

Standard	Benchmarks	Objectives/Indicators
<p data-bbox="178 297 735 406">Standard 1: Reads widely both for information and in pursuit of personal interests.</p> <p data-bbox="378 451 556 483">Indicators</p> <ul data-bbox="231 492 745 1295" style="list-style-type: none"> • Is a competent and self-motivated reader • Reads both fiction and non-fiction with comprehension • Uses a variety of reading strategies to understand literature • 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 	<p data-bbox="1008 297 1081 329">5-12</p> <ul data-bbox="766 337 1249 662" style="list-style-type: none"> • Seeks information related to personal interests • Selects literature based on interest, need and appropriateness • Selects books and other materials independently for classroom assignments and personal interests. 	<p data-bbox="1585 297 1659 329">5-12</p> <ul data-bbox="1344 337 1900 881" style="list-style-type: none"> • Reads for pleasure, to learn and to solve information needs • Seeks answers to questions • Explores topics of interest • Is acquainted with award-winning literature and award lists (Iowa Teen award, Iowa High School Book Award, Newbery). • Uses libraries, library resources, the Internet, and other information sources • Independently reads a significant number of books each year
<p data-bbox="178 1336 661 1369">Standard 2: Uses inquiry and</p>	<p data-bbox="1018 1336 1071 1369">5-8</p>	<p data-bbox="1596 1336 1648 1369">5-8</p>

<p>critical thinking skills to acquire, evaluate, use and create information.</p> <p>I. Accesses information efficiently and effectively.</p> <p style="text-align: center;">Indicators</p> <ul style="list-style-type: none"> • 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 a variety of print and electronic tools to find information 	<ul style="list-style-type: none"> • Understands scope, depth and potential usefulness of a variety of available information resources • Uses search and navigational features of print and electronic sources to efficiently access information <p style="text-align: center;">9-12</p> <ul style="list-style-type: none"> • Understands scope, depth and potential usefulness of more advanced, sophisticated and diverse resources • Develops and executes successful strategies to efficiently and effectively access information 	<ul style="list-style-type: none"> • Articulates an information need • Formulates questions to refine an information need • Generates appropriate keywords to use as access points in a search • Is aware of the unique features of various resources • Demonstrates skill using the electronic library catalog • Locates library materials on the shelf by call number • Searches online databases and the Internet effectively • Navigates within print and electronic resources to locate and access information <p style="text-align: center;">9-12</p> <ul style="list-style-type: none"> • Articulates an information need • Formulates questions to refine an information need • Develops purpose or thesis statement • Identifies potential sources of information, both within library and beyond the school walls • Identifies and uses various strategies and techniques to execute and refine successful searches • Navigates within print and
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		electronic resources effectively and independently
<p>II. Evaluates information critically and competently.</p> <p style="text-align: center;">Indicators</p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">5-8</p> <ul style="list-style-type: none"> • Examines and evaluates information • Extracts relevant and essential information from sources <p style="text-align: center;">9-12</p> <ul style="list-style-type: none"> • Examines and evaluates information • Extracts relevant and essential information from sources 	<p style="text-align: center;">5-8</p> <ul style="list-style-type: none"> • Reads, views, listens to information critically and competently • Applies evaluative criteria to determine the usefulness of the information: relevancy, suitability, authority, objectivity, currency • Identifies information relevant and essential to the information need • Uses paraphrasing, notetaking and other strategies to record results of information searching <p style="text-align: center;">9-12</p> <ul style="list-style-type: none"> • Reads, views, listens to information critically • Applies evaluative criteria to determine the relative value of the information: relevancy, suitability, authority, objectivity, currency • Identifies information relevant and essential to the information need • Uses paraphrasing, highlighting

		<p>or other extraction techniques or strategies to identify and record relevant information</p> <ul style="list-style-type: none"> • Compares and contrasts information from various sources
<p>III. Uses information accurately, creatively and ethically.</p> <p style="text-align: center;">Indicators</p> <ul style="list-style-type: none"> • 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 and present 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 	<p style="text-align: center;">5-8</p> <ul style="list-style-type: none"> • Organizes and synthesizes information from multiple sources • Creates and effectively communicates information and ideas to others <p style="text-align: center;">9-12</p> <ul style="list-style-type: none"> • Organizes and synthesizes information from multiple sources • Creates and effectively communicates information and ideas to others 	<p style="text-align: center;">5-8</p> <ul style="list-style-type: none"> • Organizes information from multiple sources in a logical sequence using a graphic organizer • Selects an appropriate format for communicating ideas • Develops a storyboard • Uses a variety of technology tools to create products • Uses writing and speaking skills to present information • Presents, performs or shares information and ideas successfully • Evaluates product or presentation <p style="text-align: center;">9-12</p> <ul style="list-style-type: none"> • Analyzes information and identifies topics, subtopics and relationships

		<ul style="list-style-type: none"> • Organizes information in a logical sequence • Selects an appropriate format for communicating ideas • Develops a formal outline or storyboard • Revises and refines as necessary • Creates a product that clearly expresses ideas • Uses appropriate resources and technology skillfully in creating products • Uses writing and speaking skills to present information • Presents, performs or shares information and ideas successfully <p>Evaluates product or presentation</p>
<p>Standard 3: Seeks multiple perspectives, shares information and ideas with others and uses information and resources ethically.</p> <p style="text-align: center;">Indicators</p> <ul style="list-style-type: none"> • Seeks information from diverse sources, contexts, disciplines and cultures • Respects intellectual property rights and 	<p style="text-align: center;">5-8</p> <ul style="list-style-type: none"> • Understands the concept of plagiarism and cites sources properly • Uses library materials, computers and other equipment productively, responsibly, and independently. • Works effectively in groups 	<p style="text-align: center;">5-8</p> <ul style="list-style-type: none"> • Observes copyright guidelines • Cites sources in a properly formatted bibliography • Practices responsible use of library materials and technology • Follows Internet safety rules and guidelines as defined in district policy • Respects different points of view and opinions • Works collaboratively on projects

<p>understands the need for documenting sources</p> <ul style="list-style-type: none"> • Uses technology and resources responsibly • Works independently and in groups to pursue information to solve problems <p>Participates and collaborates as a member of a team of learners</p>	<p style="text-align: center;">9-12</p> <ul style="list-style-type: none"> • Understands and respects district policy on legal and ethical use of information • Uses library materials, computers and other equipment productively, responsibly, and independently • Works effectively in groups <p>Seeks diverse sources and multiple points of view</p>	<ul style="list-style-type: none"> • Uses a variety of sources for research projects <p style="text-align: center;">9-12</p> <ul style="list-style-type: none"> • Paraphrases and uses conventions of quoting properly • Observes copyright guidelines • Cites sources in a properly formatted bibliography • Respects intellectual freedom and recognizes various viewpoints • Works collaboratively with others to do research and prepare presentations • is a competent and self-directed researcher
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Adapted from "Sample Information Literacy Curriculum Framework." State Library of Iowa. 3 Apr 2009
 <<http://www.statelibraryofiowa.org/ld/school-librarians/reqandsupp/sample/view>>.