Introduction

The District 181 Information Literacy Standards are the the result of extensive research and collaboration on the part of the Media Resource Center Directors.  The standards draw on research from numerous sources, including state and national education and technology organizations, and are aligned with the Common Core State Standards which have been adopted by the Illinois State Board of Education.

As stated in the Common Core State Standards, "students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum." Accordingly, the research and media skills outlined in these standards are designed to be integrated across the district curriculum.

Information Literacy Learning Standards

# Kindergarten

**Standard 1**: Access information efficiently and effectively to inquire, think critically, and gain knowledge

| | Objectives |
|---|---|
| | 1. Identify fiction and nonfiction sections of the library with the support of the library staff |
| | 2. Identify parts of a book (e.g., cover, spine, and pages) |
| | 3. Define the role of author and illustrator |
| | 4. Seek assistance to locate a book |
| | 5. Recall information from experiences or gather information from provided sources to answer a question with prompting and support |

**Standard 2**:  Evaluate information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

| | Objectives |
|---|---|
| | 1. Differentiate between fiction and nonfiction with prompting and support |

**Standard 3**:  Use information accurately, creatively, and ethically to share knowledge

| | Objectives |
|---|---|
| | 1. Organize information using tools such as graphic organizers or storyboards on a kindergarten topic with prompting and support |
| | 2. Present the results of research in a format appropriate for content with prompting and support |
| | 3. List the title of a source as a group with prompting and support |

# Information Literacy Learning Standards
## Kindergarten

**Standard 4**: Appreciate literature and informational texts; read, view, and listen for enjoyment

| | Objectives |
|---|---|
| | 1. Select materials for personal use with prompting and support |
| | 2. Read or listen to common types of texts (e.g., storybooks, poems, and informational texts) |
| | 3. In a group reading activity, identify characters, settings, and major events in a story |
| | 4. Participate in discussions of literature with prompting and support |
| | 5. Read/listen widely (e.g., works by a variety of authors and illustrators, a variety of formats, award winning literature, or a broad range of cultures) |
| | 6. Engage in a study of an author's and/or illustrator's body of work |
| | 7. Relate or participate in literature through a variety of activities (e.g., puppetry, finger plays, songs, or visual arts) |
| | 8. Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) with prompting and support |

**Standard 5**: Understand and practice Internet safety

| | Objectives |
|---|---|
| | 1. Identify personal information (e.g., name, gender, age, address, phone number, name of school, etc.) with prompting and support |
| | 2. Recognize that personal information should be kept private |
| | 3. Use the Internet only with adult supervision |
| | 4. Report uncomfortable situations to an adult |
| | 5. Recognize online communication is between real people |

# Information Literacy Learning Standards
## 1st Grade

**Standard 1**: Access information efficiently and effectively to inquire, think critically, and gain knowledge

| | Objectives |
|---|---|
| | 1. Identify location of different sections of the library with support of the library staff |
| | 2. Identify author, title, title page, illustrator, cover, and spine in a group or with a partner |
| | 3. Name the author and illustrator of a story and define the role of each in presenting ideas |
| | 4. Practice proper care of materials |
| | 5. Ask a question based on an information need |
| | 6. Gather information from provided sources to answer a question or recall information from prior knowledge with prompting and support |

**Standard 2**:  Evaluate information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

| | Objectives |
|---|---|
| | 1. Differentiate between fiction and nonfiction |

**Standard 3**:  Use information accurately, creatively, and ethically to share knowledge

| | Objectives |
|---|---|
| | 1. Organize information using tools such as graphic organizers or storyboards on a first grade topic with prompting and support |
| | 2. Present the results of research in a format appropriate for content with prompting and support |
| | 3. List title and author for source used with prompting and support |

# Information Literacy Learning Standards
## 1st Grade

**Standard 4:** Appreciate literature and informational texts; read, view, and listen for enjoyment

|  | Objectives |
|---|---|
|  | 1. Select materials for personal reading with support |
|  | 2. Read or listen to various types of fiction and informational texts |
|  | 3. In a group reading activity, identify characters, settings, and major events in a story using key details |
|  | 4. Participate in discussions of literature |
|  | 5. Read/listen widely (e.g., works by a variety of authors and illustrators, a variety of formats, award winning literature, or a broad range of cultures) |
|  | 6. Engage in a study of an author's and/or illustrator's body of work |
|  | 7. Relate to literature through a variety of activities (e.g., puppetry, songs, readers' theater, or visual arts) |
|  | 8. Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) with support |

**Standard 5**: Understand and practice Internet safety

|  | Objectives |
|---|---|
|  | 1. Identify personal information (e.g., name, gender, age, address, phone number, name of school, etc.) with support |
|  | 2. Recognize that personal information is private when using social networking sites or creating screen names |
|  | 3. Use the Internet only with adult supervision |
|  | 4. Report uncomfortable situations to an adult |
|  | 5. Recognize online communication is between real people |
|  | 6. Practice good manners online |
|  | 7. Recognize that websites contain both information and advertising |

# Information Literacy Learning Standards
## 2nd Grade

**Standard 1**: Access information efficiently and effectively to inquire, think critically, and gain knowledge

|  | Objectives |
|---|---|
|  | 1. Apply knowledge of the basic organizational pattern of library |
|  | 2. Identify author, title, title page, illustrator, cover, and spine with prompting and support |
|  | 3. Recognize call numbers and understand grouping of materials by call number |
|  | 4. Explore and use print and online resources with support |
|  | 5. Define an information need |
|  | 6. Gather information from provided sources to answer a question and recall information from prior knowledge with support |
|  | 7. Identify text features (e.g., table of contents, captions, bold print) with prompting and support |

**Standard 2**:  Evaluate information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

|  | Objectives |
|---|---|
|  | 1. Define difference between fiction and nonfiction with prompting and support |
|  | 2. Analyze information appropriate to a second grade topic or subject area |

**Standard 3**:  Use information accurately, creatively, and ethically to share knowledge

|  | Objectives |
|---|---|
|  | 1. Organize information using tools such as graphic organizers or storyboards on a second grade topic with prompting and support |
|  | 2. Present, perform, or share the results of research in a new form (e.g., use multimedia tools) with prompting and support |
|  | 3. Record sources using a template with support (e.g., title and author) |
|  | 4. Work independently or in groups to create projects and evaluate the process and product with prompting and support |
|  | 5. Recognize the need to avoid plagiarism with prompting and support |

# Information Literacy Learning Standards
## 2nd Grade

**Standard 4**:  Appreciate literature and informational texts; read, view, and listen for enjoyment

| | |
|---|---|
| | Objectives |
| | 1. Select materials for personal reading and enjoyment with guidance |
| | 2. Read or listen to stories, including fables and folktales from diverse cultures |
| | 3. Read or listen to various types of grade-appropriate literature (e.g., stories, dramas, and poetry) and informational texts |
| | 4. Analyze literature by participating in class discussion |
| | 5. Read widely (e.g., a variety of authors and illustrators, a variety of formats, or award-winning literature) |
| | 6. Engage in an in-depth study of an author's and/or illustrator's body of work |
| | 7. Relate to literature through a variety of activities (e.g., puppetry, songs, poetry, readers' theater or visual arts) |
| | 8. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures as a class |


**Standard 5**: Understand and practice Internet safety

| | |
|---|---|
| | 1. Identify personal information (e.g., name, gender, age, address, phone number, name of school, etc.) |
| | 2. Recognize that personal information is private when using social networking sites or creating screen names |
| | 3. Use the Internet only with adult supervision |
| | 4.  Report uncomfortable situations to an adult |
| | 5.  Recognize that online communication is between real people |
| | 6.  Practice good manners online |
| | 7.  Distinguish between information and advertising content with prompting and support |

# Information Literacy Learning Standards
# 3rd Grade

**Standard 1:** Access information efficiently and effectively to inquire, think critically , and gain knowledge

| | Objectives |
|---|---|
| | 1. Explore and use print and/or non-print reference tools (e.g., dictionaries, encyclopedias, atlases) with prompting and support |
| | 2. Identify URL and title of web page with prompting and support |
| | 3. Identify keywords for a third grade topic with prompting and support |
| | 4. Use the online library catalog with support |
| | 5. Locate fiction materials on library shelves by call number with prompting and support |
| | 6. Recognize that information on third grade topics can be found in a variety of sources and formats |
| | 7. Define an information need |
| | 8. Identify relevant information from print and digital sources and/or recall relevant information from prior knowledge with prompting and support |
| | 9. Gather sources and access information within the source with support |
| | 10. Use text features (e.g., table of contents, captions, bold print, glossaries, index) and online search tools with prompting and support |

**Standard 2**: Evaluate information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

| | Objectives |
|---|---|
| | 1. Collaborate with other students to solve information problems |
| | 2. Analyze and evaluate information in a text relevant to a third grade topic or subject area with prompting and support |
| | 3. Record, summarize, or paraphrase relevant information using note-taking strategies with a graphic organizer with prompting and support |

# Information Literacy Learning Standards
## 3rd Grade

**Standard 3**:  Use information accurately, creatively, and ethically to share knowledge

| | Objectives |
|---|---|
| | 1. Organize information using tools such as graphic organizers or storyboards on a third grade topic with prompting and support |
| | 2. Integrate information from two sources on the same topic in order to write or speak about the subject knowledgeably with prompting and support |
| | 3. Present, perform, or share the results of research in a new form (e.g., use multimedia tools) with prompting and support |
| | 4. Work independently or in groups to create projects and evaluate the process and product with prompting and support |
| | 5. Recognize the need for citing sources and record citation information (e.g., author, title, place of publication, publisher, copyright date) with prompting and support |
| | 6. Recognize ethical behavior in regard to information (e.g., copyright, and plagiarism) with prompting and support |

**Standard 4**: Appreciate literature and informational texts; read, view, and listen for enjoyment

| | Objectives |
|---|---|
| | 1. Select materials for personal reading and enjoyment |
| | 2. Read or listen to stories, including fables, folktales, and myths from diverse cultures |
| | 3. Read or listen to various types of grade-appropriate literature (e.g., stories, dramas, and poetry) and informational texts |
| | 4. Distinguish among genres of fiction (e.g., realistic fiction, historical fiction, fantasy, and science fiction) with prompting and support |
| | 5. Distinguish among types of nonfiction (e.g., biography, informational books, and poetry) with prompting and support |
| | 6. Analyze literature by participating in discussions |
| | 7. Read widely (e.g., works by a variety of authors and illustrators, a variety of formats, or award-winning literature) |
| | 8. Respond to literature by participating in a variety of activities (e.g., storytelling, poetry, readers' theater, or visual arts) |

# Information Literacy Learning Standards
## 3rd Grade

**Standard 5**: Understand and practice Internet safety

| | |
|---|---|
| | 1. Recognize that personal information is private when using social networking sites or creating screen names |
| | 2.  Visit only approved websites |
| | 3.  Report uncomfortable situations to an adult |
| | 4. Identify the potential consequences of clicking on links, pop-up windows, and other advertising |
| | 5.  Recognize that online communication is between real people |
| | 6.  Practice good manners online |
| | 7. Distinguish between information and advertising content |

# Information Literacy Learning Standards
## 4th Grade

**Standard 1**: Access information efficiently and effectively to inquire, think critically, and gain knowledge

|  | Objectives |
|---|---|
|  | 1. Explore and use print and/or non-print reference tools (e.g., dictionaries, encyclopedias, atlases) with guidance |
|  | 2. Identify URL, title of web page, and party responsible for web content with prompting and support |
|  | 3. Identify keywords for a fourth grade topic with support |
|  | 4. Use the online library catalog |
|  | 5. Locate fiction and nonfiction materials on library shelves by call number with prompting and support |
|  | 6. Recognize that information on fourth grade topics can be found in a variety of sources and formats |
|  | 7. Define an information need |
|  | 8. Identify relevant information from print and digital sources and/or recall relevant information from prior knowledge with guidance |
|  | 9. Gather sources and access information within the source with guidance |
|  | 10. Use text features (e.g., table of contents, captions, bold print, glossaries, index) and online search tools with support |

# Information Literacy Learning Standards
## 4th Grade

**Standard 2**: Evaluate information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

| | Objectives |
|---|---|
| | 1. Analyze and evaluate information in text relevant to a fourth grade topic or subject area with guidance |
| | 2. Recognize fact, bias, and opinion with prompting and support |
| | 3. Record, summarize, or paraphrase relevant information using note-taking strategies with a graphic organizer with support |
| | 4. Recognize different points of view and opinions in information sources with support |
| | 5. Collaborate with other students to solve information problems |

**Standard 3:** Use information accurately, creatively, and ethically to share knowledge

| | Objectives |
|---|---|
| | 1. Organize information using tools such as graphic organizers or storyboards on a fourth grade topic with support |
| | 2. Integrate information from several sources on the same topic in order to write or speak about the subject knowledgeably with prompting and support |
| | 3. Present, perform, or share the results of research in a new form (e.g., use multimedia tools) with support |
| | 4. Work independently or in groups to create projects and evaluate the process and product with support |
| | 5. Recognize the need for citing sources and record citation information with support |
| | 6. Demonstrate ethical behavior in regard to information (e.g., copyright and plagiarism) with prompting and support |

# Information Literacy Learning Standards
## 4th Grade

**Standard 4**: Appreciate literature and informational texts; read, view, and listen for enjoyment

| | Objectives |
|---|---|
| | 1. Select materials for personal reading and enjoyment |
| | 2. Read or listen to various types of grade-appropriate literature (e.g., stories, dramas, and poetry) and informational texts |
| | 3. Distinguish among genres of fiction (e.g., realistic fiction, historical fiction, fantasy, and science fiction) with support |
| | 4. Distinguish among types of nonfiction (e.g., biography, informational books, and poetry) with support |
| | 5. Read widely (e.g., works by a variety of authors and illustrators, a variety of formats, or award-winning literature) |
| | 6. Respond to literature by participating in a variety of activities (e.g., storytelling, poetry, readers' theater, or visual arts) |

**Standard 5**: Understand and practice Internet safety

| | |
|---|---|
| | 1. Recognize that personal information is private when using social networking sites or creating screen names |
| | 2. Visit only approved websites |
| | 3. Report uncomfortable situations to an adult |
| | 4. Identify the potential consequences of clicking on links, pop-up windows, and other advertising |
| | 5. Discuss online communication (e.g., is between real people) |
| | 6. Practice good manners online |
| | 7. Discuss digital content (e.g., can be archived and accessed by others in the future) |

# Information Literacy Learning Standards
## 5th Grade

**Standard 1**: Access information efficiently and effectively to inquire, think critically, and gain knowledge

|  | Objectives |
|---|---|
|  | 1. Explore and use print and/or non-print reference tools (e.g., dictionaries, encyclopedias, atlases) |
|  | 2. Identify URL, title of web page, and party responsible for web content with support |
|  | 3. Identify keywords for a fifth grade topic with guidance |
|  | 4. Use the advanced search function of the online library catalog |
|  | 5. Locate fiction and nonfiction materials on library shelves by call number with guidance |
|  | 6. Recognize that information on fifth grade topics can be found in a variety of sources and formats |
|  | 7. Define an information need |
|  | 8. Access relevant information from print and digital sources and/or recall relevant information from prior knowledge |
|  | 9. Identify sources of information and select the most useful for a task |
|  | 10. Use text features (e.g., table of contents, captions, bold print, glossaries, index) and online search tools to locate information |

**Standard 2**: Evaluate information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

|  | Objectives |
|---|---|
|  | 1. Analyze and evaluate information in text relevant to a fifth grade topic or subject area with guidance |
|  | 2. Recognize fact, bias, and opinion with support |
|  | 3. Record, summarize or paraphrase relevant information using note-taking strategies with a graphic organizer with support |
|  | 4. Recognize different points of view and opinions in information sources with guidance |
|  | 5. Collaborate with other students to solve information problems |

# Information Literacy Learning Standards
## 5th Grade

**Standard 3:** Use information accurately, creatively, and ethically to share knowledge

| | Objectives |
|---|---|
| | 1. Organize information using tools such as graphic organizers or storyboards on a fifth grade topic with guidance |
| | 2. Integrate information relevant to a fifth grade topic from several sources on the same topic in order to write or speak about the subject knowledgeably with guidance |
| | 3. Present, perform, or share the results of research in a new form (e.g., use multimedia tools) with guidance |
| | 4. Work independently or in groups to create projects and evaluate the process and product with guidance |
| | 5. Cite sources used with guidance |
| | 6. Demonstrate ethical behavior in regard to information (e.g., copyright and plagiarism) with guidance |

**Standard 4**: Appreciate literature and informational texts; read, view, and listen for enjoyment

| | Objectives |
|---|---|
| | 1. Select materials for personal reading and enjoyment |
| | 2. Read or listen to various types of grade-appropriate literature (e.g., stories, dramas, and poetry) and informational texts |
| | 3. Distinguish among genres of fiction (e.g., realistic fiction, historical fiction, fantasy, and science fiction) with guidance |
| | 4. Distinguish among types of nonfiction (e.g., biography, informational books, and poetry) with guidance |
| | 5. Read widely (e.g., works by a variety of authors and illustrators, a variety of formats, or award-winning literature) |
| | 6. Respond to literature by participating in a variety of activities (e.g., storytelling, poetry, readers' theater, or visual arts) |

# Information Literacy Learning Standards
## 5th Grade

**Standard 5**: Understand and practice Internet safety

| | |
|---|---|
| | 1. Demonstrate responsibility, etiquette, and safe behavior when communicating digitally |
| | 2. Report uncomfortable situations to an adult |
| | 3. Identify the potential consequences of clicking on links, pop-up windows, and other advertising |
| | 4. Discuss online communication (e.g., is between real people) |
| | 5. Discuss digital content (e.g., can be archived and accessed by others in the future) |
| | 6. Recognize the emotional effects and potential consequences of cyberbullying |

# Information Literacy Learning Standards
## 6th Grade

**Standard 1**: Access information efficiently and effectively to inquire, think critically, and gain knowledge

| | Objectives |
|---|---|
| | 1. Consult reference materials (e.g., dictionaries, glossaries, thesauruses) in both print and digital formats |
| | 2. Identify keywords and use advanced search functions to acquire useful information |
| | 3. Recognize diverse perspectives during information gathering with support |
| | 4. Locate fiction and nonfiction materials on library shelves by call number |
| | 5. Define a research topic with support |
| | 6. Identify sources of information for a sixth grade topic and select the most useful for a task |
| | 7. Access relevant information from a variety of print and digital sources and/or recall relevant information from prior knowledge |
| | 8. Use text features (e.g., table of contents, captions, bold print, glossaries, index) and online search tools to locate information |

**Standard 2**: Evaluate information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

| | Objectives |
|---|---|
| | 1. Evaluate print and digital sources for authenticity and relevance with support |
| | 2. Analyze information from print and digital texts relevant to a sixth grade topic or subject area with guidance |
| | 3. Record, summarize, or paraphrase relevant information using note-taking strategies with guidance |
| | 4. Recognize different points of view and opinions in information sources |
| | 5. Apply research and media skills in all curricular areas relevant to a sixth grade topic and subject area |
| | 6. Collaborate with others to broaden and deepen understanding |
| | 7. Integrate information presented in different formats to develop an understanding of a sixth grade topic or subject area |
| | 8. Recognize primary and secondary sources on the same topic |

# Information Literacy Learning Standards
## 6th Grade

**Standard 3**:  Use information accurately, creatively, and ethically to share knowledge

|  | Objectives |
|---|---|
|  | 1. Organize information using tools such as graphic organizers, storyboarding, note cards, outlines, etc. |
|  | 2. Analyze information relevant to a sixth grade topic from several sources on the same topic in order to write or speak about the subject knowledgeably |
|  | 3. Present, perform, or share the results of research in a new form (e.g., use multimedia tools) |
|  | 4. Work independently or in groups to create projects and evaluate the process and product |
|  | 5. Cite print and non-print sources in a properly formatted bibliography with guidance |
|  | 6. Demonstrate ethical behavior in regards to information (e.g., copyright and plagiarism) with guidance |

**Standard 4**:  Appreciate literature and informational texts; read, view, and listen for enjoyment

|  | Objectives |
|---|---|
|  | 1. Select materials for personal reading and enjoyment |
|  | 2. Read or listen to various types of grade appropriate literature (e.g., dramas, and poetry), and informational texts (e.g., essays, speeches, and opinion pieces) |
|  | 3. Read widely (e.g., works by a variety of authors and illustrators, a variety of formats, or award-winning literature) |

# Information Literacy Learning Standards
## 6th Grade

**Standard 5**: Understand and practice Internet safety

| | Objectives |
|---|---|
| | 1. Demonstrate responsibility, etiquette, and safety when communicating digitally |
| | 2. Report uncomfortable situations to an adult |
| | 3. Identify the potential consequences of clicking on links, pop-up windows, and other advertising |
| | 4. Discuss online communication (e.g., is never private and may be shared with others without your knowledge) |
| | 5. Discuss digital content (e.g., can be archived and accessed by others in the future) |
| | 6. Recognize the responsibility, legal consequences, and emotional effects of cyberbullying |
| | 7. Recognize that content uploaded or posted to the Internet is accessible to others and creates a reflection of who you are |

# Information Literacy Learning Standards
## 7th Grade

**Standard 1**: Access information efficiently and effectively to inquire, think critically, and gain knowledge

| | Objectives |
|---|---|
| | 1. Consult reference materials (e.g., dictionaries, glossaries, thesauruses) in both print and digital formats |
| | 2. Use advanced search functions to tailor and refine online searches to acquire useful information with guidance |
| | 3. Recognize diverse perspectives during information gathering with guidance |
| | 4. Define a research topic with guidance |
| | 5. Identify sources of information for a seventh grade topic and select the most useful for a task |
| | 6. Access relevant information from a variety of print and digital sources and/or recall relevant information from prior knowledge |

**Standard 2**: Evaluate information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

| | Objectives |
|---|---|
| | 1. Evaluate print and digital sources for authenticity and relevance with guidance |
| | 2. Analyze information from print and digital texts relevant to a seventh grade topic or subject area with guidance |
| | 3. Record, summarize, or paraphrase relevant information using note-taking strategies |
| | 4. Analyze different points of view and opinions in information sources |
| | 5. Apply research and media skills in all curricular areas relevant to a seventh grade topic and subject area |
| | 6. Collaborate with others to broaden and deepen understanding |
| | 7. Integrate information presented in different formats to develop an understanding of a seventh grade topic or subject area |
| | 8. Distinguish between primary and secondary sources on the same topic |

# Information Literacy Learning Standards
## 7th Grade

**Standard 3**: Use information accurately, creatively, and ethically to share knowledge

| | Objectives |
|---|---|
| | 1. Organize information using tools such as graphic organizers, storyboarding, note cards, outlines, etc. |
| | 2. Analyze information relevant to a seventh grade topic from several sources on the same topic in order to write or speak about the subject knowledgeably |
| | 3. Present, perform, or share the results of research in a new form (e.g., use multimedia tools) |
| | 4. Work independently or in groups to create projects and evaluate the process and product |
| | 5. Cite print and non-print sources in a properly formatted bibliography with support |
| | 6. Demonstrate ethical behavior in regards to information (e.g., copyright and plagiarism) |

**Standard 4**: Appreciate literature and informational texts; read, view, and listen for enjoyment

| | Objectives |
|---|---|
| | 1. Select materials for personal reading and enjoyment |
| | 2. Read or listen to various types of grade appropriate literature (e.g., dramas, and poetry), and informational texts (e.g., essays, speeches, and opinion pieces) |
| | 3. Read widely (e.g., works by a variety of authors and illustrators, a variety of formats, or award-winning literature) |

# Information Literacy Learning Standards
## 7th Grade

**Standard 5**: Understand and practice Internet safety

|  | Objectives |
|---|---|
|  | 1. Demonstrate responsibility, etiquette, and safety when communicating digitally |
|  | 2. Report uncomfortable situations to an adult |
|  | 3. Identify the potential consequences of clicking on links, pop-up windows, and other advertising |
|  | 4. Discuss online communication (e.g., is never private and may be shared with others without your knowledge) |
|  | 5. Discuss digital content (e.g., can be archived and accessed by others in the future) |
|  | 6. Recognize the responsibility, legal consequences, and emotional effects of cyberbullying |
|  | 7. Recognize that content uploaded or posted to the Internet is accessible to others and creates a reflection of who you are |

# Information Literacy Learning Standards
## 8th Grade

**Standard 1**: Access information efficiently and effectively to inquire, think critically, and gain knowledge

| | Objectives |
|---|---|
| | 1. Consult reference materials (e.g., dictionaries, glossaries, thesauruses) in both print and digital formats |
| | 2. Use advanced search functions to tailor and refine online searches to acquire useful information |
| | 3. Seek diverse perspectives during information gathering |
| | 4. Define a research topic |
| | 5. Identify sources of information for a eighth grade topic and select the most useful for a task |
| | 6. Gather relevant information from a variety of print and digital sources and/or recall relevant information from prior knowledge |

**Standard 2**: Evaluate information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

| | Objectives |
|---|---|
| | 1. Evaluate print and digital sources for authenticity and relevance |
| | 2. Analyze information from print and digital texts relevant to a eighth grade topic or subject area with guidance |
| | 3. Record, summarize, or paraphrase relevant information using note-taking strategies |
| | 4. Analyze different points of view and opinions in information sources |
| | 5. Apply research and media skills in all curricular areas relevant to a eighth grade topic and subject area |
| | 6. Collaborate with others to broaden and deepen understanding |
| | 7. Integrate information presented in different formats to develop an understanding of a eighth grade topic or subject area |
| | 8. Compare primary and secondary sources on the same topic |

# Information Literacy Learning Standards
## 8th Grade

**Standard 3**: Use information accurately, creatively, and ethically to share knowledge

| | Objectives |
|---|---|
| | 1. Organize information using tools such as graphic organizers, storyboarding, note cards, outlines, etc. |
| | 2. Synthesize information relevant to a eighth grade topic from several sources on the same topic in order to write or speak about the subject knowledgeably |
| | 3. Present, perform, or share the results of research in a new form (e.g., use multimedia tools) |
| | 4. Work independently or in groups to create projects and evaluate the process and product |
| | 5. Cite print and non-print sources in a properly formatted bibliography |
| | 6. Demonstrate ethical behavior in regards to information (e.g., copyright and plagiarism) |

**Standard 4**: Appreciate literature and informational texts; read, view, and listen for enjoyment

| | Objectives |
|---|---|
| | 1. Select materials for personal reading and enjoyment |
| | 2. Read or listen to various types of grade appropriate literature (e.g., stories, dramas, and poetry), and informational texts (e.g., essays, speeches, and opinion pieces) |
| | 3. Read widely (e.g., works by a variety of authors and illustrators, a variety of formats, or award-winning literature) |

# Information Literacy Learning Standards
## 8th Grade

**Standard 5**: Understand and practice Internet safety

|  | Objectives |
|---|---|
|  | 1. Demonstrate responsibility, etiquette, and safety when communicating digitally |
|  | 2. Report uncomfortable situations to an adult |
|  | 3. Identify the potential consequences of clicking on links, pop-up windows, and other advertising |
|  | 4. Discuss online communication (e.g., is never private and may be shared with others without your knowledge) |
|  | 5. Discuss digital content (e.g., can be archived and accessed by others in the future) |
|  | 6. Recognize the responsibility, legal consequences, and emotional effects of cyberbullying |
|  | 7. Recognize that content uploaded or posted to the Internet is accessible to others and creates a reflection of who you are |