

Information Literacy Framework – Grades PK-8



		PK	K-2	3-5	6-8
<p>Think</p> <p>The student will gain knowledge, and satisfy personal curiosity as a reader and critical thinker.</p>	<p>Read widely</p> <p>Read widely and use various media for information, personal interest, and lifelong learning.</p>	<p>Engage in pre-reading and reading related activities (PK.9A.1; V.A; 3d).</p> <p>Self-select books and other written materials to engage in pre-reading activities (PK.9A.2; V.A.2; 3d).</p> <p>Recognize text has meaning (PK.5A.1).</p> <p>Define the roles of author and illustrator (II.A.2).</p>	<p>Select and read grade-level appropriate books in a variety of genres for personal reading and interest (K-2.9A; V.A; 3d).</p> <p>Identify and explain the difference between fiction and nonfiction (I.A.2, IV.A, V.A.1).</p> <p>Define the roles of author and illustrator (II.A.2).</p>	<p>Select and read grade-level appropriate books in a variety of genres for personal reading and information interests (3-5.9A; V.A; 3d).</p> <p>Explain the difference between fiction and nonfiction and personal interest in each (I.A.2, IV.A, V.A.1).</p> <p>Describe the purpose of age-appropriate book awards (e.g., Caldecott, Newbery, etc.).</p>	<p>Select and read grade-level appropriate books in a variety of genres for personal reading and information interests (6-8.9A; V.A; 3d).</p> <p>Articulate how reading preferences evolved over time.</p>
	<p>Respond</p> <p>Respond to sources that are read, heard, or viewed.</p>	<p>Actively contribute to group discussions (III.D.1).</p> <p>Make inferences and predictions about text (PK.5A.3).</p> <p>Retell or re-enact a story after it is read aloud (PK.10A.1).</p>	<p>Actively contribute to group discussions (III.D.1).</p> <p>Exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints on a topic are expressed (II.C.2).</p> <p>Describe personal connection to a variety of sources (K-2.10A).</p> <p>Describe favorite story elements (K-2.7B).</p> <p>Retell texts in ways that maintain meaning (K-2.10D).</p>	<p>Actively contribute to group discussions (III.D.1).</p> <p>Exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints on a topic are expressed (II.C.2).</p> <p>Describe personal connections to a variety of sources, including self-selected texts (3-5.10A).</p> <p>Explain the author’s purpose and message within a text (3-5.6L).</p> <p>Discuss specific ideas in a text that are important to the meaning (3-5.10G).</p>	<p>Actively contribute to group discussions (III.D.1).</p> <p>Exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints on a topic are expressed (II.C.2).</p> <p>Describe personal connections to a variety of sources, including self-selected texts (6-8.10A).</p> <p>Explain the author’s purpose and message within a text (6-8.6L).</p>

				Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order (3-5.10D).	
	<p>Reflect</p> <p>Recognize literature as both a mirror and a window for understanding self and gaining diverse perspectives (II.A.3, II.D).</p>		<p>Identify moral lessons as themes in well-known fables, legends, myths, or stories* (2.7E).</p> <p>Recognize how characters exhibit virtuous behaviors* (K-1.7D).</p>	<p>Share how literature can contribute to strengthening one’s moral character (3-4.7F, 5.7G).</p> <p>Identify examples of noble characters in stories of virtuous heroes and heroines (4-5.7E).</p>	<p>Summarize how literature helps us better understand ourselves, cultures and times* (7-8.7E).</p> <p>Identify examples of noble characters in stories of virtuous heroes and heroines* (6.7E).</p> <p>Share how literature can contribute to strengthening one’s moral character* (5.7G).</p>

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<p>Inquire</p> <p>The student engages in both short-term and sustained recursive inquiry processes for a variety of reasons (I.D.2).</p>	<p>Question</p> <p>Recognize the need for information and generate student-selected and teacher-guided questions for formal inquiry (K-8.13A; I.A.1, I.A.2).</p>	<p>Ask and respond to questions relevant to a text or topic of personal interest (PK.5A.1; I.A.1).</p> <p>Recognize text has meaning (PK.5A.1).</p>	<p>With guidance, identify a simple problem or question that needs information (K-2.13A, I.A.1, 1.B.2; 3a).</p> <p>Organize prior knowledge of a subject, problem, or question (e.g., create a chart) (K-2.13C; I.A.2, I.B.1, I.B.3).</p> <p>With guidance, develop questions that define the scope of investigation and connect them to the topic (K-2.13A).</p> <p>Participate in individual or shared research (K-2.13A; I.A, I.B, IV.A; 3a).</p>	<p>Identify a problem that needs information by asking how, what, where, when, or why questions (4-5.13A; I.A.1, I.B.2; 3a).</p> <p>Choose aspects of a topic to investigate (3.13A; I.A.2, I.B.2; 3a)</p> <p>Recognize and use appropriate “pre-search” strategies (e.g., recall of prior knowledge) (3-5.13C; I.A.2, I.B.1, I.B.3).</p> <p>Participate in individual or shared research (K-2.13A; I.A, I.B, IV.A; 3a).</p>	<p>Recognize that accurate and comprehensive information is the basis of informed decision making.</p> <p>Determine and use appropriate “pre-search” strategies (e.g., brainstorming, recall of prior knowledge (6-8.13C; I.A.2, I.B.1, I.B.3).</p> <p>Develop a self-generated, focused research question and sub-questions about a topic (6-8.13A; I.A.1, V.A.3; 4a, 3a).</p> <p>Refine the major research question, if necessary, guided by the answers to a secondary set of questions (6-8.13C; I.B.1)</p>

	<p>Plan</p> <p>Develop and follow a research plan, with adult assistance (K-8.13B).</p>		<p>Understand the concept of key words.</p>	<p>Identify key words within questions.</p> <p>Use key words, phrases, and notes to create an outline.</p>	<p>Create a plan of action for research by defining the topic and identifying key questions, key words, and possible resources (I.D).</p>
	<p>Identify and Locate</p> <p>Identify, collect, and make critical choices about information sources including primary and secondary sources (K-8.13C, 2-8.13D; IV.A.2, IV.A.3, IV.B.2).</p>	<p>Locate and identify the parts of a book (I.B.2, IV.A.2).</p> <p>Locate author's and illustrator's names on a book cover or title page (IV.A.2).</p>	<p>Locate, with support, nonfiction and informational texts using a variety of tools (e.g. library catalog, database index (I.B.2, IV, V.A; 3d).</p> <p>Locate content-specific digital resources, with help and support (IV.B.1; 3a).</p> <p>Identify the front cover, back cover, and title page of a book (K.3D.1; I.B.2, IV.A.2, V.A.1).</p> <p>Recognize characteristics and structures of informational text, including features and graphics to locate and gain information (K-2.6D; I.B.2, IV.A.2, IV.B.1; 3a).</p> <p>Recognize characteristics of multimodal and digital texts (K-2.6j; I.B.2, IV.A.2, IV.B.1; 3a).</p> <p>Identify primary and secondary sources (2.13D).</p>	<p>Locate, independently, information from sources, including both print and digital, using a variety of tools (IV.B; 2c, 3d).</p> <p>Explain how information from various sources contributes to understanding text (IV.B, IV.C; 3c).</p> <p>Recognize and use text features to locate and interpret information in print and digital sources (3-5.6D, 3.5.6K; IV, V.A; 3d).</p> <p>Identify primary and secondary sources (3.13D) and understand the credibility of these sources (4-5.13D).</p>	<p>Prioritize sources of information for efficient and effective use (IV.B.4).</p> <p>Independently gather information that pertains to topic from various print and digital sources (I.B, IV.A, IV.B; 2b, 3b).</p> <p>Conduct a search using proper search terms (I.A; 2b, 3b).</p> <p>Use specific textual evidence from primary and secondary sources and differentiate between these sources (6-8.13E; I.B)</p>
	<p>Comprehend and Organize</p> <p>Demonstrate understanding of information gathered (K-8.13F).</p>	<p>Identify fiction and nonfiction texts, with prompting and support (IV.A, V.A.1).</p> <p>Describe illustrations in a story read aloud (I.A.2, I.B.1, V.A.1).</p>	<p>Discuss the author's purpose for writing text (K-1.6J, 2.6K).</p> <p>Interact with sources in meaningful ways such as illustrating or writing (K-2.10E).</p> <p>Evaluate details to determine key</p>	<p>Discuss the author's purpose for writing text (3-5.6L).</p> <p>Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating (3-5.10E).</p>	<p>Discuss the author's purpose for writing text (6-8.6L).</p> <p>Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating (6-8.10E).</p>

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			<p>ideas (K-2.5H; I.C.1).</p> <p>Generate questions about text before, during and after reading (K-2.5B; I.B.1, I.C.1).</p> <p>Describe and understand plot elements, including main events, conflict, resolution, character and setting (K-2.7B/C/D; I.B.I, V.A.1)</p>	Evaluate details read to determine key ideas (3-5.5H).	Evaluate details read to determine key ideas (6-8.5H).
<p>Use</p> <p>The student will organize, synthesize, create, and communicate information.</p>	<p>Synthesize</p> <p>Synthesize information from a variety of sources (6-8.13F, 2-8.5I).</p>	<p>Use illustrations and familiar words to create meaning from text by questioning, reflecting, responding, and evaluating (I.A.2).</p> <p>Identify characters and what happens to them in familiar stories and compare with characters from other familiar stories (I.B.1, V.A.1).</p>	<p>Describe and understand plot elements, including main events, conflict, resolution, character and setting (K-2.7B/C/D; I.B.I, V.A.1)</p> <p>Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order (K-5.10D; I.C.1).</p>	<p>Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order (3-5.10D; I.C.1).</p> <p>Recognize the difference between paraphrasing and plagiarism when using source materials (3-5.13F).</p> <p>Organize answers to questions by sorting information into provided categories (IV.B; 2c).</p>	<p>Differentiate between paraphrasing and plagiarism when using source materials (6-8.13G).</p> <p>Paraphrase and summarize texts in ways that maintain meaning and logical order (6-8.10D; I.B.1, IV.B.2, VI.B; 2b, 3a).</p> <p>Use specific textual evidence from primary and secondary sources and differentiate between these sources (6-8.13E; I.B).</p>
	<p>Evaluate</p> <p>Systematically question and assess the validity and accuracy of information (3-8.13H; IV.B.3, VI.A.3).</p>			<p>Discuss and apply criteria for evaluating a resource: authority, bias, accuracy, relevancy, readability, and currency of information (I.B.1, II.B, IV.A.3, IV.B.3; 3b)</p>	<p>Examine sources for reliability, credibility, and bias (6-8.13H.1).</p> <p>Examine resources for faulty reasoning such as hyperbole, emotional appeals, and stereotype (6-7.13H.2) or bandwagon, appeals, repetition, and loaded language (8.13H.2).</p>

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<p>Present The student will use a variety of media to impart information, share opinions, or persuade an authentic audience (I.B.3, I.C.4, VI.C.1).</p>	<p>Use Display academic citations and use source materials ethically (2-8.13I).</p>		<p>Articulate that information comes from authors and illustrators (II.A.2).</p> <p>Understand that an author or illustrator’s work is their intellectual property (copyright) (VI).</p> <p>Cite sources appropriately (2.13F).</p>	<p>Create a works cited page (3.13I).</p> <p>Develop a bibliography (4-5.13G; VI.A.2, VI.B.2; 2c)</p>	<p>Explain ethical and legal issues related to the use of intellectual property, including print, visual, audio and online materials (e.g., fair use, file sharing) (VI)</p> <p>Cite specific textual evidence from primary and secondary sources (VI.B, VI.C; 3b).</p> <p>Cite sources using standard bibliographic citation format (VI.B, VI.C.1; 2b, 3a).</p>
	<p>Present Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results (K-8.13J).</p>		<p>Explore and use digital tools to produce and publish writing, with guidance and support (I.C.4, III.B.1, VI.D.1; 6a, 6d, 7c).</p>	<p>Use technology and keyboarding skills to produce and publish a product, with guidance and support (I.C.4, VI; 2c, 6, 7b, 7c).</p>	<p>use a variety of media to impart information, share opinions, or persuade an authentic audience (I.B.3, I.C.4, VI.C.1)</p> <p>Use technology ethically to produce and publish as well as interact and collaborate with others (III.B.1, VI.B.1, VI.C, VI.D).</p>