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| **Information Literacy Standards**  ***Library Curriculum*** | **Research Process Skill/Implementation**  ***Library Instruction*** | **ELA Common Core Anchor Standard 6-12**  ***Integration with Subject Areas via Research*** |
| 1. ***The student who is information literate accesses information efficiently and effectively.*** | **Collection Development,** including collecting specific and varied resources for student projects. | ***READING: Range of Reading and Level of Text Complexity***  **10.** Read and comprehend complex literary and informational texts independently and proficiently.  ***WRITING: Research to Build and Present Knowledge***  **7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating  understanding of the subject under investigation. |
| 1. **Recognizes the need for information**   • Independently states the topic, problem, or  question and what is known about it.  • Independently uses encyclopedias and other  reference sources for answering questions, for an overview of a topic, for background information, and as a starting point for research. | -**Preparation for research**/assessing what is required of research or assignment.  -**Chooses resources** appropriate to the research task.  -**Uses a wide range of resources** including primary and secondary sources, in print, digital, audio, visual, and web-based forms. | ***READING: Range of Reading and Level of Text Complexity***  **10.** Read and comprehend complex literary and informational texts independently and proficiently.  ***WRITING: Research to Build and Present Knowledge***  **7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating  understanding of the subject under investigation. |
| 1. **Recognizes that accurate and comprehensive information is the basis for intelligent decision-making**   • Explains how topics can be narrowed or  broadened.  • Gathers and analyzes information related to  primary sources (such as surveys and  interviews). | -**Evaluation of resources** based on criteria of accuracy, authority, currency, relevance, and objectivity.  -**Choosing Topic/Narrowing Topic**  -**Choosing Search Terms**  **-Search strategy** development and implementation.  -**Chooses resources** appropriate to the research task.  -**Uses a wide range of resources** including primary and secondary sources, in print, digital, audio, visual, and web-based forms. | ***READING: Craft and Structure***  **6.** Assess how point of view or purpose shapes the content and style of a text.  ***READING: Integration of Knowledge and Ideas***  **7.** Integrate and evaluate content presented in diverse formats and media, including visually and  quantitatively, as well as in words.  **8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the  reasoning as well as the relevance and sufficiency of the evidence.  ***READING: Range of Reading and Level of Text Complexity***  **10.** Read and comprehend complex literary and informational texts independently and proficiently.  ***WRITING: Research to Build and Present Knowledge***  **8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **C. Formulates questions based on information needs**  • Identifies purpose of assigned research.  • Prepares for an interview using effective yes-no, open-ended, and probing questions that relate to the topic and subtopics  • Formulates questions to guide reading | -**Identifies essential research questions** specific to their project.  **-Choosing Topic/Narrowing Topic**  **-Choosing Search terms**  **-Search strategy** development and implementation. | ***READING: Integration of Knowledge and Ideas***  **7.** Integrate and evaluate content presented in diverse formats and media, including visually and  quantitatively, as well as in words.  ***WRITING: Research to Build and Present Knowledge***  **7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating  understanding of the subject under investigation. |
| **D. Identifies a variety of potential sources of**  **Information**  \* Recognizes, uses, and interprets information in print, electronic and audio or visual form.  \*Uses specific reference resources such as  gazetteers, biographical indexes and dictionaries, atlases, geographical dictionaries, specialized indexes, bibliographies, periodicals, literary criticism, handbooks, manuals, thesauruses, government documents, books of quotations, books or world records, etc.  • Uses and interprets graphic sources for  information: maps, charts, pictures, diagrams,  bar and picture graphs, tables, schedules, etc.  • Lists a variety of possible sources of information and develops criteria to prioritize those sources.  • Identifies and distinguishes the unique  characteristics of a variety of resources (general reference, general collection resources, people, community resources, electronic resources) and  determines and uses the most appropriate for a specific purpose.  • Uses primary and secondary sources. | -**Chooses resources** appropriate to the research task.  -**Uses a wide range of resources** including primary and secondary sources, in print, digital, audio, visual, and web-based forms. | ***READING: Integration of Knowledge and Ideas***  **7.** Integrate and evaluate content presented in diverse formats and media, including visually and  quantitatively, as well as in words.  ***WRITING: Research to Build and Present Knowledge***  **8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **E. Develops and uses successful strategies for**  **locating information**  Locates materials in a variety of libraries  • Uses the online catalog to search and do  independent study assignments.  • Uses increasingly complex organizational  features of print and electronic resources.  • Uses subject headings, guide words, cross  references and key words to locate information.  • Utilizes page format and layout (graphics and specialized dictionaries, atlas, almanac,  encyclopedias, periodical indexes electronic  databases.  • Uses maps, globes, photographs, models | -**Information retrieval**, including instruction in retrieving print, digital and web-based information.  -**Search strategy** development and implementation. | ***WRITING: Research to Build and Present Knowledge***  **7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating  understanding of the subject under investigation.  **8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| ***2. The student who is information literate evaluates information critically and competently*** | **-Evaluation** **of resources** based on criteria of accuracy, authority, currency, relevance, and objectivity. | ***READING: Integration of Knowledge and Ideas***  **7.** Integrate and evaluate content presented in diverse formats and media, including visually and  quantitatively, as well as in words. |
| **A. Determines accuracy, relevance and**  **comprehensiveness**  • Distinguishes between and uses primary and  secondary sources. | -**Evaluation** **of resources** based on criteria of accuracy, authority, currency, relevance, and objectivity.  -**Chooses resources** appropriate to the research task. | ***READING: Integration of Knowledge and Ideas***  **7.** Integrate and evaluate content presented in diverse formats and media, including visually and  quantitatively, as well as in words. |
| **B. Distinguishes among fact, point of view and opinion**  • Distinguishes among fact, non-fact, opinion, and propaganda. | -**Evaluation of resources** based on criteria of accuracy, authority, currency, relevance, and objectivity.  -**Chooses resources** appropriate to the research task. | ***READING: Craft and Structure***  ***Craft and Structure***  4. Interpret words and phrases as they are used in a text, including determining technical, connotative,  and figurative meanings, and analyze how specific word choices shape meaning or tone.  **6.** Assess how point of view or purpose shapes the content and style of a text. |
| **C. Identifies inaccurate and misleading**  **information**  • Evaluates sources | -**Evaluation of resources** based on criteria of accuracy, authority, currency, relevance, and objectivity. | ***READING: Integration of Knowledge and Ideas***  **7.** Integrate and evaluate content presented in diverse formats and media, including visually and  quantitatively, as well as in words. |
| **D. Selects information appropriate to the**  **problem or question at hand**  • Accesses information within print resources (e.g. illustrations, title page, book jacket text, charts, graphs, table of contents, index, information boxes and sidebars, captions, headings, and sub-headings.  • Determines the reference source most appropriate for a specific purpose. | -**Evaluation of resources** based on criteria of accuracy, authority, currency, relevance, and objectivity.  -**Chooses resources** appropriate to the research task.  -**Uses a wide range of resources** including primary and secondary sources, in print, digital, audio, visual, and web-based forms.  **-Note-taking and Synthesis** of gathered information | ***READING: Integration of Knowledge and Ideas***  **7.** Integrate and evaluate content presented in diverse formats and media, including visually and  quantitatively, as well as in words.  **8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the  reasoning as well as the relevance and sufficiency of the evidence. |
| ***3. The student who is information literate uses information accurately and effectively*** | **-Note-taking and Synthesis** of gathered information  -**Citation** of work  -**Avoiding Plagiarism** | ***WRITING: Research to Build and Present Knowledge***  **7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating  understanding of the subject under investigation.  **8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **A. Organizes information for practical**  **application**  • Recognizes ways to organize material in order to clarify relationships among concepts.  • Creates a nonlinear outline, i.e., flowchart,  matrix, diagram.  • Selects an appropriate organizational style such as chronological, topical, spatial order of  importance, or argumentative position.  • Summarizes information from a passage.  • Uses simple organizational techniques to clarify and relate ideas.  • Organizes and integrates information, e.g. using sequencing, webbing, outlining.  • Identifies potential research process models. | -**Preparation for research**/assessing what is required of research or assignment.  -**Organizing** collected information  **-Note-taking**  -**Citation** of work  -**Avoiding Plagiarism**  **-Synthesis** of gathered information | ***WRITING: Research to Build and Present Knowledge***  **7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating  understanding of the subject under investigation.  **8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **B. Integrates new information into one’s own**  **knowledge**  • Recalls and organizes previous knowledge of  subject and build on that knowledge bases.  • Draws inferences and supports them with text evidence. | **-Citation** of work  -**Avoiding Plagiarism**  **-Synthesis** of gathered information  -**Creates original work product** in response to the research assignment, using various methods of presentation | ***READING: Integration of Knowledge and Ideas***  **7.** Integrate and evaluate content presented in diverse formats and media, including visually and  quantitatively, as well as in words.  ***WRITING: Research to Build and Present Knowledge***  9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **C. Applies information in critical thinking and**  **problem solving**  • Creates a first draft, gathers feedback, and edits.  • Determines significant concepts and details  gained through reading, listening, and viewing. | **-Citation** of work  -**Avoiding Plagiarism**  **-Synthesis** of gathered information  -**Creates original work product** in response to the research assignment, using various methods of presentation | ***WRITING: Research to Build and Present Knowledge***  **8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **D. Produces and communicates information**  **and ideas in appropriate formats**  • Selects a product format that fits the assignment.  • Uses a variety of production technologies for sharing information (e.g. word processing,  photographing, audio recording, drawing illustrations, creating multimedia computer presentations, web pages, etc.) | **-Synthesis** of gathered information  -**Creates original work product** in response to the research assignment, using various methods of presentation | ***WRITING: Text Types and Purposes***  **1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  **3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  *Production and Distribution of Writing*  **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate. |
| **INDEPENDENT LEARNING STANDARDS**  ***5. The student who is an independent learner is information literate and appreciates***  ***literature and other creative expressions of information*** | -**Information retrieval**, including instruction in retrieving print, digital and web-based information.  -**Evaluation of resources** based on criteria of accuracy, authority, currency, relevance, and objectivity. | ***READING:* *Range of Reading and Level of Text Complexity***  **10.** Read and comprehend complex literary and informational texts independently and proficiently.  Responding to Literature  **11.** Respond to literature by employing knowledge of literary language, textual features, and forms to read  and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures. |
| **C. Develops creative products in a variety of**  **formats**  • Uses graphics to enhance writing and research projects, e.g., sidebars, timelines, line drawings, diagrams, symbols.  • Selects most effective presentation form based on audience and purpose.  • Selects and uses composition process  appropriate to presentation form.  • Makes a clear, well-supported presentation that addresses the question or problem.  • Identifies characteristics and advantages of  various media formats (print, graphical, audio,  video, multimedia, web-based) for a specific task and produces and presents findings in the most appropriate format.  • Selects a product format based on personal  learning style, assignment constraints, and/or  nature of information to be presented. | **-Citation** of work  -**Avoiding Plagiarism**  **-Synthesis** of gathered information  -**Creates original work product** in response to the research assignment, using various methods of presentation | ***WRITING: Text Types and Purposes***  *Production and Distribution of Writing*  **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate. |
| ***6. The student who is an independent learner is information literate and strives for***  ***excellence in information seeking and knowledge generation***  **A. Assesses the quality of the process and**  **products of personal information seeking**  • Uses objective criteria to assess product  • Analyzes the effectiveness of various search effectiveness.  • Uses personal criteria such as quality of product and level of personal effort to evaluate the product.  • Assesses reaction from the audience (e.g. peers, teachers, parents, judges).  • Identifies strengths and sets goals for improvement. | -**Self assessment**  **-Research rubric**  **-Written reflection piece**  -**Self assessment**  **-Research rubric**  **-Written reflection piece** | ***WRITING: Text Types and Purposes***  *Production and Distribution of Writing*  **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  ***WRITING: Text Types and Purposes***  *Production and Distribution of Writing*  **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **Social Responsibility Standards**  ***7. The student who contributes positively to the learning community and to society is***  ***information literate and recognizes the importance of information to democratic society*** | **-Note-taking**  **-Citation** of work  -**Avoiding Plagiarism**  **-Synthesis** of gathered information  -**Creates original work product** in response to the research assignment, using various methods of presentation | ***WRITING: Research to Build and Present Knowledge***  **8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| ***8. The student who contributes positively to the learning community and to society is***  ***information literate and practices ethical behavior in regard to information and information technology*** | **-Note-taking**  **-Citation** of work  -**Avoiding Plagiarism**  **-Synthesis** of gathered information  -**Creates original work product** in response to the research assignment, using various methods of presentation | ***WRITING: Research to Build and Present Knowledge***  **8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **B. Respects intellectual property rights**  • Gives examples of works of print and non-print media that are created by and belong to an author, illustrator, or company.  • Identifies symbols of copyright and trademarks.  • Incorporates in the research process: quoting, paraphrasing, footnoting, citing in-text references and crediting sources.  • Exhibits legal/ ethical behaviors when using  information technology, and discuss consequences of misuse.  • Compiles and writes complete bibliography for both print and non-print sources.  • Acknowledges ownership of ideas. | **-Note-taking**  **-Citation** of work  -**Avoiding Plagiarism**  **-Synthesis** of gathered information  -**Creates original work product** in response to the research assignment, using various methods of presentation | ***WRITING: Research to Build and Present Knowledge***  **8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **C. Uses information technology responsibly**  • Uses a computer to store and retrieve information.  • Applies knowledge of computer search  techniques (Boolean, hierarchical, analytical,  and truncation) when accessing information from various electronic resources. Identifies bias and stereotypes.  • Applies fair use copyright guidelines.  • Organizes and presents more in-depth information with citations and endnotes or footnotes.  • Credits sources in all print, non-print, and electronic products using approved bibliographic format. | -**Information retrieval**, including instruction in retrieving print, digital and web-based information.  -**Evaluation of resources** based on criteria of accuracy, authority, currency, relevance, and objectivity.  **-Citation** of work  -**Avoiding Plagiarism**  **-Synthesis** of gathered information  -**Creates original work product** in response to the research assignment, using various methods of presentation | ***WRITING: Research to Build and Present Knowledge***  **8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  ***WRITING: Text Types and Purposes***  *Production and Distribution of Writing*  **6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate. |

“Information Literacy is the ability to identify what information is needed, understand how the information is organized, identify the best sources of information for a given need, locate those sources, evaluate the sources critically, and share that information. It is the knowledge of commonly used research techniques. “ –From - <http://www.webs.uidaho.edu/info_literacy/>

Association of School Librarians and the AECT. The list of individual skills is derived from “Getting to the Core,” Library Media Services, Jefferson County Public Schools (Kentucky), http://lms.jefferson.k12.ky.us/gttc.html. This document is available online at <http://rhsweb.org/library/pdf/info_lit_continuum.pdf>

More information on the Research Process can be found at the Buffalo School Library System Department Website: <http://www.buffaloschools.org/LibraryServices.cfm>

(Brenda J. Cowe, November 2011)