

Information Literacy Standards and Benchmarks Grade 1

Standard 1: Reads widely both for information and in pursuit of personal interests.

Indicators:

- *Is a competent and self-motivated reader*
- *Reads both fiction and non-fiction fluently*
- *Uses a variety of reading strategies to understand non-fiction and informational text*
- *Develops a background in types of literature and literary elements*
- *Connects ideas to personal interests and previous knowledge and experience*
- *Applies critical thinking skills when reading, viewing and listening*
- *Responds to literature and other creative expressions of information in many formats*

Key

- Black** – State Recommended Standards and Benchmarks
- Black*** - Added Grade Level Benchmarks
- Red** – ISTE
- Green** – Math
- Blue** – Reading (Treasures)
- Orange** – Social Studies
- Brown** - Science

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
A. Selects a picture book to share with family	<ul style="list-style-type: none"> • Picture Book • Just Right Book • Caldecott • Plot • Character • Setting • Theme • Story structure • Story sequence • Author’s purpose • Right There • Summarize • Main idea • Details • Visualize • Predictions • Compare and contrast • Think and Search • Draw conclusions • Classify and categorize • Cause and effect 	<ul style="list-style-type: none"> • Identifies literary elements of plot, character, setting, theme, story structure, story sequence, author’s purpose, summarize, main idea, details, visualize, predictions, compare and contrast, draw conclusions, classify and categorize, cause and effect • Knows the guidelines to selecting appropriate reading level materials • Responds to literature by participating in a variety of activities such as storytelling, drama, puppetry, finger plays, songs, poetry, reader's theater or visual arts 	<ul style="list-style-type: none"> • Applies guidelines for choosing a “just right book” during literature selection • Reads or listens to traditional world literature/folklore (nursery rhymes, fairy tales, trickster tales, fables, tall tales, legends, myths) • Reads or listens to types of fiction in picture book and novel format (realistic fiction, historical fiction, fantasy, science fiction) • Reads or listens to nonfiction (biography, information books, poetry) • Reads or listens to a variety of authors and illustrators • Participates in an in-depth study of an author's and/or illustrator's body of work • Reads or listens to award-winning literature (e.g. Coretta Scott King, Caldecott, Sibert Informational Book Award) 	<ul style="list-style-type: none"> • Graphic Organizers • Public Library • Kidspiration • Just Right Bookmark • QAR • Treasures Reading Program: refer to Information Literacy maps • Library Collection • Fantasy (Units 1, 3, 4,5) • Fable (Units 1, 3) • Poetry (Units 1, 2, 3, 4, 5) • Nursery Rhymes (Unit 1) • Nonfiction (All Units) • Folktale (Units 1,4) • Fiction (All Units) • Song (Unit 2) • Narrative (Unit 2) • Realistic Fiction

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				<p>(Units 2, 3)</p> <ul style="list-style-type: none"> • Riddles (Unit 2) • Fairy Tales (Unit 2) • Play (Units 3)
<p>B. Is able to check out books</p>	<ul style="list-style-type: none"> • Circulation • Responsibility • Overdue • Check in • Check out • Due Date 	<ul style="list-style-type: none"> • Identifies a variety of formats (magazines, books, non-print, electronic resources, newspapers) • Understand the different areas of the library. 	<ul style="list-style-type: none"> • Applies the concept of responsibility when checking out books 	<ul style="list-style-type: none"> • Treasures Reading Program • Library Collection

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Standard 2: Uses inquiry and critical thinking skills to acquire, evaluate, use and create information.

Power Benchmark 1: *The learner accesses information efficiently and effectively.*

Indicators:

- Recognizes the need for information
- Formulates questions based on information needs
- Identifies a variety of potential sources of information
- Develops and uses successful strategies for locating information
- Uses technology effectively to locate information
- Uses a variety of print and electronic tools to find information

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
A. Understands basic organizational pattern of library	<ul style="list-style-type: none"> • Nonfiction • Fiction • Call number • Signs • Alphabetical order 	<ul style="list-style-type: none"> • Recognizes call number and begins to understand grouping of materials by call number • Understand the concept of alphabetical order 	<ul style="list-style-type: none"> • Defines the difference between fiction and nonfiction • Asks questions about finding a book. • Uses call numbers to locate books. 	<ul style="list-style-type: none"> • Library Collection
B. Locates parts of a book	<ul style="list-style-type: none"> • OPAC • Subject • Author • Title • Title Page • Illustrator • Cover • Spine 	<ul style="list-style-type: none"> • Understands that a book has different parts. • Understands the online card catalog to locate books on a certain subject. 	<ul style="list-style-type: none"> • Identifies author, title, title page, illustrator, cover, spine • Uses OPAC to locate books by subject. 	<ul style="list-style-type: none"> • OPAC
C. Awareness of the research process*	<ul style="list-style-type: none"> • <i>Presearch</i> • <i>Right There</i> • <i>Research</i> 	<ul style="list-style-type: none"> • <i>Understand how to locate information in a nonfiction book</i> • <i>Understands nonfiction text.</i> • <i>Understands how to formulate a question.</i> • <i>Understands the Pathways to Knowledge Model—presearch and search.</i> 	<ul style="list-style-type: none"> • <i>Finds facts on a related subject.</i> • <i>Formulates questions</i> • <i>Uses “right there” strategy to answer questions.</i> 	<ul style="list-style-type: none"> • <i>Treasures Reading Program</i> • <i>Pathways to Knowledge Research Model Poster for Presearch</i> • <i>Pathways to Knowledge Research Model</i> • <i>QAR</i>

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<p>D. Develop an awareness of the resources available through all subject areas*</p>	<ul style="list-style-type: none"> • Dictionary • Books • Videos • Magazines • Newspapers • Telephone Book • Internet • AEA Online Databases • Websites • Icon 	<ul style="list-style-type: none"> • Understands different resources are used to find information. • Understands that the internet has information available. 	<ul style="list-style-type: none"> • Defines words using the dictionary. • Uses different sources to find information. • Locates information using online resources. • Uses technology to find information and help solve problems and create connections 	<ul style="list-style-type: none"> • Internet • AEA Online Databases (e.g. Searchasaurus) • Graph Club • http://nlvm.usu.edu/en/nav/vlibrary.html • Read Naturally • Lexia
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Information Literacy Standards and Benchmarks Grade 1

Standard 3: Seeks multiple perspectives, shares information and ideas with others and uses information and resources ethically.

Indicators:

- Seeks information from diverse sources, contexts, disciplines and cultures
- Respects intellectual property rights and understands the need for documenting sources
- Uses technology and resources responsibly
- Works independently and in groups to pursue information to solve problems
- Participates and collaborates as a member of a team of learners

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
A. Listens attentively	<ul style="list-style-type: none"> • Rules • Shelf Markers 	<ul style="list-style-type: none"> • Understands the school/library rules. 	<ul style="list-style-type: none"> • Listens to others. • Uses shelf markers correctly. 	<ul style="list-style-type: none"> • School and Library Rules
B. Takes part in discussions	<ul style="list-style-type: none"> • Eye Contact • Active Listening 	<ul style="list-style-type: none"> • Understand the importance of active listening* 	<ul style="list-style-type: none"> • Participates in discussions about literature • Answers research questions with words and phrases • Communicate about technology using developmentally appropriate and accurate terminology 	<ul style="list-style-type: none"> • Active listening guidelines
C. Works cooperatively with others	<ul style="list-style-type: none"> • Collaboration 	<ul style="list-style-type: none"> • Understands the concept of working with others in a group. * 	<ul style="list-style-type: none"> • Works cooperatively in large and small groups • Uses technology independently and collaboratively 	<ul style="list-style-type: none"> • Second Step Curriculum

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<p>D. Respects library facility, resources and policies</p>	<ul style="list-style-type: none"> • CD • CD player • Computer • Mouse • Keyboard • Paint • Draw • Software • Cursor • Icon • Desktop • Save 	<ul style="list-style-type: none"> • Understands how to use a CD player properly. • Understands that changes in technology affect the workplace and society. • Knows the difference between varieties of communication types (e.g. email, cell phone, landline phone, computers, radio, television, movies, eBooks, intercom). 	<ul style="list-style-type: none"> • Respects library rules and procedures • Uses technology carefully • Uses a CD player • Uses the computer to play CDs. • Communicates using appropriate terminology. • Locates and starts a specific program as directed by the teacher. • Demonstrates basic knowledge of current technologies used in grade one. • Exhibits responsibility by quitting applications and logging off network resources. • Uses draw, paint or graphic software to create visuals that will enhance a document. • Uses a mouse and keyboard to operate software 	<ul style="list-style-type: none"> • Treasures Listening Library • Resources (e.g. calculators, digital cameras) •
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Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
A. Listens attentively	•	• Understand the school/library rules *	• Listens to others	• School and Library Rules
B. Takes part in discussions	• Eye Contact • Active Listening	• Understand how to take turns* • Understand the concept of active listening*	• Participates in discussions about literature • Answers research questions with words and phrases • Communicate about technology using developmentally appropriate and accurate terminology	•
C. Works cooperatively with others	• Collaboration	• Understands the concept of working with others in a group. *	• Works cooperatively in large and small groups • Use technology independently or collaboratively	•

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This is the Iowa *Sample Information Literacy Curriculum Framework* whose standards are based on *Information Power: Building Partnerships for Learning*. Chicago: American Library Association, 1998, and incorporates ideas from the revised standards of the American Association of School Librarians (in progress), *Framework for 21st Century Learning* and the *Model Core Curriculum* developed by the Iowa Department of Education and other documents. Benchmarks, objectives and other documents are based on the curriculum in use in the Iowa City Community School District and are used with permission.