

K-12 Sequential Library Connection to the Curriculum-- Information Literacy Skills and Independent Learning				
Teacher librarians and classroom teachers teach and assess the following:	K-2	3-6	7-9	10-12
Information Literacy Processing Skill: Define the Information Need				
Choose a research topic according to specific criteria				
Use brainstorming strategies to define topic of research		•	•	•
Develop background information--reflect on prior knowledge (KWL, brainstorm mapping, etc.)	•	•	•	•
Develop vocabulary depth on topic or theme: synonyms and alternate spellings		•	•	•
Pre-search for vocabulary depth using books and online reference sources	•	•	•	•
Complete a concept map on topic, noting key words or phrases		•	•	•
Identify a question, issue, or challenge to research		•	•	•
Determine the format for the finished product to provide maximum impact				
State key elements of reports, visuals, publications, media presentations, Web content, etc.		•	•	•
Identify purpose--to inform, persuade, entertain in relation to the context and audience		•	•	•
Information Literacy Processing Skill: Access the Information				
Orientation to the library				
Learn about materials and services available in the school's physical library	•	•	•	•
Learn about materials and services available in the school's virtual library		•	•	•
Recognize call numbers, Dewey Decimal, and library's physical layout of materials	•	•	•	•
Understand how to use reference materials	•	•	•	•
Understand simple computer management of hardware and software	•	•	•	•
Use library home pages, help screens, and advanced tools for efficient searching		•	•	•
Use visual skill reminders--charts, media tutorials, and laminate guide sheets		•	•	•
Search the OPAC or computerized card catalog: hyperlink, truncation, Boolean, wildcard		•	•	•
Practice keyboarding / typing skills and learn functions of the keys	•	•	•	•
Access and arrange personal files and folders on server		•	•	•
Understand printing procedures	•	•	•	•
Access teacher prepared templates and files		•	•	•
Use PDF readers and multimedia viewer applications		•	•	•
Understand basic digital video and audio procedures and devices		•	•	•
Learn to save files efficiently to a variety of devices, mediums, and folder locations		•	•	•
Use bibliographies, teacher prepared lists, and Web pathfinders	•	•	•	•
Utilize online access to resources through Library Services at the District's Web site		•	•	•

K-12 Sequential Library Connection to the Curriculum-- Information Literacy Skills and Independent Learning				
Teacher librarians and classroom teachers teach and assess the following:	K-2	3-6	7-9	10-12
Develop a research plan schedule, with built-in flexibility				
Time frame schedule for processing and production: flowchart, timeline, or calendar		•	•	•
Determine the range of possible resources				
Judging a book's ability to supply useful information--currency of copyright date		•	•	•
Efficient use of book resources--index, table of contents, appendixes, and cross references	•	•	•	•
Select the appropriate subscription database or Web search engine based on need		•	•	•
Browsing the Web through link searching		•	•	•
Image, audio, and video clip searching		•	•	•
People networking resources and referrals, Yellow Pages, personal interviews, surveys		•	•	•
Locate current news sources		•	•	•
Find information within sources using search features				
Keyword verses subject tree, topic, or category searches		•	•	•
Search terms: narrow, broad, search delimiters		•	•	•
Boolean logic search tools		•	•	•
Abstract, full-text, PDF, and indexed-only information (how to access hard copy)			•	•
Understand methods of gathering information				
Book notes and bibliographic information		•	•	•
Digital note taking		•	•	•
Shortcuts or bookmark links to online folder or list		•	•	•
Persistent links to sources				•

K-12 Sequential Library Connection to the Curriculum-- Information Literacy Skills and Independent Learning				
Teacher librarians and classroom teachers teach and assess the following:	K-2	3-6	7-9	10-12
Information Literacy Processing Skill: Evaluate the Information				
Validate Web resources				
Recognize the sponsors of a website: domains (.gov, .edu, .com)		•	•	•
Identify the main page of a Web site	•	•	•	•
Use an assessment tool to validate credibility, accuracy, reasonableness, and support		•	•	•
Select the best subscription database or resource for the information need				
Recognize the type of source--primary or secondary		•	•	•
Evaluate the relevance and usefulness of the information				
Engage beyond the initial collection of superficial facts		•	•	•
Refine original question if evaluation of collected information provides unsatisfactory results		•	•	•
Information Literacy Processing Skill: Manage the Information				
Extract relevant information using a systematic approach to inquiry				
Organize the log of relevant information into appropriate folders or other management system		•	•	•
Paraphrase information in own words	•	•	•	•
Use a note taking system that clearly documents information		•	•	•
Recognize necessary information needed for citing works from various publications		•	•	•
Include citation information at beginning or end of notes, in information log, or on source cards		•	•	•
Analyze information using tables, charts, graphs: sort/filter and compare/contrast information		•	•	•
Utilize online tools (email, servers, websites) to manage and transfer information			•	•

K-12 Sequential Library Connection to the Curriculum-- Information Literacy Skills and Independent Learning				
Teacher librarians and classroom teachers teach and assess the following:	K-2	3-6	7-9	10-12
Information Literacy Processing Skill: Integrate the Information				
Interpret the information from the relevant sources				
Summarize notes, identifying details from collective sources		•	•	•
Organize / synthesize information from multiple sources				
Compare statistical information from various sources in a spreadsheet, table, or list		•	•	•
Develop thesis statement			•	•
Format and develop an outline		•	•	•
Order notes to correspond with outline		•	•	•
Transfer text, data, and graphics between software programs			•	•
Synthesize a dynamic conclusion -- connecting to real life and showing a point of view			•	•
Information Literacy Production Skill: Create Results				
Create a product to communicate the information appropriate to content and purpose				
Apply word art, unusual font, or graphics to add dynamics	•	•	•	•
Incorporate powerful quotations			•	•
Use school resources: word processor, web authoring, desktop publishing, graphics				
Create a word processing document: report, poem, letter, journal, resume	•	•	•	•
Use graphic imaging software	•	•	•	•
Show concluding results in lists, timelines, charts, graphs, Venn Diagrams, spreadsheets		•	•	•
Develop a slideshow, electronic photo album, video clip, audio clip, multimedia presentation	•	•	•	•
Design a desktop publishing document		•	•	•
Produce a debate, drama, role-playing reenactment	•	•	•	•
Explore emerging online technologies as avenues for sharing information			•	•
Cite all sources used				
Give credit to ideas and direct quotes of others		•	•	•
Seek permission to use ideas or quotes of others, when required		•	•	•

K-12 Sequential Library Connection to the Curriculum-- Information Literacy Skills and Independent Learning				
Teacher librarians and classroom teachers teach and assess the following:	K-2	3-6	7-9	10-12
Information Literacy Presentation Skill: Communicate Results				
Share efforts of learning that enabled discovery and the attainment of knowledge				
Clearly acknowledge credit to resources and ideas of others	•	•	•	•
Present with expression and clear communication	•	•	•	•
Demonstrate understanding in making informed decisions and articulate unique ideas	•	•	•	•
Suggest future investigation		•	•	•
Show a willingness to share knowledge in a democratic society				
Share knowledge that relates to authentic, real world applications and new context		•	•	•
Prepare to share with peers, faculty, family, change agents, experts, Internet community, etc.		•	•	•
Develop a willingness to share learning with any community of learners			•	•
Information Literacy Evaluation Skill: Reflect on Process and Results				
Assess the process				
Self-evaluate and assess, making changes in learning strategies, as needed		•	•	•
Rubrics and checklist		•	•	•
Peer evaluations			•	•
Portfolio development			•	•
Evaluate the product				
Self-reflect, consider how to do better in the future, and show commitment to improvement	•	•	•	•

K-12 Sequential Library Connection to the Curriculum-- Information Literacy Skills and Independent Learning				
Teacher librarians and classroom teachers teach and assess the following:	K-2	3-6	7-9	10-12
Independent Learning: Identify and Seek Information Related to Personal Interests				
Navigate the library and the information world				
Read widely and seek advice from others on book suggestions
Locate reading materials via electronic and online catalogs		.	.	.
Respect the diverse ideas and experiences of others
Overview, question, imagine, empathize
Make self connections with the text
Display interest in current issues, problems, ideas
Connect informally with others, actively listening and communicating what is read
Participate in literacy groups, reading clubs and circles
Strives for excellence in information seeking and generation of knowledge				
Practice online personal safety in the exchange of information, ideas and communications
Be a responsible consumer of information--copyright laws and acceptable use policy
Follow ethical and legal guidelines in acquiring and sharing information
Contribute confidently while exchanging ideas and information in a learning community
Independent Learning: Connect to the Aesthetics of Literature and Other Creative Forms of Expressions				
Personal satisfaction in reading				
Use strategies to read for content and purpose
Sustain independent reading on a routine basis
Explore variety in literary forms and genre
Listen to storytelling
Seek information from authors and experts in field
Use reading materials responsibly
Group contributor in reading				
Coach others toward reading
Participate in school sponsored reading celebrations
Participate in community reading initiatives
Participate in national reading events Children's Book Week, Teen Read Week, Library Week, etc.
Identify purpose of national literary awards in K-12 literature: Caldecott, Newbery, Printz, etc.
Identify purpose of state literary awards in K-12 literature: ICCA, ITA, IHSBA		.	.	.
Explain the value of having free access to an information-rich world: books and online