose, criticize)</li> <li>▪ Restates the question in own words with guidance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Restates the question to show understanding</li> </ul>
	c. Identifies concepts and key terms				<ul style="list-style-type: none"> <li>▪ Identifies key words related to a topic with assistance</li> </ul>		<ul style="list-style-type: none"> <li>▪ Lists key words to use in searching</li> </ul>
2. Locates Information	a. Identifies and uses a variety of potential sources for information	<ul style="list-style-type: none"> <li>▪ Identifies fiction and non-fiction sources</li> <li>▪ Identifies and uses as a source for information:                             <ul style="list-style-type: none"> <li>○ Simple world floor map – land, water, geographic features</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies and uses as a source for information:                             <ul style="list-style-type: none"> <li>○ Simple world floor map - continents</li> <li>○ Newspaper (weather page)</li> </ul> </li> <li>▪ Recognizes the variety of formats for information (print, video/DVD, photos, audio/CD, Internet, television)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies and uses as a source for information:                             <ul style="list-style-type: none"> <li>○ Non-fiction text</li> <li>○ Visual images (pictures, photographs, illustrations)</li> <li>○ City map</li> <li>○ Primary sources:                                     <ul style="list-style-type: none"> <li>~photographs</li> </ul> </li> <li>○ Pre-selected Web sites</li> </ul> </li> <li>▪ Gathers information using telecommunications, with support from teachers, family members, or student</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies and uses as a source for information:                             <ul style="list-style-type: none"> <li>○ Encyclopedia</li> <li>○ Field Guide</li> <li>○ Atlas, globe</li> <li>○ Primary source:                                     <ul style="list-style-type: none"> <li>~Unpublished documents</li> </ul> </li> <li>○ Online subscription database – World Book Kids, Culture Grams</li> <li>○ Newspaper (TV guide)</li> </ul> </li> <li>▪ Selects appropriate resources for a specific topic or purpose with guidance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies and uses as a source for information:                             <ul style="list-style-type: none"> <li>○ Almanac</li> <li>○ Magazines</li> <li>○ State map</li> <li>○ Schedules</li> <li>○ Tables</li> <li>○ Charts</li> <li>○ Graphs</li> <li>○ Timelines</li> <li>○ Brochures</li> <li>○ Pre-selected web sites:                                     <ul style="list-style-type: none"> <li>~KCLS Library</li> </ul> </li> <li>○ Primary source:                                     <ul style="list-style-type: none"> <li>~Artifacts</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies and uses as a source for information:                             <ul style="list-style-type: none"> <li>○ Primary source                                     <ul style="list-style-type: none"> <li>~published and unpublished documents</li> <li>~Pre-selected web sites</li> </ul> </li> </ul> </li> <li>▪ Selects appropriate resources for a specific topic or purpose</li> </ul>

Standards	Indicators	A Kindergartener...	A First Grader...	A Second Grader...	A Third Grader...	A Fourth Grader...	A Fifth Grader...
				partners			
	<i>b. Develops and uses various search strategies</i>	<ul style="list-style-type: none"> <li>▪ Locates the Library Media Center and identifies its purpose</li> <li>▪ Recognizes basic systems for organizing libraries:               <ul style="list-style-type: none"> <li>○ Locates the E fiction section</li> <li>○ Locates the non-fiction section</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes basic systems for organizing libraries:               <ul style="list-style-type: none"> <li>○ Reads an E Fiction spine label</li> <li>○ Recognizes use of alphabetic order</li> <li>○ Locates books in the non-fiction section knowing resources are organized by subject matter</li> </ul> </li> <li>▪ Problem solves to locate information with assistance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes basic systems for organizing libraries: LIB INFO SKILL               <ul style="list-style-type: none"> <li>○ Locates and uses fiction/non-fiction sections</li> <li>○ Locates E fiction books by author's last name</li> <li>○ Recognizes connections between specific topics and Dewey sections (poetry and 800's)</li> <li>○ Identifies various sections of the library (reference, fiction, non-fiction, easy fiction, magazines)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes basic systems for organizing libraries:               <ul style="list-style-type: none"> <li>○ Reads fiction and non-fiction spine labels</li> <li>○ Uses alphabetical and numerical order to locate resources</li> <li>○ Uses the online catalog:                   <ul style="list-style-type: none"> <li>~Searches by title, author, subject</li> <li>~Recognizes and records the call number information when locating a book</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>○ Locates fiction and non-fiction books by call number</li> <li>○ Locates a variety of non-fiction materials by subject to demonstrate basic understanding of Dewey classification</li> <li>○ Online catalog:                   <ul style="list-style-type: none"> <li>~Searches the online catalog by key word and subject</li> <li>~Sorts hits on the online catalog by call number</li> <li>~Searches a title, locates the individual record, and reads the summary of the book on the online catalog</li> <li>~Narrows a search using the Boolean operator "AND"</li> </ul> </li> </ul> </li> <li>▪ Searches information presented in various formats (text, visuals, maps, charts, graphs)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes basic systems for organizing libraries:               <ul style="list-style-type: none"> <li>○ Accesses and uses resources of the Library Media Center without assistance</li> <li>○ Online catalog:                   <ul style="list-style-type: none"> <li>~Independently locates title, author, subject</li> <li>~Reads an individual book record to locate bibliographic data, year of publication, links to other titles on subject and links to additional works by author</li> </ul> </li> </ul> </li> </ul>
	<i>c. Accesses information sources effectively</i>	<ul style="list-style-type: none"> <li>▪ Identifies and uses organizational features of print resources:               <ul style="list-style-type: none"> <li>○ Spine, spine label, call number</li> <li>○ Cover. title</li> </ul> </li> <li>▪ Uses developmentally appropriate multimedia resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies and uses organizational features of print resources:               <ul style="list-style-type: none"> <li>○ Title page (title, author, illustrator)</li> </ul> </li> <li>▪ Uses a variety of media and technology resources to access information (print, video/DVD, photos, audio/CD, Web, television)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies and uses the organizational features of print resources:               <ul style="list-style-type: none"> <li>○ Table of contents</li> <li>○ Simple index (800's - poetry)</li> <li>○ Glossary</li> <li>○ Charts</li> <li>○ Pictures</li> </ul> </li> <li>▪ Communicates about technology using developmentally appropriate and accurate terminology</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>○ Locates year of publication</li> <li>○ Searches an index with subheadings</li> <li>○ Distinguishes relationship of guidewords to a page (encyclopedia, dictionary, thesaurus)</li> <li>○ Independently</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>○ Identifies document design and layout of almanacs and magazines</li> <li>○ Uses online subscription search tool including timeline</li> <li>○ Navigates several layers of an Internet</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>○ Uses additional features of an online subscription search tool                   <ul style="list-style-type: none"> <li>~Analyzes hits by reading the summary and decoding the symbols</li> <li>~Locates</li> </ul> </li> </ul> </li> </ul>

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				<ul style="list-style-type: none"> <li>▪ Uses input and output devices to successfully operate computers, CD players, other technologies</li> </ul>	<ul style="list-style-type: none"> <li>accesses online subscription database related to cultures <ul style="list-style-type: none"> <li>○ Navigates within a Web site to locate specific information</li> <li>○ Identifies and uses Web features including buttons, scroll bars, menus, links</li> </ul> </li> <li>▪ Uses keyboards and other common input and output devices efficiently and effectively</li> </ul>	<ul style="list-style-type: none"> <li>site to locate specific information with assistance <ul style="list-style-type: none"> <li>○ Searches by key word</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>biographical information about famous people <ul style="list-style-type: none"> <li>○ Uses an online subscription database <ul style="list-style-type: none"> <li>– Independently navigates subscription data bases and pre-selected websites</li> </ul> </li> </ul> </li> <li>▪ Uses telecommunications efficiently to access remote information (library catalog and databases) and communicate with others in support of learning</li> </ul>
	<i>d. Selects sources in a variety of formats based on appropriateness for task</i>	<ul style="list-style-type: none"> <li>▪ Listens to media to gain information (audio, video)</li> </ul>			<ul style="list-style-type: none"> <li>▪ Compares formats of resources (video, print, audio) for usefulness</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses videos as a source for information</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses resources for research in at least three formats (<b>book</b>, audio, video, map)</li> </ul>
3. Selects and organizes information	<i>a. Applies reading, viewing, listening, critical thinking and problem solving strategies</i>	Analyzes non-fiction text for information: <ul style="list-style-type: none"> <li>▪ Compares information from fiction and non-fiction sources</li> </ul>	Analyzes non-fiction text for information: <ul style="list-style-type: none"> <li>▪ Compares format of fiction and non-fiction book (parts of the book, sequence of text)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyzes non-fiction text for information: <ul style="list-style-type: none"> <li>○ Breaks down format of a page of non-fiction text into manageable parts (text boxes, photos, pictures, charts, captions)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyzes non-fiction text for information: <ul style="list-style-type: none"> <li>○ Identifies key words from non-fiction 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>○ Uses the components of a resource to locate information (magazine, almanac)</li> <li>○ Identifies main ideas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Judges the usefulness of the information for a specific purpose</li> </ul>
	<i>b. Evaluates sources critically for relevance, accuracy, authority, objectivity, currency, and comprehensiveness</i>				<ul style="list-style-type: none"> <li>▪ Evaluates usefulness of information by noting year of publication</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verifies <b>accuracy</b> of information by comparing multiple sources on a topic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies who wrote information</li> <li>▪ Uses an online subscription database as a source for authoritative information</li> </ul>
	<i>c. Distinguishes between fact, point of view and opinion</i>	<ul style="list-style-type: none"> <li>▪ States own opinion about a book</li> </ul>		<ul style="list-style-type: none"> <li>▪ Knows difference between fact and opinion of student's own statements</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explains the difference between fact and opinion in a published source</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies facts and opinions in a published source</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes and understands multiple points of view</li> </ul>

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	<i>d. Selects from primary and secondary sources</i>			<ul style="list-style-type: none"> <li>▪ Analyzes primary sources in studying one's community:               <ul style="list-style-type: none"> <li>○ Photographs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyzes primary sources:               <ul style="list-style-type: none"> <li>○ Unpublished documents</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Defines and analyzes primary sources:               <ul style="list-style-type: none"> <li>○ Primary and secondary sources</li> <li>○ Artifacts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Defines, analyzes multiple primary and secondary sources to research issues and historical events:               <ul style="list-style-type: none"> <li>○ Published documents</li> <li>○ Unpublished documents</li> </ul> </li> </ul>
	<i>e. Interprets visual images</i>	<ul style="list-style-type: none"> <li>▪ Interprets:               <ul style="list-style-type: none"> <li>○ Illustrations</li> <li>○ Maps (world floor map):                   <ul style="list-style-type: none"> <li>~Distinguishes among land, water, geographic features</li> </ul> </li> <li>~Identifies approximate location of local city</li> <li>~Locates places referenced in literature</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Interprets:               <ul style="list-style-type: none"> <li>○ Symbols and numbers</li> <li>○ Maps (world floor map):                   <ul style="list-style-type: none"> <li>~Identifies continents</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Interprets:               <ul style="list-style-type: none"> <li>○ Photographs</li> <li>○ Diagrams</li> <li>○ Simple graphs</li> <li>○ Maps (world floor map, LIDAR city map):                   <ul style="list-style-type: none"> <li>~Names bodies of water and geographic features</li> <li>~Identifies community features in relation to school and home</li> <li>~Locates map legend</li> <li>~Interprets map symbols (compass rose)</li> <li>~Identifies directions (N,S,E,W)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Interprets:               <ul style="list-style-type: none"> <li>○ Charts</li> <li>○ Maps (world floor map, table map, globe, atlas):                   <ul style="list-style-type: none"> <li>~Uses an alpha-numeric grid to locate places on a map</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Interprets:               <ul style="list-style-type: none"> <li>○ Maps (state)                   <ul style="list-style-type: none"> <li>~Uses direction and scale (to locate waterways)</li> <li>~Uses latitude and longitude (to find land features)</li> <li>~Uses a map legend</li> </ul> </li> <li>○ Schedules</li> <li>○ Tables</li> <li>○ Charts</li> <li>○ Graphs</li> <li>○ Timelines</li> <li>○ Brochures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Interprets:               <ul style="list-style-type: none"> <li>○ Maps:                   <ul style="list-style-type: none"> <li>~Identifies geographic features on LIDAR city map</li> <li>~Measures distances</li> </ul> </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:               <ul style="list-style-type: none"> <li>○ Notes in drawings or words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Records:               <ul style="list-style-type: none"> <li>○ Words and phrases</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Records:               <ul style="list-style-type: none"> <li>○ Essential information appropriate to problem or question</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Records:               <ul style="list-style-type: none"> <li>○ Notes appropriate to the problem under each sub-topic</li> <li>○ Notes paraphrased in own words</li> <li>○ Notes when viewing a visual source of information (video)</li> </ul> </li> </ul>	
	<i>g. Organizes information for practical application</i>		<ul style="list-style-type: none"> <li>▪ Organizes information:               <ul style="list-style-type: none"> <li>○ Records data on a simple chart or other graphic organizer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Organizes Information:               <ul style="list-style-type: none"> <li>○ Records notes on a note-taking template under three pre-defined sub-topics</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>▪ Organizes:               <ul style="list-style-type: none"> <li>○ Information on a note-taking template under four pre-defined sub-topics</li> <li>○ Uses bullets to note the beginning of each new piece of information</li> </ul> </li> </ul>	

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						<ul style="list-style-type: none"> <li>o Creates a timeline</li> </ul>		
4. Creates and communicates information	a. Integrates new information into one's own knowledge	<ul style="list-style-type: none"> <li>▪ Compares information with own personal experiences (text to self)</li> </ul>				<ul style="list-style-type: none"> <li>▪ Compares prior knowledge with new information (text to word)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compares prior knowledge with new information (text to text)</li> </ul>	
	b. Synthesizes information and draws conclusions based upon information gathered					<ul style="list-style-type: none"> <li>▪ Combines information from more than one source</li> </ul>	<ul style="list-style-type: none"> <li>▪ Combines ideas and information from at least three resources to reach a new conclusion</li> <li>▪ Combines ideas and information from at least four resources to reach new conclusions</li> <li>▪ States reasons and examples to support ideas and conclusions</li> </ul>	
	c. Chooses appropriate technology tools to process data and analyze results			<ul style="list-style-type: none"> <li>▪ Uses technology resources (puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, stories</li> </ul>			<ul style="list-style-type: none"> <li>▪ Uses technology resources (calculators, data collection probes, videos) for problem solving</li> <li>▪ Gathers and enters appropriate data into prepared database, spread sheet</li> </ul>	<ul style="list-style-type: none"> <li>▪ Determines which technology is most useful and selects the appropriate tool and resources to address the task</li> </ul>
	d. Selects the most appropriate format for presenting information			<ul style="list-style-type: none"> <li>▪ Creates developmentally appropriate multimedia products with support</li> <li>▪ Communicates with others using telecommunications, with support from teachers, family members, or student partners</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses a variety of technology tools: <ul style="list-style-type: none"> <li>o Word processor</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses a variety of technology tools: <ul style="list-style-type: none"> <li>o Simple database to record and sort data</li> <li>o Simple spreadsheet to graph, calculate, display data</li> </ul> </li> <li>▪ Identifies the audience and purpose for the presentation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses a variety of technology tools (multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and 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>o Book (title)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Compiles bibliographic information following MLA guidelines: <ul style="list-style-type: none"> <li>o Book (<u>author</u> and title)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Compiles bibliographic information following MLA guidelines: <ul style="list-style-type: none"> <li>o Book (author, title, <u>year of publication</u>)</li> <li>o Reference book (article title, title, <u>year of publication</u>)</li> </ul> </li> <li>▪ Creates a sources cited list</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compiles bibliographic information following MLA guidelines: <ul style="list-style-type: none"> <li>o Book (author, title, <u>publisher</u>, year of publication)</li> <li>o Reference book (article title, title, <u>publisher</u>, year of publication)</li> <li>o Internet site (title, name of Web site, date viewed, URL)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Compiles bibliographic information following MLA guidelines: <ul style="list-style-type: none"> <li>o Book (author, title, publisher, year of publication)</li> <li>o Reference book (article title, title, publisher, year of publication)</li> <li>o Internet site (title, publisher, date viewed, URL)</li> </ul> </li> </ul>	

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						<ul style="list-style-type: none"> <li>o Video recording</li> <li>▪ Constructs a simple bibliography, "Works Cited," with at least three resources</li> </ul>	<ul style="list-style-type: none"> <li>o Interview</li> <li>o Video recording</li> </ul>
5. Assesses the information process	<p>a. Determines if information need was answered and identifies steps that require improvement</p> <p>b. Verifies that a variety of resources were used</p>			<ul style="list-style-type: none"> <li>▪ Determines with assistance if sufficient information is gathered</li> </ul>		<ul style="list-style-type: none"> <li>▪ Locates additional information as needed</li> <li>▪ Self assesses work using given criteria</li> </ul>	
				<ul style="list-style-type: none"> <li>▪ Completes checklist of resources used with assistance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Independently completes checklist of resources used</li> <li>▪ Uses at least two different types of resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses at least three different resources (reference book, book, video, Web site)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses at least four different resources (reference book, non-fiction book, interview, Web site)</li> </ul>
<b>Standard B: Literature Engagement</b>							
1. Reads a variety of literature	<p>a. Selects from fiction and non-fiction, literary forms, genres, and themes to gain knowledge through exposure to a wide variety of literature</p> <p>b. Reads widely to develop personal taste</p>	<ul style="list-style-type: none"> <li>▪ Participates in oral language experiences using books with patterns or repetition i.e. Nursery Rhymes, pattern books (Recitation, rhyme, creative dramatics)</li> <li>▪ Listens to a variety of literary forms <ul style="list-style-type: none"> <li>o Nursery rhymes</li> <li>o Poetry</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Reads or listens to a variety of E fiction books</li> <li>▪ Reads or listens to non-fiction books from several Dewey sections</li> <li>▪ Reads or listens to poetry: <ul style="list-style-type: none"> <li>o Connects poet with poem</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>o Realistic fiction</li> </ul> </li> <li>▪ Reads from and identifies characteristics of folklore: <ul style="list-style-type: none"> <li>o Fables (Aesop)</li> <li>o Trickster tales</li> </ul> </li> <li>▪ Reads from and identifies characteristics of non-fiction genre: <ul style="list-style-type: none"> <li>o Informational</li> </ul> </li> <li>▪ Reads from poetry: <ul style="list-style-type: none"> <li>o Single poet versus anthology collection</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>o Mystery</li> </ul> </li> <li>▪ Reads from and identifies characteristics of folklore: <ul style="list-style-type: none"> <li>o Fairy and folk tales</li> </ul> </li> <li>▪ Reads or listens to literature related to different cultures (folklore, fiction)</li> <li>▪ Reads from poetry: <ul style="list-style-type: none"> <li>o Poems reflecting other cultures</li> <li>o Variety of forms (shape, haiku)</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>o Adventure</li> <li>o Fantasy</li> </ul> </li> <li>▪ Reads from and identifies characteristics of folklore: <ul style="list-style-type: none"> <li>o Legend/myth (NW Native American tales)</li> </ul> </li> <li>▪ Reads from and identifies characteristics of non-fiction genres: <ul style="list-style-type: none"> <li>o Instructional / How To</li> </ul> </li> <li>▪ Reads from poetry: <ul style="list-style-type: none"> <li>o Personification, metaphor, simile</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>o Historical fiction</li> <li>o Science fiction</li> </ul> </li> <li>▪ Reads from and identifies characteristics of folklore: <ul style="list-style-type: none"> <li>o Tall tales</li> </ul> </li> <li>▪ Reads from and identifies characteristics of non-fiction genres: <ul style="list-style-type: none"> <li>o Narrative – poetry, biographies, autobiographies, memoirs</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>o Washington Children's Choice Picture Book Award</li> </ul> </li> <li>▪ States a personal opinion about a book</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listens to, reads, and selects quality literature: <ul style="list-style-type: none"> <li>o Washington Children's Choice Picture Book Award</li> <li>o Theodore Seuss Geisel Award</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>o Washington Children's Choice Picture Book Award</li> <li>o Caldecott Award</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>o Coretta Scott King Award</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>o Sasquatch Award</li> <li>o Newbery Award</li> </ul> </li> <li>▪ Seeks recommendations and opinions about literature: <ul style="list-style-type: none"> <li>o Reads annotated</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>o Sasquatch Award</li> </ul> </li> <li>▪ Seeks recommendations and opinions about literature: <ul style="list-style-type: none"> <li>o Uses bibliographies including award</li> </ul> </li> </ul>

Standards	Indicators	A Kindergartener...	A First Grader...	A Second Grader...	A Third Grader...	A Fourth Grader...	A Fifth Grader...
						bibliography to select a title	winning lists to locate titles of interest
2. Builds a Repertoire	a. Knows themes, plots, characters so as to recognize allusions, metaphors and other literary devices	<ul style="list-style-type: none"> <li>▪ Recognizes components of literature:               <ul style="list-style-type: none"> <li>○ Main character</li> <li>○ Sequence of events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes components of literature:               <ul style="list-style-type: none"> <li>○ Setting</li> </ul> </li> <li>▪ Makes predictions from the book cover, the title page and within the story</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes components of literature:               <ul style="list-style-type: none"> <li>○ Speaker/narrator</li> <li>○ Main idea</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes components of literature:               <ul style="list-style-type: none"> <li>○ Describes the problem faced by a character</li> <li>○ Compares and contrasts settings, characters and events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes and analyzes components of literature:               <ul style="list-style-type: none"> <li>○ Determines character traits from actions, motivations, physical attributes</li> <li>○ Identifies main events in a plot</li> <li>○ Explains importance of setting to story</li> <li>○ Identifies the narrator as to first or third person point of view</li> <li>○ Listens to examples of similes, metaphors, personification in prose and poetry</li> </ul> </li> </ul>	
	b. Makes literary connections	<ul style="list-style-type: none"> <li>▪ Connects personal experience with situations in literature</li> <li>▪ Compares and contrasts illustrators' interpretations of a piece of literature</li> </ul>			<ul style="list-style-type: none"> <li>▪ Compares versions of the same fairy tale from different cultures</li> </ul>		<ul style="list-style-type: none"> <li>▪ Compares and contrasts historical events with historical fiction</li> <li>▪ Identifies characteristics of biographies, autobiographies, memoirs</li> </ul>
	c. Identifies works through authors' and illustrators' styles and techniques	<ul style="list-style-type: none"> <li>▪ Identifies multiple works by the same E fiction author</li> </ul>	<ul style="list-style-type: none"> <li>▪ Defines the terms "author," "poet," "illustrator", and "title" and can name examples of each</li> </ul>				<ul style="list-style-type: none"> <li>▪ Identifies multiple works by a fiction author</li> </ul>
<b>Standard C: Self-Directed Learning</b>							
1. Experiences literature and media for recreation	a. Selects books and media for personal use	<ul style="list-style-type: none"> <li>▪ Chooses appropriate books with guidance</li> <li>▪ Selects books from both fiction and non-fiction sections of the library</li> </ul>	<ul style="list-style-type: none"> <li>▪ Selects and reads books related to personal interest and shares reasons for their choice with others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Selects favorite subjects, authors, and/or books</li> </ul>	<ul style="list-style-type: none"> <li>▪ Selects and reads books related to a variety of cultures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Locates additional titles of a favorite author by call number</li> <li>▪ Selects from a variety of magazines</li> </ul>	<ul style="list-style-type: none"> <li>▪ Articulates personal favorites to read for enjoyment (genre, author, topic)</li> </ul>
	b. Develops a repertoire of strategies to guide personal	<ul style="list-style-type: none"> <li>▪ Locates the library media center independently</li> <li>▪ Locates areas in the</li> </ul>		<ul style="list-style-type: none"> <li>▪ Selects and reads books based on appropriate readability</li> <li>▪ Independently uses a</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses online catalog to locate a book</li> </ul>	<ul style="list-style-type: none"> <li>▪ Selects books for personal interest by reading:               <ul style="list-style-type: none"> <li>○ Book jacket</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Consults bibliographies in making selections</li> <li>▪ Recognizes and reads various fiction genres</li> </ul>

Standards	Indicators	A Kindergartener...	A First Grader...	A Second Grader...	A Third Grader...	A Fourth Grader...	A Fifth Grader...
	<i>selection</i>	library: circulation, E fiction, non-fiction, leisure reading <ul style="list-style-type: none"> <li>▪ Makes book selections for home use based on illustrations, length, text, format and personal interest for being read to or reading alone</li> </ul>		self-check to select books at the appropriate reading level i.e. five finger rule		information <ul style="list-style-type: none"> <li>○ Summary on the verso of the title page</li> <li>○ First page of the book</li> <li>○ Summary within the book record on the online catalog</li> </ul>	
2. Pursues information in a variety of formats related to personal interest	a. Seeks information related to various dimensions of personal well-being	<ul style="list-style-type: none"> <li>▪ Asks for books related to personal interest</li> </ul>				<ul style="list-style-type: none"> <li>▪ Uses call numbers to find materials related to personal interest</li> <li>▪ Uses an online subscription search tool to locate topics of personal interest</li> <li>▪ Uses schedules, tables, charts, graphs, timelines</li> <li>▪ Seeks information from a public library web site</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses telecommunications efficiently to access remote information (online library catalog and database resources), communicate with others in support of independent learning and pursue personal interests</li> <li>▪ Selects and uses a variety of resources for informational and recreational purposes</li> <li>▪ Utilizes map resources efficiently for personal information</li> </ul>
	b. Designs, develops and evaluates projects and solutions related to personal interests						
	c. Employs technology in the development of strategies for solving problems in the real world						<ul style="list-style-type: none"> <li>▪ Uses general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning</li> <li>▪ Uses technology resources (calculators, data collection probes, videos) for self directed learning</li> </ul>
3. Strives for excellence in information	a. Assesses the quality of the process and						

Standards	Indicators	A Kindergartener...	A First Grader...	A Second Grader...	A Third Grader...	A Fourth Grader...	A Fifth Grader...
<i>seeking</i>	<i>products of personal information seeking</i>						
	<i>b. Devises strategies for revising, improving and updating self-generated knowledge</i>						<ul style="list-style-type: none"> <li>Explains steps in revising, updating, improving work</li> </ul>
	<i>c. Asks a librarian for help</i>	<ul style="list-style-type: none"> <li>Identifies the librarian and the role of a librarian</li> </ul>		<ul style="list-style-type: none"> <li>Articulates need for assistance from librarian</li> </ul>			
<b>Standard D: Social Responsibility</b>							
<i>1. Recognizes the importance of information to a democratic society</i>	<i>a. Demonstrates respect for the principle of equitable access to information</i>	<ul style="list-style-type: none"> <li>Identifies and observes library guidelines</li> </ul>					<ul style="list-style-type: none"> <li>Understands the concept of shared access to limited resources</li> </ul>
	<i>b. Seeks information from diverse sources, disciplines and cultures for global awareness and social tolerance</i>	<ul style="list-style-type: none"> <li>Reads or listens to culturally diverse texts</li> </ul>			<ul style="list-style-type: none"> <li>Uses resources to become acquainted with, compare and reflect upon diverse cultures</li> </ul>		
<i>2. Demonstrates ethical behavior in regard to information and information technology</i>	<i>a. Understands intellectual property rights and avoids plagiarism</i>	<ul style="list-style-type: none"> <li>Discusses and recognizes that an author and illustrator own their work</li> </ul>	<ul style="list-style-type: none"> <li>Gives credit to an information source: <ul style="list-style-type: none"> <li>Cites book title</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Gives credit to an information source: <ul style="list-style-type: none"> <li>Cites book (author and title)</li> </ul> </li> <li>Understands the term "plagiarism" as copying</li> </ul>	<ul style="list-style-type: none"> <li>Gives credit to an information source: <ul style="list-style-type: none"> <li>Cites book (author, title, and year of publication)</li> <li>Creates works cited list</li> </ul> </li> <li>Communicates information in the student's own words to avoid plagiarism</li> </ul>	<ul style="list-style-type: none"> <li>Gives credit to information source: <ul style="list-style-type: none"> <li>Cites books, video, Web site</li> </ul> </li> <li>Cites all sources used in a research project</li> <li>Defines plagiarism and understands its consequences</li> </ul>	<ul style="list-style-type: none"> <li>Gives credit to an information source: <ul style="list-style-type: none"> <li>Cites books, videos, Web sites, interviews</li> </ul> </li> </ul>
	<i>b. Demonstrates respect for the principle of intellectual freedom</i>						<ul style="list-style-type: none"> <li>Discusses the concept of intellectual freedom</li> </ul>
	<i>c. Uses information sources and technology</i>	<ul style="list-style-type: none"> <li>Demonstrates appropriate care of resources</li> </ul>	<ul style="list-style-type: none"> <li>Practices responsible use of technology systems and software</li> </ul>		<ul style="list-style-type: none"> <li>Discusses basic issues related to responsible use of technology and</li> </ul>	<ul style="list-style-type: none"> <li>Models responsible and safe behavior using online resources</li> </ul>	<ul style="list-style-type: none"> <li>Uses computers independently</li> <li>Uses appropriate</li> </ul>

Standards	Indicators	A Kindergartener...	A First Grader...	A Second Grader...	A Third Grader...	A Fourth Grader...	A Fifth Grader...
	<i>systems responsibly</i>				information and describes personal consequences of inappropriate use <ul style="list-style-type: none"> <li>Uses computers with minimal assistance</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes technology tool for filtering Web content</li> <li>Discusses common uses of technology in daily life and the advantages and disadvantages those uses provide</li> </ul>	behavior related to networks and digital information (privacy, security, passwords, personal information)
3. Participates effectively in groups to pursue and generate information	a. Shares knowledge and information with others	<ul style="list-style-type: none"> <li>Expresses own ideas</li> <li>Shares favorite book with classmates and parents</li> </ul>			<ul style="list-style-type: none"> <li>Shares information to contribute to a group</li> </ul>		<ul style="list-style-type: none"> <li>Communicates books read and makes recommendations</li> </ul>
	b. Demonstrates respect for others' ideas and backgrounds and acknowledges their contributions			<ul style="list-style-type: none"> <li>Demonstrates positive social and ethical behaviors when using technology</li> </ul>	<ul style="list-style-type: none"> <li>Listens to others ideas</li> </ul>		<ul style="list-style-type: none"> <li>Describes others' ideas accurately</li> </ul>
	c. Collaborates with others, in person and through technologies to identify information problems and to seek solutions	<ul style="list-style-type: none"> <li>Shares information, waits for a turn and listens to others</li> </ul>		<ul style="list-style-type: none"> <li>Works cooperatively and collaboratively when using technology</li> </ul>	<ul style="list-style-type: none"> <li>Communicates information in a group setting</li> <li>Follows steps of basic problem solving in a group</li> <li>Creates a simple group information product with guidance</li> </ul>	<ul style="list-style-type: none"> <li>Discusses ideas with group and makes revisions when appropriate to solve information problem</li> </ul>	<ul style="list-style-type: none"> <li>Uses telecommunications and online resources to participate in collaborative problem-solving activities for the purpose of developing solutions or products 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

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

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