

**Information Literacy Standards for Student Learning:**

1. The student who is information literate accesses information efficiently and effectively.
4. The student who is an independent learner pursues information related to personal interests.
7. The student who contributes positively to the learning community and to society recognizes the importance of information to a democratic society.

**Maryland Learning Outcomes in Library Media:**

1. The independent learner will locate and use information resources and technologies effectively and efficiently.

**Skills for Success:**

1. The student will plan, monitor and evaluate his or her own learning.
3. The student will plan, participate in, monitor and evaluate communication in a variety of settings.
4. The student will understand, use and evaluate technologies for a variety of purposes in a rapidly changing technological society.

**Program Outcomes**

1. Students will access information to address personal or curricular information needs.

**PROFICIENCY / GRADE LEVEL INDICATORS**

**1.1 Define the need for personal or curricular information.**

ILSSL 1, 4 MD 1 SS 1, 4

**1.2 Form questions based on identified information needs.**

ILSSL 1 MD 1 SS 1

**1.3 Identify a wide range of potential sources of information.**

ILSSL 1 MD 1 SS 1, 4

**Basic:** Discuss the information problem at hand and relate it to prior knowledge.

**Proficient:** Identify personal or curricular information needs and reflect upon prior knowledge.

**Exemplary:** Define the scope of personal or curricular information needs by independently identifying topics of interest and their relationship to prior knowledge.

**Basic:** Distinguish between open and closed questions and articulate at least one appropriate question.

**Proficient:** Formulate, revise and classify broad and specific questions related to the identified information need.

**Exemplary:** Develop and refine research questions appropriate to the changing needs of the information problem.

**1.3.1** Define atlas, thesaurus, glossary, biography and autobiography, radio, database, internet and subject experts.

**1.3.2** Differentiate among print, media, electronic and human resources including illustrations, photographs, maps, charts, fiction and nonfiction, reference materials, abridged and unabridged dictionaries, encyclopedias (print and online), internet, videotapes, audiotapes, magazines, CD-ROMs, television advertising, television news and public library as possible sources of information.

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**Program Outcomes**

1. Students will access information to address personal or curricular information needs.

**PROFICIENCY / GRADE LEVEL INDICATORS**

**1.4 Develop successful information seeking strategies.**

**ILSSL 1 MD 1 SS 1, 3, 4**

**1.4 (Continued)**

**ILSSL 1 MD 1 SS 1, 3, 4**

**1.4 (Continued)**

**ILSSL 1 MD 1 SS 1, 3, 4**

**1.4.1 Recognize and locate fiction and nonfiction books by call number.**

**1.4.2 Explain the basic organization of the Dewey Decimal System.**

**1.4.3 Use the catalog (print or electronic) to locate information sources by author, title, and subject.**

**1.4.4 Classify identified questions by broad categories and specific subtopics.**

**1.4.5 Define keywords.**

**1.4.6 Define subject headings.**

**(Continued in next column.)**

**1.4.7 Use previewing techniques to scan for major concepts and keywords.**

**1.4.8 Expand searches by broadening search terms.**

**1.4.9 Limit searches by narrowing search terms.**

**1.4.10 Broaden or narrow search statements using one Boolean operator (e.g., AND, OR, NOT.)**

**1.4.11 Define hypertext links.**

**1.4.12 Use “see”, “see also” references and subheadings to locate information in encyclopedias.**

**1.4.13 Use appropriate parts of a book to browse or search for information.**

**1.4.14 Use reference skills to locate information in an atlas, thesaurus, glossary, dictionary or encyclopedia.**

**1.4.15 Communicate with subject experts.**

Grade Level : Fourth

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**Program Outcomes**

1. Students will access information to address personal or curricular information needs.

**PROFICIENCY / GRADE LEVEL INDICATORS**

**1.5 Acquire information from varied sources that address multiple contexts and cultures.**

**ILSSL 1, 7    MD 1    SS 1**

**Basic:** Access appropriate sources that address the identified question or information need.

**Proficient:** Access multiple sources covering a variety of perspectives that address the identified question or information need.

**Exemplary:** Actively seek diverse sources that address all aspects of the identified question or information need.

**Information Literacy Standards for Student Learning:**

2. The student who is information literate evaluates information critically and competently.

**Maryland Learning Outcomes in Library Media:**

2. The independent learner will demonstrate the ability to review, evaluate, and select media for an identified information need.
4. The independent learner will comprehend content in various types of media.
5. The independent learner will retrieve and manage information.

**Skills for Success:**

2. The student will think creatively, critically, and strategically to make effective decisions, solve problems, and achieve goals.
3. The student will plan, participate in, monitor, and evaluate communication experiences in a variety of situations.

Program Outcomes

2. Students will review, evaluate and select information in order to address their identified questions or information needs.

**PROFICIENCY / GRADE LEVEL INDICATORS**

**2.1 Comprehend content in print, visual, audio and electronic media.**

ILSSL 2 MD 4 SS 2

**2.2 Evaluate content from print, visual, audio and electronic media.**

ILSSL 2 MD 2 SS 2, 3

**2.2 Continued.**

ILSSL 2 MD 2 SS 2, 3

**Basic:** Recognize that all forms of media (print, visual, audio, and electronic) contain constructed messages.

**Proficient:** Analyze the motive or purpose of messages as they appear in print, visual, audio or electronic media.

**Exemplary:** Critically analyze the tools and techniques used to create messages in print, visual, audio and electronic media.

**2.2.1** Identify the producers of media used to answer a question or information need.

**2.2.2** Use the acknowledgement, preface, introduction or foreword to ascertain authority.

**2.2.3** Distinguish between fact and opinion.

**2.2.4** Use the copyright date to ascertain the currency of information.

**2.2.5** Verify the accuracy of information in more than one source.

**2.2.6** Determine the relevance of information as it pertains to an identified question or information need.

**2.2.7** Explain the relationship between text and illustrations in informational sources.

**2.2.8** Analyze the influence of audience on content and technique in television commercials and news.

**2.2.9** Identify primary and secondary sources.

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**Program Outcomes**

2. Students will retrieve, evaluate and select information in order to address their identified questions or information needs.

**PROFICIENCY / GRADE LEVEL INDICATORS**

**2.3 Select appropriate information.**

**ILSSL 2 MD 5 SS 2**

**Basic:** Recognize and select information that addresses the identified question or information need.

**Proficient:** Select information from diverse sources and perspectives relevant to the identified question or information need.

**Exemplary:** Select information from diverse sources and perspectives relevant to all aspects of the identified question or information need.

**Information Literacy Standards for Student Learning:**

- 3. The student who is information literate uses information accurately and creatively.
- 4. The student who is an independent learner pursues information related to personal interest.

**Maryland Learning Outcomes in Library Media:**

- 3. Independent learners will apply research and critical thinking skills to organize information.
- 5. Independent learners will retrieve and manage information.
- 7. Independent learners will create materials in various formats.

**Skills for Success:**

- 2. The student will think creatively, critically, and strategically to make effective decisions, solve problems, and achieve goals.
- 3. The student will plan, participate in, monitor and evaluate communication experiences in a variety of situations.
- 4. The student will understand, use and evaluate technologies for a variety of purposes in a rapidly changing technological society.

Program Outcomes

- 3. Students will use information effectively to address their identified question or information need.

**PROFICIENCY / GRADE LEVEL INDICATORS**

**3.1 Record pertinent information.**

**ILSSL 3, 4 MD 3, SS 2, 3, 4**

**3.2 Organize information to achieve clarity.**

**ILSSL 3 MD 3, 5 SS 2, 3, 4**

**3.3 Synthesize information.**

**ILSSL 3 MD 3, 5 SS 2, 3, 4**

**3.1.1 Paraphrase the main ideas which address an information need.**

**3.1.2 Use a graphic organizer to capture each main idea and all supporting details.**

**3.1.3 Record necessary information that identifies all sources used to address an information need.**

**3.2.1 Select and justify an organization pattern for sorting or sequencing information.**

**3.2.2 Develop a graphic organizer consistent with the pattern chosen to sort or sequence information.**

**3.3.1 Integrate new information gathered from a variety of sources with prior knowledge.**

**3.3.2 Draw conclusions which address the identified question or information need.**

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**Skills for Success:**

- 2. The student will think creatively, critically, and strategically to make effective decisions, solve problems, and achieve goals.
- 3. The student will plan, participate in, monitor and evaluate communication experiences in a variety of situations.
- 4. The student will understand, use, and evaluate technologies for a variety of purposes in a rapidly changing technological society.

**Program Outcomes**

- 3. Students will use information effectively to address their identified question or information need.

***PROFICIENCY / GRADE LEVEL INDICATORS***

**3.4 Communicate results.**

**ILSSL 3, 4    MD,7    SS 3**

**3.4.1 Identify the audience and purpose for the project or presentation (e.g., FATP.)**

**3.4.2 Independently generate a list of possible presentation formats, select one suited to the audience and purpose, and justify selection.**

**3.4.3 Develop a product or presentation which resolves the identified question or information need.**

*Grade Level : Fourth*

**Information Literacy Standards for Student Learning:**

- 7. The student who contributes positively to the learning community and to society recognizes the importance of information to a democratic society.
- 8. The student who contributes positively to the learning community and to society practices ethical behavior in regard to information and information technology.

**Maryland Learning Outcomes in Library Media:**

- 8. The independent learner applies ethical behavior to the use of information.

**Skills for Success:**

- 4. The student will understand, use, and evaluate technologies for a variety of purposes in a rapidly changing technological society.
- 5. The student will work effectively with others and participate responsibly in a variety of situations.

**Program Outcomes**

- 4. Students will use information and technology ethically.

***PROFICIENCY / GRADE LEVEL INDICATORS***

**4.1 Recognize the importance of access to information in a democratic society.**

**ILSSL 7, 8 MD 8 SS 4, 5**

**4.2 Respect principles of intellectual freedom.**

**ILSSL 7, 8 MD 8 SS 4, 5**

**4.3 Respect intellectual property rights.**

**ILSSL 7, 8 MD 8 SS 4, 5**

**Basic:** Recognize the importance of sharing access to information, information sources, and technology with others.

**Proficient:** Use information sources and technology efficiently and return materials on time so that they can be shared with others.

**Exemplary:** Plan and initiate strategies to ensure equitable access to information sources and technology.

**Basic:** Respect the opinions and ideas of others.

**Proficient:** Discuss the relationship between censorship and intellectual freedom.

**Exemplary:** Discuss the implications of censorship and intellectual freedom in a democratic society (e.g., the purpose and implication of Banned Books Week.)

**4.3.1** Describe how copyright protects the right of an author, illustrator or producer to control the distribution, performance, display, or copying of original works.

**4.3.2** Recognize that copyright violation is a crime with serious consequences.

**4.3.3** Define "Fair Use."

**4.3.4** Obtain permission for any use of copyrighted works or materials not covered by "Fair Use."

**4.3.5** Define plagiarism.

**4.3.6** List all sources used to compile information for a written, visual or verbal presentation.

Grade Level : Fourth

**Information Literacy Standards for Student Learning:**

- 7. The student who contributes positively to the learning community and to society recognizes the importance of information to a democratic society.
- 8. The student who contributes positively to the learning community and to society practices ethical behavior in regard to information and information technology.

**Maryland Learning Outcomes in Library Media:**

- 8. The independent learner applies ethical behavior to the use of information.

**Skills for Success:**

- 4. The student will understand, use, and evaluate technologies for a variety of purposes in a rapidly changing technological society.
- 5. The student will work effectively with others and participate responsibly in a variety of situations.

**Program Outcomes**

- 4. Students will use information and technology ethically.

***PROFICIENCY / GRADE LEVEL INDICATORS***

**4.4 Use information products and technology responsibly.**

**ILSSL 7, 8 MD 8 SS 4, 5**

**4.4.1 Demonstrate appropriate care and handling of information products and technology.**

**4.4.2 Follow the circulation policies and procedures of the school library media center.**

**4.4.3 Respect the privacy of personal information.**

**4.4.4 Employ proper etiquette in all forms of communication.**

**4.4.5 Discuss Cecil County's Acceptable Use Policy.**

Grade Level: Fourth

**Information Literacy Standards for Student Learning:**

6. The student who is an independent learner strives for excellence in information seeking and knowledge generation.

**Skills for Success:**

1. The student will plan, monitor, and evaluate his or her own learning.
2. The student will think creatively, critically and strategically to make effective decisions, solve problems and achieve goals.
3. The student will plan, participate in, monitor, and evaluate communication experiences in a variety of settings.

**Program Outcomes**

**5. Students will monitor the quality of their own information seeking process.**

**PROFICIENCY / GRADE LEVEL INDICATORS**

**5.1 Evaluate one's own information seeking process and product.**

**ILSSL 6                      SS 1, 3**

**5.2 Devise strategies for improving the process and product.**

**ILSSL 6                      SS 2**

**Basic:** List the steps taken to answer an information need or create a product.

**Proficient:** Analyze the impact of each step taken to answer an information need or create a product.

**Exemplary:** Continuously monitor and adjust the steps taken to answer an information need or create a product.

**Basic:** Suggest basic strategies for improving the information search or final product (e.g., peer review, and comparison to an exemplar.)

**Proficient:** Apply appropriate strategies to improve the information search or final product.

**Exemplary:** Continuously monitor information needs and select appropriate strategies to resolve them.

Grade Level: Fourth

**Information Literacy Standards for Student Learning:**

5. The student who is an independent learner appreciates literature and other creative expressions of information.

**Maryland Learning Outcomes in Library Media:**

4. Independent learners comprehend content in a variety of sources.

6. The independent learner demonstrates an appreciation of literature and other creative expressions as sources of information and recreation.

**Skills for Success:**

2. The student will think creatively, critically, and strategically to make effective decisions, solve problems, and achieve goals.

3. The student will plan, participate in, monitor, and evaluate communication experiences in a variety of settings.

**Program Outcomes**

**6. Students will appreciate literature and creative expressions of information.**

**PROFICIENCY / GRADE LEVEL INDICATORS**

**6.1 Develop competence as an independent reader.**

ILSSL 5 MD 6 SS 3

**6.2 Develop competence as an independent listener.**

ILSSL 5 MD 6 SS 3

**6.3 Develop competence as an independent viewer.**

ILSSL 5 MD 6 SS 3

**6.1.1** Self-select texts for independent reading.

**6.1.2** Use cover information to select texts of personal interest.

**6.1.3** Respond appropriately to the four reading stances (global understanding, personal reflection, developing interpretation, and critical stance.)

**6.1.4** Develop skills to summarize a literary selection that includes characters, setting, problem, events and solution.

**6.1.5** Develop skills to summarize an informational selection by using a minimum of four supporting details.

**6.2.1** Identify and demonstrate the active listening steps (e.g., eyes on speaker, body toward speaker, ears are listening, mouth is closed, hands and feet are still.)

**6.2.2** Identify the musical elements of literary language (e.g. rhyme scheme, rhythm, alliteration, assonance, consonance, onomatopoeia.)

**6.2.3** Clarify meaning through interaction (e.g., reflecting, questioning, and restating).

**6.2.4** Make and verify predictions while listening.

**6.2.5** Develop listening strategies such as taking notes.

**6.3.1** Describe how economic factors influence the creation of media.

**6.3.2** Identify media which blend entertainment, information and persuasion as purposes.

**6.3.3** Justify preferences of form, style and technique in various media.

**6.3.4** Compare the media messages received by two different audiences.

**6.3.5** Describe the importance of media messages in today's society.

Grade Level: Fourth

**Information Literacy Standards for Student Learning:**

5. The student who is an independent learner appreciates literature and other creative expressions of information.

**Maryland Learning Outcomes in Library Media:**

4. Independent learners comprehend content in a variety of sources.
7. The independent learner demonstrates an appreciation of literature and other creative expressions as sources of information and recreation.

**Skills for Success:**

2. The student will think creatively, critically, and strategically to make effective decisions, solve problems, and achieve goals.
3. The student will plan, participate in, monitor, and evaluate communication experiences in a variety of settings.

**Program Outcomes**

6. Students will appreciate literature and creative expressions of information.

**PROFICIENCY / GRADE LEVEL INDICATORS**

**6.4 Comprehend and apply meaning derived from literature and other creative expressions.**

**ILSSL 5 MD 6**

**6.4 (Continued)**

**6.5 Compare media from diverse cultures.**

**ILSSL 5 MD 4 SS 2**

**6.4.1** Explain and describe characters, setting, plot, conflict/resolution, climax, points of view.

**6.4.2** Identify and begin to interpret figurative language and literary devices (e.g., similes, metaphors, personification.)

**6.4.3** Define the characteristics of historical fiction, biography and autobiography, mystery, fables, fairy tales, and folktales.

(Continued in next column.)

**6.4.4** Identify thematic details and describe how they are expressed in literary texts.

**6.4.5** Explain how an author's life and time is reflected in work (e.g. dialect, setting, theme, mood.)

**6.4.6** Identify Newbery Medal books and other notable award-winning works.

**6.4.7** Recognize authors and illustrators of various literary genres.

**6.5.1** Analyze how culture and social groups are represented in literary text and media.

**6.5.2** Analyze diverse cultures by tracing the exploits of one character type (e.g. trickster, etc.)

**6.5.3** Analyze how historical eras are represented in literary text and other media by examining science fiction.

Grade Level: Fourth

**Information Literacy Standards for Student Learning:**

9. The student who Contributes positively to the learning community and to society participates effectively in groups to pursue and generate information.

**Skills for Success:**

3. The student will plan, participate in, monitor, and evaluate communication experiences in a variety of settings.

5. The student will work effectively with others and participate responsibly in a variety of situations.

**Program Outcomes**

**7. Students will participate in groups to pursue and generate information.**

***PROFICIENCY / GRADE LEVEL INDICATORS***

**7.1 Work cooperatively with others, in person or remotely, to identify personal or curricular information needs.**

**ILSSL 9            SS 3, 5**

**7.2 Work cooperatively with others, in person or remotely, to use information effectively when addressing identified information needs.**

**ILSSL 9            SS 3, 5**

**Basic:** Express ideas appropriately when participating in any group situation.

**Proficient:** Engage in discussions that identify questions or information needs and seek their solution.

**Exemplary:** Synthesize the contributions of all discussion participants when collaborating to identify information needs.

**Basic:** Work cooperatively to create information products in print, visual, audio or electronic formats.

**Proficient:** Work cooperatively to select, evaluate and use the appropriate format (print, visual, audio or electronic) and techniques to construct information products.

**Exemplary:** Work cooperatively to assign the specialized roles involved in group construction and evaluation of complex information products in print, visual, audio or electronic formats.