

Information Literacy Standards for Student Learning

Introduction

The American Library Association (ALA) Information Literacy Standards for Student Learning provides basis of our work in identifying student outcomes for the Library Media program. It provides a conceptual framework and broad guidelines for describing the information literate student. The standards consist of three categories (Information Literacy, Independent Learning, & Social Responsibility), nine standards (see below) and twenty-nine indicators. The core learning outcomes that are most directly related to the services provided by school library media programs are found in the "Information Literacy" category. The other two categories, "Independent Learning" and "Social Responsibility" are grounded in information literacy but describe more general aspects of student learning to which school library media programs also make important contributions. Taken together, the categories, standards, and indicators describe the content and processes related to information that students must master to be considered information literate.

This document, along with the Library Skills Scope and Sequence Chart summarizes the Student Learning Outcomes for each grade level, the Information Literacy Standards that are addressed, and the competency level at which they are performed (Basic, Proficient, or Exemplary). Because the K-5 library program is based on scheduled instructional time with learning activities structured so as to integrate with classroom curriculum, the student learning outcomes are articulated by grade level. The Middle School library media program is scheduled around particular curriculum research units at each grade level that can vary from year to year. Library skills are introduced and reinforced for students throughout the middle school curriculum experience.

ALA Information Literacy Standards for Student Learning

Information Literacy

- **Standard 1:** The student who is information literate accesses information efficiently and effectively.
- **Standard 2:** The student who is information literate evaluates information critically and competently.
- **Standard 3:** The student who is information literate uses information accurately and creatively.

Independent Learning

- **Standard 4:** The student who is an independent learner is information literate and pursues information related to personal interests
- **Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
- **Standard 6:** The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility

- **Standard 7:** The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

- **Standard 8:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

Information Literacy Outcomes Kindergarten

In kindergarten, students will:

- Begin to learn basic library procedures
 - check out a book
 - use shelf markers
 - renew a book
 - properly care for books
- Develop listening skills
- Develop an awareness of the difference between fiction and non-fiction
- Develop an awareness of who an author is and what he/she does
- Develop an awareness of who an illustrator is and what he/she does
- Independently choose books for recreational reading
- Develop a basic library-related vocabulary
- Become confident of library layout (location of fiction, non-fiction, magazines)

Standards Addressed:

- **Standard 1:** The student who is information literate accesses information efficiently and effectively. (Performed at the BASIC level)
- **Standard 2:** The student who is information literate evaluates information critically and competently. (Performed at the BASIC level)
- **Standard 4:** The student who is an independent learner is information literate and pursues information related to personal interests. (Performed at the BASIC level)
- **Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. (Performed at the BASIC level)
- **Standard 9:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. (Performed at the BASIC level)

Information Literacy Outcomes Grade 1

In grade 1 students will:

- Identify various genres of children's literature including:
 - Picture books
 - Folk and fairy tales
 - Award winning books
- Identify books by specific authors and illustrators
- Differentiate between fiction and non-fiction and demonstrate an understanding that these books have different uses
- Properly care for books
- Independently choose books for recreational reading
- Understand that the library is arranged by specific types of books
- Locate areas in the library that have books meeting their reading interests
- Understand that reference sources such as encyclopedias and dictionaries are used to find certain kinds of information and use these sources with adult assistance
- Begin to experience early library skills
 - Alphabetical order
 - Call numbers
 - Parts of a book

Standards Addressed:

- **Standard 1:** The student who is information literate accesses information efficiently and effectively. (Performed at the BASIC level)
- **Standard 2:** The student who is information literate evaluates information critically and competently. (Performed at the BASIC level)
- **Standard 4:** The student who is an independent learner is information literate and pursues information related to personal interests. (Performed at the BASIC level)
- **Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. (Performed at the BASIC level)
- **Standard 9:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. (Performed at the BASIC level)

Information Literacy Outcomes Grade 2

In grade 2 students will build upon skills learned in previous years and will:

- Understand differences between picture books, chapter books, non-fiction books and biographies
- Independently select books for recreation reading that are of interest and of appropriate reading level
- Identify all parts of a book including the title page, copyright page, table of contents, glossary and index
- Use the table of contents and index to locate information in a book
- Understand the general arrangement of the library, including the location of the fiction, non-fiction and reference sections
- Understand that the online card catalog may be used for finding books within the library
- Develop skills in alphabetizing and number order
- Use reference books, electronic resources and the Internet to locate simple facts
 - Learn basic strategies for assessing a resource
 - Locate information from bookmarked Internet sites
 - Gain experience using online encyclopedias

Standards Addressed:

- **Standard 1:** The student who is information literate accesses information efficiently and effectively. (Performed at the BASIC level)
- **Standard 2:** The student who is information literate evaluates information critically and competently. (Performed at the BASIC level)
- **Standard 4:** The student who is an independent learner is information literate and pursues information related to personal interests. (Performed at the BASIC level)
- **Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. (Performed at the BASIC level)
- **Standard 9:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. (Performed at the BASIC level)

Information Literacy Outcomes Grade 3

In grade 3 students will build upon skills learned in previous years and will:

- Identify various literary genres including tall tales, mysteries, historical fiction, science fiction and fantasy
- Develop strategies for selecting books that meet their recreational and classroom assignment needs
- Identify parts of a book including the title page, copyright page, table of contents, glossary, and index. Use these tools to locate information within the book
- Understand that non-fiction books are arranged by the Dewey Decimal system and that non-fiction books are located on the shelf by subject area
- Use the online card catalog to find books in the library by the call number
- Locate books by author in the picture book and fiction sections of the library
- Introduce the concept of key words in the development of searching techniques
- Use print and electronic atlases, dictionaries and encyclopedias to locate basic factual information
- Experience using a search engine
- Develop basic research skills
 - Fact extraction and classification
 - Grouping facts by main idea

Standards Addressed:

- **Standard 1:** The student who is information literate accesses information efficiently and effectively. (Performed at the BASIC level)
- **Standard 2:** The student who is information literate evaluates information critically and competently. (Performed at the BASIC level)
- **Standard 3:** The student who is information literate uses information accurately and creatively. (Performed at the BASIC level)
- **Standard 4:** The student who is an independent learner is information literate and pursues information related to personal interests. (Performed at the PROFICIENT level)
- **Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. (Performed at the PROFICIENT level)
- **Standard 8:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. (Performed at the BASIC level)
- **Standard 9:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. (Performed at the BASIC level)

Information Literacy Outcomes Grade 4

In grade 4 students will build upon skills learned in previous years and will:

- Independently select books such as biographies and books for classroom assignments
- Identify well-known authors and award winning books and make successful recreational reading choices
- Understand the organization of the Dewey Decimal System and identify its major categories
- Use the complete range of library resources including electronic and print versions of atlases, general and specialized encyclopedias, almanacs, biographical sources and dictionaries
- Develop key word and search strategies
- Understand the concepts of copyright and plagiarism
- Locate information on the Internet and evaluate sites for accuracy and usefulness
- Demonstrate the basic techniques of selecting, saving and printing text from electronic reference sources
- Demonstrate the basic techniques of clipping, saving, and printing images from electronic reference sources.

Standards Addressed:

- **Standard 1:** The student who is information literate accesses information efficiently and effectively. (Performed at the PROFICIENT level)
- **Standard 2:** The student who is information literate evaluates information critically and competently. (Performed at the BASIC level)
- **Standard 3:** The student who is information literate uses information accurately and creatively. (Performed at the PROFICIENT level)
- **Standard 4:** The student who is an independent learner is information literate and pursues information related to personal interests. (Performed at the PROFICIENT level)
- **Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. (Performed at the PROFICIENT level)
- **Standard 8:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. (Performed at the BASIC level)
- **Standard 9:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. (Performed at the BASIC level)

Information Literacy Outcomes Grade 5

In grade 5 students will build upon skills learned in previous years and will:

- Readily identify books by genre,
- Have a working knowledge of Caldecott and Newbery winning books and appreciate a broad range of children's literature
- Successfully select and locate books for recreational reading and classroom assignments from all sections of the library
- Further develop research strategies
- Independently select print and electronic reference sources appropriate to the type of information being sought and use these sources to gather information
- Locate information on the Internet and evaluate sites for accuracy and usefulness
- Locate information in online card catalog entries, such as the copyright date, and use this information as an aide in selecting books
- Understand the Dewey Decimal System and locate books in the library by Dewey number
- Gain further proficiency with computer search skills
 - Clipping, saving, and printing images from electronic reference sources
 - Selecting, saving and printing text from electronic reference sources
- Understand the purpose of a bibliography and its relationship to the concepts of copyright and plagiarism

Standards Addressed:

- **Standard 1:** The student who is information literate accesses information efficiently and effectively. (Performed at the PROFICIENT level)
- **Standard 2:** The student who is information literate evaluates information critically and competently. (Performed at the BASIC level)
- **Standard 3:** The student who is information literate uses information accurately and creatively. (Performed at the PROFICIENT level)
- **Standard 4:** The student who is an independent learner is information literate and pursues information related to personal interests. (Performed at the PROFICIENT level)
- **Standard 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. (Performed at the PROFICIENT level)
- **Standard 8:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. (Performed at the BASIC level)
- **Standard 9:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. (Performed at the BASIC level)