

Information Literacy Standards and Benchmarks Grade 3

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
<p>A. Uses both text and visuals to understand literature</p>	<ul style="list-style-type: none"> • On My Own • Right There • Author and Me • Plot • Character • Setting • Theme, • Point of view • Story structure • Summarize • Main idea • Details • Problem/solution • Author’s purpose • QAR • Connect and compare • Inferences • Visualize • Metaphor • Drawing conclusions • Heading • Italics • Graphs • Illustrations 	<ul style="list-style-type: none"> • Identifies literary elements of plot, character, setting, theme, point of view, story structure, summarize, main idea, details, problem/solution, author’s purpose, QAR, connect and compare, inferences, visualize, metaphor, drawing conclusions • Understands that graphs and illustrations help to comprehend text. • Understands that heading and italics help to comprehend text. 	<ul style="list-style-type: none"> • Uses both text and visuals to understand literature • Increases understanding of literature by participating in discussion (opinions & responses, compare/contrast, inferences, predictions) • Uses graphs and illustrations to understand text. • Uses heading and italics to understand text. 	<p>Graphic Organizers Read Naturally Read About QAR</p> <ul style="list-style-type: none"> • On My Own • Right There • Treasures Reading Program • Poetry (1, 2, 5) • Fiction (1) • Realistic Fiction (1, 4, 5) • Nonfiction (1, 2, 3, 4, 5, 6) • Fables (2,4) • Photo Essay (2) • Autobiography • Biography (4) • Fantasy (2) • Folktales (3) • Fairytales (3,4) • Haiku (3) • Newsletter (4) • Articles (5) • Historical Fiction (5) • Newspaper (5) • Limericks (5)

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				<ul style="list-style-type: none"> • Author and Me • Library • Autobiography books • Various books by favorite authors • Poetry collection
B. Selects a "just right" book independently for personal reading	<ul style="list-style-type: none"> • Just right book 	<ul style="list-style-type: none"> • Understands the concept of selecting a book that is just right for them. 	<ul style="list-style-type: none"> • Selects a "just right" book independently for personal reading • Applies guidelines for choosing a "just right book" during literature selection 	<ul style="list-style-type: none"> • Library Collection • Just Right Bookmark
C. Distinguishes between different types and elements of literature	<ul style="list-style-type: none"> • Iowa Children's Choice Award • Coretta Scott King Award • Caldecott Award 	<ul style="list-style-type: none"> • 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"> • Distinguishes between different types and elements of literature • 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 (Iowa Children's Choice, Coretta Scott King, Caldecott, Newbery, Robert F. Sibert Informational Book Award) • Identifies a variety of formats (magazines, books, non-print, electronic resources, newspapers) 	<ul style="list-style-type: none"> • Library Collection • Public Library • Tumblebooks (online resources) • Treasures Listening Library

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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. Explains an information need	<ul style="list-style-type: none"> • Branch Library • Public Library 	<ul style="list-style-type: none"> • Understands the need for information* • Begins to understand visual literacy clues • Understands the need for public libraries.* 	<ul style="list-style-type: none"> • Asks questions about finding a book or locating information • Uses the public library. • Obtains a public Library Card. 	<ul style="list-style-type: none"> • Visit to Public Library • Public Library Card
B. Understands the concept of keywords	<ul style="list-style-type: none"> • Keywords 	<ul style="list-style-type: none"> • Understands what a keyword is. 	<ul style="list-style-type: none"> • Uses strategies to identify appropriate keywords. • Defines keyword. 	
C. Demonstrates skill in using electronic catalog	<ul style="list-style-type: none"> • OPAC • Folktale 	<ul style="list-style-type: none"> • Understands subject search in OPAC. 	<ul style="list-style-type: none"> • Uses the electronic library catalog to search by keyword, author, title, subject • Uses OPAC to find a folktale. 	<ul style="list-style-type: none"> • OPAC/Web OPAC • Public Library
D. Locates materials on library shelves by call number	<ul style="list-style-type: none"> • Call Number • Dewey Decimal System 	<ul style="list-style-type: none"> • Understands the Dewey Decimal System. 	<ul style="list-style-type: none"> • Locates materials on library shelves by call number. • Uses Dewey Decimal System to locate items on shelf. 	<ul style="list-style-type: none"> • Library signage
E. Uses print and electronic sources to access, extract and process information	<ul style="list-style-type: none"> • Dictionary • Encyclopedia • Internet 	<ul style="list-style-type: none"> • Begins to understand that information can be found in a variety of resources. • Understands the different parts of the book. (e.g. index, table of contents, glossary, photos and captions, italics, headings, footnotes) 	<ul style="list-style-type: none"> • Uses reference materials. • Uses basic online information tools (Ebsco, Encyclopedia) • Uses table of contents, index and glossary to find information within a variety of sources. • Identifies author, title, title page, illustrator, cover, spine, publisher, copyright date 	<ul style="list-style-type: none"> • Dictionary • Encyclopedia • Internet

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

Power Benchmark 2: The learner evaluates information critically and competently.

Indicators:

- *Determines accuracy, relevance, and comprehensiveness*
- *Distinguishes among fact, point of view, and opinion*
- *Identifies inaccurate and misleading information*
- *Selects information relevant to the problem or question at hand*
- *Derives meaning from information presented in a variety of formats*

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
A. Differentiates between fact and fiction	<ul style="list-style-type: none"> • Fact • Fiction 	<ul style="list-style-type: none"> • Understands the difference between fact and fiction. 	<ul style="list-style-type: none"> • Defines nonfiction as real information. (Also known as factual). • Defines fiction as not real. 	<ul style="list-style-type: none"> • Nonfiction Books • Fiction Books
B. Identifies appropriate and relevant sources of information	<ul style="list-style-type: none"> • Sources • Keyword • Maps • Globes • Phone Book • Atlas • Online databases 	<ul style="list-style-type: none"> • Understands a variety of sources offer different information. • Understands the areas of the library. 	<ul style="list-style-type: none"> • Identifies the appropriate use of reference materials, e.g. encyclopedia, atlas, non-fiction book • Identifies and extracts relevant information in print and electronic resource • Selects the appropriate technology needed for a given a task. • Uses appropriate digital resources for research (e.g. on-line databases, electronic card catalog, search engine) • Uses technology to find information and help solve problems and create connections • Uses the Internet to investigate a topic or solve a problem 	<ul style="list-style-type: none"> • Internet • Search Engines • OPAC • Print Reference Sources • Maps • Globes • Phone Book • Atlas • Nystrom Atlas • Internet • AEA Online Databases

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<p>C. Identifies appropriate and relevant information within sources</p>	<ul style="list-style-type: none"> • <i>Timeline</i> • <i>Presearch</i> • <i>Graphic Organizers</i> 	<ul style="list-style-type: none"> • Understands the concept of brainstorming. * • Identifies technologies used every day • Understand how to check for validity in all media. (e.g. websites, television, email). • Understands that technology is used everyday. • Understands the need to check for validity. 	<ul style="list-style-type: none"> • Uses headings, subheadings, table of contents, index. • Determines authenticity and relevance of print and non-print information. • Applies evaluation criteria to Internet sites and other information sources. • Selects appropriate resources from a list of "hits" obtained in an electronic catalog search and on the Internet • Brainstorm resources available for researching a famous person. * • Demonstrate basic knowledge of current technologies used in grade 3 (e.g. calculators, LeapPads, graphing calculator, digital cameras, and science probes). 	<ul style="list-style-type: none"> • <i>Pathways to Knowledge Research Model Poster for Presearch</i> • <i>Pathways to Knowledge Research Model</i> • <i>Treasures Reading Program</i> (e.g. Fruits and vegetables, history and technology, parts of plant, Climate of Antarctica, animal breathing, taking care of baby, animal habitats, veterinarians, insects, animal labels, theater, aerobic activities, plays, wolves, animal behavior, fact/opinion, inventions, jobs, food foreign country, national parks, ecosystems, temperature effects on liquids and solids, cotton plant, fables/folklore (culture), natural resources, oil spills, ancient buildings and structures, habitats) • <i>Timeline</i> • <i>Kidspiration</i> • <i>AEA Online resources</i> • <i>Internet</i> • <i>Newspapers</i> • <i>Various Graphic Organizers</i>
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<p>D. Evaluates search process</p>	<ul style="list-style-type: none"> • <i>Search</i> • <i>Interpretation</i> • <i>Note taking</i> • <i>Bibliography</i> • <i>Sources</i> • <i>Keywords</i> • <i>Search Engines</i> • <i>Media</i> 	<ul style="list-style-type: none"> • <i>Understands the process of note taking.</i> • <i>Understands how to paraphrase information.</i> • <i>Understands different forms of media.</i> • <i>Understands the concept of skim and scan.</i> 	<ul style="list-style-type: none"> • Develops note taking skills • Uses paraphrasing strategies. • Uses note taking strategies to identify and record relevant information. • Evaluate Media 	<ul style="list-style-type: none"> • <i>AEA Online resources</i> • <i>Internet Search Engines</i> • <i>Pathways to Knowledge Research Model Poster for Search and Interpretation</i> • <i>Pathways to Knowledge Research Model</i>
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Standard 2: Uses inquiry and critical thinking skills to acquire, evaluate, use and create information.

Power Benchmark 3: *The learner uses information accurately, creatively and ethically.*

Indicators:

- Organizes information for practical application
- Integrates new information into current knowledge
- Creates and communicates information and ideas in appropriate formats
- Uses technology effectively to organize, present and document research findings
- Designs, develops and evaluates information products and solutions both for school
- assignments and personal interests
- Reflects on strategies for revising and improving process and product

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
A. Communicates results of information search in format appropriate for content	<ul style="list-style-type: none"> • Spreadsheet • Outline 	<ul style="list-style-type: none"> • Understands that a spreadsheet can be used to make a graph. • Understands that the publisher program can create a booklet. • Knows the difference between varieties of communication types (e.g. email, cell phone, landline phone, computers, radio, television, movies, eBooks, intercom). • Communicates about technology using developmentally appropriate and accurate terminology 	<ul style="list-style-type: none"> • Edits, formats, spell checks, saves, proofreads, and prints original documents using a word processing format. • Organizes information using such techniques as graphic organizers, storyboarding, webbing, outline • Creates products using multimedia techniques • Presents the results of information search in a new form • Presents, performs or shares a product successfully • Evaluates projects • Creates spreadsheet and graph. • Creates booklet, using Publisher. • Uses Inspiration (Kidspiration) to organize information • Demonstrates the use of basic word processing functions (font, size, color, cut, paste, etc) • Constructs a simple spreadsheet, enter data and interpret the information • Import pictures, images or charts into documents • Designs and produce a multimedia 	<ul style="list-style-type: none"> • Spreadsheet (graph) • EXCEL • Graph Club • Outline (kidspiration) • Publisher • Photostory • PowerPoint • Microsoft Office <ul style="list-style-type: none"> -Publisher -Photostory -PowerPoint -Excel -Word

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			<p>project (power point, digital movie, audio)</p> <ul style="list-style-type: none">• Uses draw, paint or graphic software to create visuals that will enhance a document.• Classifies collected data and construct a simple database by defining fields, entering and sorting data and producing a report or chart.	
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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
<p>A. Uses library materials and technology responsibly</p>	<ul style="list-style-type: none"> • Highlight words • Online word dictionary • Undo Button • Acceptable Use Policy 	<ul style="list-style-type: none"> • Understands technology and its uses.* • Understands using technology responsibly. • Understands the district acceptable use policy. • Understands the consequences of violating confidential files including e-mail and e-lockers and the ethics involved with common files and folders 	<ul style="list-style-type: none"> • Follows Internet safety rules and guidelines as defined in district policy • Practices responsible use of library materials and technology • Uses a number of sources for research projects • Keeps right hand on right side and left hand on left side when keyboarding • Practices respectful and responsible use of technology through abiding by the school technology, Internet Acceptable Use Policy (AUP), as well as the positive use of technology in the home (chat rooms, blogs, instant messages, emails) • Manage files (save to specific locations, change locations, ex edesk, USB drive)) • Start. login, logoff, and shut down, restart a computer • Exhibits responsibility by quitting applications and logging off network resources 	<ul style="list-style-type: none"> • Library collection • Computers • Microsoft Word • FastMath • Graph Club

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<p>B. Understands the need for citing sources of information (copyright)</p>	<ul style="list-style-type: none"> • Bibliography 	<ul style="list-style-type: none"> • Understands that authors and illustrators own their work • Recognizes the need for citing sources and prepares bibliographies • Understand the importance of citing electronic sources • Understand the copyright laws as they apply to copying and distributing electronic media. (See 2.11) • Understand the copyright laws as they apply to copying and using work from an electronic information source. "Plagiarism" 	<ul style="list-style-type: none"> • Answers research questions by paraphrasing 	<ul style="list-style-type: none"> • <i>Pathways to Knowledge Model</i>
<p>C. Respects others' ideas and backgrounds and acknowledges their contributions</p>	<ul style="list-style-type: none"> • Collaboration • Teamwork 	<ul style="list-style-type: none"> • Understand how changes in technology affect the workplace and society • Respects different points of view and opinions 	<ul style="list-style-type: none"> • Works collaboratively on projects • Use technology independently or collaboratively • Participate in on-line discussions/collaboration with other students. 	<ul style="list-style-type: none"> • Second Step Curriculum • Lifeskills

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.