

# Information Literacy Standards and Benchmarks

## Grade 7 & 8

### 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. Seeks information related to personal interests	<ul style="list-style-type: none"> <li>• <i>Appreciation (Pathways)</i></li> <li>• Read-Alouds</li> <li>• Think-Alouds</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Understands the Pathways to Knowledge Research Model</i></li> <li>• Understands and recognizes the need for information</li> </ul>	<ul style="list-style-type: none"> <li>• Reads for pleasure, to learn and to solve information needs</li> <li>• Seeks answers to questions</li> <li>• Uses the <i>Pathways to Knowledge Research Model</i></li> </ul>	<ul style="list-style-type: none"> <li>• Pathways to Knowledge Research Model</li> <li>• Pathways to Knowledge Research Model posters: <a href="http://dcsdweb/media/pathways/posters/Appreciation.doc">http://dcsdweb/media/pathways/posters/Appreciation.doc</a> (Appreciation poster)</li> <li>• <a href="http://dcsdweb/media/pathways/A+%20Research%20Brochure.pdf">http://dcsdweb/media/pathways/A+%20Research%20Brochure.pdf</a></li> <li>• <a href="#">Language Arts Pathways Assessment Project</a> (8<sup>th</sup> Grade)</li> </ul>
B. Selects literature based on interest, need and appropriateness	<ul style="list-style-type: none"> <li>• Genre</li> <li>• Fiction</li> <li>• Historical Fiction</li> <li>• Fantasy</li> <li>• Science Fiction</li> <li>• Realistic Fiction</li> <li>• Folk tales/Fairy tales</li> <li>• Mythology</li> <li>• Non-Fiction (Informational literature)</li> <li>• Biography</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Understands genre</li> <li>• Recognizes the difference between fiction and non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• Explores topics of interest</li> <li>• Selects appropriate literature based on interest, need and appropriateness</li> <li>• Applies reading selection tools for choosing appropriate literature</li> </ul>	<ul style="list-style-type: none"> <li>• Library print and books on tape collection</li> <li>• Interest Inventories (SRI, Scholastic RED, <a href="http://www.guysread.com">www.guysread.com</a>), NoveList (DPL)</li> <li>• Booktalks</li> <li>• OPAC</li> </ul>

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<p>C. Selects books and other materials independently for classroom assignments and personal interests</p>	<ul style="list-style-type: none"> <li>• Iowa Children’s Choice</li> <li>• Iowa Teen Award</li> <li>• Newbery Award</li> <li>• On-line database</li> <li>• On-line public access catalog (OPAC)</li> <li>• Search engine</li> <li>• Hot-list</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes the award-winning literature</li> <li>• Understands on-line databases</li> <li>• Knows search engines</li> <li>• Understands electronic library catalog (OPAC)</li> <li>• Understands how to access prepared Hot-list in teacher’s eDesk</li> </ul>	<ul style="list-style-type: none"> <li>• Explores award-winning literature from award lists (Iowa Children’s Choice, Iowa Teen, Newbery Award, Coretta Scott King, Printz)</li> <li>• Uses libraries, library resources, the Internet, and other information sources (e.g. on-line databases, electronic library catalog, search engines, recommended hot-lists)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Librarian’s prepared recommended hot-list located in teacher’s eDesk</li> <li>• Award lists</li> <li>• OPAC</li> <li>• <a href="http://www.iowaonline.org">www.iowaonline.org</a></li> </ul>
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## Information Literacy Standards and Benchmarks Grade 7 & 8

### 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 scope, depth and potential usefulness of a variety of available information resources	<ul style="list-style-type: none"> <li>• <i>Pre-search (Pathways)</i></li> <li>• Guiding Questions</li> <li>• Thesis Statement</li> <li>• Primary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the process of formulating guiding questions</li> <li>• Knows how to formulate a working Thesis Statement</li> <li>• Knows how to use appropriate information resources</li> <li>• Understands the difference between primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Articulates an information need</li> <li>• Formulates questions to refine an information need</li> <li>• Formulates a working Thesis Statement</li> <li>• Identifies and uses the unique features of various resources</li> <li>• Uses primary resources (e.g. letters, diaries, photos, autobiographies)</li> <li>• Uses the <i>Pathways to Knowledge Research Model</i></li> </ul>	<ul style="list-style-type: none"> <li>• Writing Rubric</li> <li>• Primary sources:               <ul style="list-style-type: none"> <li>• <a href="http://www.loc.org">www.loc.org</a></li> <li>• <i>Pathways to Knowledge Research Model posters:</i> <a href="http://dcsdweb/media/pathways/posters/Presearch.doc">http://dcsdweb/media/pathways/posters/Presearch.doc</a> (Pre-search poster)</li> </ul> </li> </ul>
B. Uses search and navigational features of print and electronic sources to efficiently access information	<ul style="list-style-type: none"> <li>• <i>Search (Pathways)</i></li> <li>• eLocker</li> <li>• eDesk</li> <li>• Keyword</li> <li>• Call number</li> <li>• Print resources</li> <li>• Non-print (electronic) resources</li> </ul>	<ul style="list-style-type: none"> <li>• Knows search and navigational features of print and non-print resources</li> <li>• Knows the parts of a book (table of contents, index, glossary)</li> <li>• Understands how to access eLocker and eDesk</li> <li>• Knows how to use keywords</li> <li>• Knows the organization of the library</li> </ul>	<ul style="list-style-type: none"> <li>• Uses libraries, library resources, Internet, and other information resources (<b>eLocker, eDesk</b>)</li> <li>• Generates appropriate keywords to use as access points in a search</li> <li>• Searches on-line databases and the Internet effectively</li> <li>• Demonstrates skill using the electronic library catalog (OPAC)</li> <li>• Locates library materials on the shelf by call number</li> <li>• Navigates within print and electronic resources to locate and access information</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Librarian</li> <li>• Student eLocker</li> <li>• Teacher eDesk</li> <li>• <i>Pathways to Knowledge Research Model posters:</i> <a href="http://dcsdweb/media/pathways/posters/Search.doc">http://dcsdweb/media/pathways/posters/Search.doc</a> (Search poster)</li> </ul>

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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. Examines and evaluates information	<ul style="list-style-type: none"> <li>• <i>Interpretation (Pathways)</i></li> <li>• <i>Evaluation (Pathways)</i></li> <li>• Relevancy</li> <li>• Suitability</li> <li>• Authority</li> <li>• Objectivity</li> <li>• Currency</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to formulate a final Thesis Statement</li> <li>• Knows the process of evaluating resources</li> <li>• Knows how to evaluate the search process</li> </ul>	<ul style="list-style-type: none"> <li>• Reads, views, listens to information critically and competently</li> <li>• Applies evaluative criteria to determine the usefulness of the information : relevancy, suitability, authority, objectivity, currency</li> <li>• <b>Selects websites that best meet specified criteria</b></li> <li>• Uses the <i>Pathways to Knowledge Research Model</i></li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation rubric</li> <li>• <i>Pathways Assignment Organizer:</i> <a href="http://dcsdweb/media/pathways/Assignment%20Organizer.doc">http://dcsdweb/media/pathways/Assignment%20Organizer.doc</a></li> <li>• <i>Pathways to Knowledge Research Model posters:</i> <a href="http://dcsdweb/media/pathways/posters/Interpretation.doc">http://dcsdweb/media/pathways/posters/Interpretation.doc</a> (Interpretation poster); <a href="http://dcsdweb/media/pathways/posters/Evaluation.doc">http://dcsdweb/media/pathways/posters/Evaluation.doc</a></li> <li>• (Evaluation poster)</li> </ul>
B. Extracts relevant and essential information from sources	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Knows the difference between fact and opinion</li> <li>• Understands point of view</li> <li>• Understand relevancy of information sources</li> </ul>	<ul style="list-style-type: none"> <li>• Formulates a final Thesis Statement</li> <li>• Identifies information relevant and essential to the information need</li> <li>• <b>Gathers information through the use of technology from peers, family, teachers or experts (e.g. National History Day Project)</b></li> <li>• Uses paraphrasing and note-taking skills to extract information</li> </ul>	<ul style="list-style-type: none"> <li>• TAG teacher</li> </ul>

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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. Organizes and synthesizes information from multiple sources	<ul style="list-style-type: none"> <li>• Interpretation (Pathways)</li> <li>• Inference</li> <li>• eDesk</li> <li>• eLocker</li> <li>• User id/password</li> <li>• USB drive</li> <li>• Paraphrase</li> <li>• Note-taking</li> <li>• Relevant</li> <li>• Irrelevant</li> <li>• Thesis Statement</li> <li>• Author and You (QAR)</li> <li>• Right There</li> <li>• Think and Search</li> <li>• On My Own</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the process of paraphrasing and note-taking</li> <li>• Recognizes the need for a Thesis Statement</li> <li>• Understands relevancy vs. irrelevancy</li> </ul>	<ul style="list-style-type: none"> <li>• Search several resources to identify, compare and summarize information on a particular topic</li> <li>• Uses paraphrasing and note-taking skills to extract information</li> <li>• Support a Thesis Statement</li> <li>• Uses the Pathways to Knowledge Research Model</li> <li>• Develops a storyboard</li> <li>• Locates and saves information to the elocker using the user id and password</li> <li>• Accesses and uses effectively information in the teacher's edesk</li> <li>• Manage and save files to specific locations, change locations (e.g. eDesk, USB drive)</li> </ul>	<ul style="list-style-type: none"> <li>• DCSD QAR Strategies</li> <li>• Note-taking resources: (1) <a href="http://dcsdweb/media/pathways/lessons/notetaking/Brochure.pdf">pathways/lessons/notetaking/Brochure.pdf</a> (2) <a href="http://dcsdweb/media/pathways/lessons/notetaking/Notetaking_files/frame.htm">http://dcsdweb/media/pathways/lessons/notetaking/Notetaking_files/frame.htm</a></li> <li>• Thesis Statement Powerpoint: <a href="http://dcsdweb/media/pathways/What%20is%20a%20thesis%20statement.ppt">http://dcsdweb/media/pathways/What%20is%20a%20thesis%20statement.ppt</a></li> <li>• Venn Diagrams</li> </ul>

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<p>B. Creates and effectively communicates information and ideas to others</p>	<ul style="list-style-type: none"> <li>• <i>Communication (Pathways)</i></li> <li>• PowerPoint</li> <li>• PhotoStory</li> <li>• Movie Maker</li> <li>• Inspiration</li> </ul>	<ul style="list-style-type: none"> <li>• Knows appropriate formats for communicating ideas</li> <li>• Understands the importance of the target audience</li> <li>• Understands graphic organizers</li> <li>• Understands the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Selects an appropriate format for communicating ideas (e.g. PowerPoint, PhotoStory, Movie Maker, Excel, Word and Publisher) suitable to their audience, purpose and/or content</li> <li>• Uses writing and speaking skills to present information</li> <li>• Organizes information from multiple sources in a logical sequence using a graphic organizer (e.g. Inspiration, KWL)</li> <li>• Presents, performs or shares information and ideas successfully</li> <li>• Uses a variety of technology tools to create products (e.g. digital cameras, scanners, projectors)</li> <li>• Evaluates product or presentation</li> <li>• Uses the <i>Pathways to Knowledge Research Model</i></li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers: Inspiration software, KWL</li> <li>• PowerPoint</li> <li>• PhotoStory</li> <li>• Movie Maker</li> <li>• Microsoft Office</li> <li>• Scanner</li> <li>• Digital camera</li> <li>• Projector</li> <li>• <i>Pathways to Knowledge Research Model posters: <a href="http://dcsdweb/media/pathways/posters/Communication.doc">http://dcsdweb/media/pathways/posters/Communication.doc</a> (Communication poster)</i></li> </ul>
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## Information Literacy Standards and Benchmarks Grade 7 & 8

### 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. Understands the concept of plagiarism and cites sources properly	<ul style="list-style-type: none"> <li>• Copyright</li> <li>• Works cited</li> <li>• In-text citation</li> <li>• Plagiarism</li> </ul>	<ul style="list-style-type: none"> <li>• Understands copyright</li> <li>• Understands the process of in-text citation</li> <li>• Understands the requirement to cite sources</li> <li>• Understands the consequences of plagiarism</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Applies</b> copyright guidelines</li> <li>• Cites sources in a properly formatted bibliography</li> <li>• Uses in-text citation</li> <li>• Synthesizes research to avoid plagiarism</li> </ul>	<ul style="list-style-type: none"> <li>• Copyright guidelines</li> <li>• <a href="http://www.easybib.com">www.easybib.com</a></li> <li>• <a href="http://oslis.org/resources/cm/mlacitations">http://oslis.org/resources/cm/mlacitations</a></li> <li>• DCSD <a href="http://www.davenportschools.com/curriculum/MLA.pdf">Research Paper Guidelines using MLA Format</a></li> </ul>
B. Uses library materials, computers and other equipment productively, responsibly, and independently	<ul style="list-style-type: none"> <li>• Acceptable Use Policy (AUP)</li> <li>• Social Networking Pages</li> <li>• Blogs</li> <li>• Elocker</li> <li>• edesk</li> </ul>	<ul style="list-style-type: none"> <li>• Knows the DCSD Acceptable Use Policy</li> <li>• Understands the ethical responsibility of the use of technology</li> <li>• <b>Understands the consequences of violating confidential files including email and elockers and the ethics involved with common files and folders</b></li> </ul>	<ul style="list-style-type: none"> <li>• Practices responsible use of library materials and technology <b>through abiding by the school technology, Internet Acceptable Use Policy (AUP), as well as the positive use of technology in the home (social networking pages, chat rooms, blogs, instant messages, text messages and emails)</b></li> </ul>	<ul style="list-style-type: none"> <li>• DCSD Internet Acceptable Use Policy</li> </ul>
C. Works effectively in groups	<ul style="list-style-type: none"> <li>• Digital citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Understands digital citizenship and implied responsibilities</li> <li>• Understands the roles of working collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Uses technology independently or collaboratively</b></li> <li>• <b>Exhibits leadership for digital citizenship through online participation/collaboration with other students/online communities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Librarian</li> <li>• ISTE</li> </ul>

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.