

Information Literacy Standards December 2023



Grades PK-2

Topic	Objective
QUESTION & PLAN Set research goals, form research plans, and compose questions.	<ol style="list-style-type: none">1. With guidance, discuss the inquiry process and how it works.2. Choose a topic.3. With guidance, generate and discuss possible research questions.4. With guidance, list questions to expand and narrow a research topic.
RESEARCH & EXPLORE Use resources to search for and evaluate information in context.	<ol style="list-style-type: none">1. With guidance, access print and digital resources at school.2. With guidance, use internet search engines.3. Identify the author or creator of a work or source.4. Determine facts related to the topic with prompting or guidance.
COLLECT & ORGANIZE Record, classify, and use information and resources in a meaningful and ethical way.	<ol style="list-style-type: none">1. With guidance, discuss why information from multiple resources strengthens the inquiry process.2. Identify or read for key ideas related to an identified topic.3. With guidance, discuss and classify key ideas into groups or categories orally or with graphic organizers.
SHARE & REFLECT Create and distribute information with others. Reflect on the inquiry process.	<ol style="list-style-type: none">1. Cooperate with group members to answer questions or solve problems.2. With guidance, create products to share learning with an intended audience.3. With guidance, seek and provide feedback to peers and adults, revising products as needed.4. Use multiple communication tools and methods to share information.

Grades 3-5

Topic	Objective
<p>QUESTION & PLAN Set research goals, form research plans, and compose questions.</p>	<ol style="list-style-type: none"> 1. Discuss the inquiry process and how it works. 2. Explain why a research topic or problem is important or relevant. 3. Choose which parts of a topic or problem will be researched. 4. Determine if sample research questions are too broad, too narrow, or viable. 5. Compose viable research questions about a topic or problem.
<p>RESEARCH & EXPLORE Use resources to search for and evaluate information in context.</p>	<ol style="list-style-type: none"> 1. Conduct a short research project using a research process model. 2. Identify strategies to narrow or broaden a search. 3. Determine the relevance of the information gathered. 4. Determine facts and opinions related to the topic. 5. Brainstorm and discuss how to effectively use information from selected print and digital resources. 6. Comprehend and summarize a variety of sources. 7. Reflect on prior knowledge to add context to the research findings.
<p>COLLECT & ORGANIZE Record, classify, and use information and resources in a meaningful and ethical way.</p>	<ol style="list-style-type: none"> 1. Read for key ideas and text evidence related to a chosen topic. 2. With guidance, select text evidence from sources to answer questions and support claims. 3. Examine different methods to collect and sort information. 4. Categorize information using grade-appropriate skills. 5. Cite and list sources used in research, following a modified citation style.
<p>SHARE & REFLECT Create and distribute information with others. Reflect on the inquiry process.</p>	<ol style="list-style-type: none"> 1. Contribute to a group by answering questions or solving problems together. 2. Select and use multiple communication tools and/or resources. 3. Create products based on research for an intended audience. 4. Seek and provide feedback to peers and adults, revising products as needed. 5. Identify the knowledge of a topic gained through the inquiry process, including what others think. 6. Reflect on the research process, the topic of inquiry, and/or product with guided questions from the librarian.

Grades 6-8

Topic	Objective
<p>QUESTION & PLAN Set research goals, form research plans, and compose questions.</p>	<ol style="list-style-type: none"> 1. Determine research goals. 2. Generate and discuss if sample research questions are too broad, too narrow, or viable. 3. Compose open-ended, viable questions about a relevant topic or problem. 4. Identify research steps needed to achieve research goals.
<p>RESEARCH & EXPLORE Use resources to search for and evaluate information in context.</p>	<ol style="list-style-type: none"> 1. Conduct focused research projects using a research process model. 2. Apply search strategies to narrow or broaden a search and use keywords to locate a variety of primary and secondary sources. 3. Determine the relevance and reliability of the information gathered. 4. Summarize and paraphrase a variety of sources. 5. Distinguish between facts, opinions, plagiarism, and misinformation about a topic. 6. Discuss and explore appropriate uses of generative artificial intelligence. 7. Reflect on prior knowledge and/or previous experience to add context to research findings.
<p>COLLECT & ORGANIZE Record, classify, and use information and resources in a meaningful and ethical way.</p>	<ol style="list-style-type: none"> 1. Read closely to determine if text evidence supports or refutes current knowledge, assumptions, and research. 2. Evaluate and select text evidence from multiple sources to answer questions and support claims. 3. Use a physical or digital method for collecting information from digital and print resources. 4. Categorize information to answer research questions and organize information using digital or print platforms. 5. Document sources using a standard format for citation.
<p>SHARE & REFLECT Create and distribute information with others. Reflect on the inquiry process.</p>	<ol style="list-style-type: none"> 1. Collaborate in groups to ask and answer questions and problem-solve. 2. Select the most appropriate communication tool(s) and resource(s) for the task. 3. Use information to create products for an intended audience. 4. Seek and provide feedback to peers and adults, revising products as needed. 5. Reflect on the knowledge of a topic gained through the inquiry process, considering what experts think. 6. Analyze the research process, the topic of inquiry, product, and/or learner understanding with guided questions from the librarian.

Grades 9-12

Topic	Objective
<p>QUESTION & PLAN Set research goals, form research plans, and compose questions.</p>	<ol style="list-style-type: none"> 1. Set research goals, consider the research process, and determine next steps. 2. Evaluate the qualities of effective research questions. 3. Compose effective research questions about a topic or problem.
<p>RESEARCH & EXPLORE Use resources to search for and evaluate information in context.</p>	<ol style="list-style-type: none"> 1. Conduct focused and extended research projects using a research process model. 2. Apply search strategies to narrow or broaden a search and use keywords to locate a variety of sources in databases, online catalogs, and web sources. 3. Determine the relevance, reliability, and validity of the information gathered. 4. Summarize, paraphrase, and synthesize a variety of primary and/or secondary sources. 5. Identify, analyze, and counter misinformation related to the topic. 6. Avoid plagiarism and if used, leverage generative artificial intelligence ethically. 7. Reflect on prior knowledge and previous experience to add context to research findings.
<p>COLLECT & ORGANIZE Record, classify, and use information and resources in a meaningful and ethical way.</p>	<ol style="list-style-type: none"> 1. Read closely to determine how text evidence supports or refutes claims and counterclaims. 2. Evaluate and select text evidence to answer questions and support claims. 3. Use an appropriate method for collecting information from digital and/or print resources. 4. Use or create an effective method or platform to collect, organize, and present information. 5. Document sources using a standard format for citation.
<p>SHARE & REFLECT Create and distribute information with others. Reflect on the inquiry process.</p>	<ol style="list-style-type: none"> 1. Incorporate multiple viewpoints in a group to solve problems and ask and answer questions. 2. Select the communication tool(s) and resource(s) most appropriate for the task. 3. Use information to create products for publication and discourse. 4. Seek and provide constructive feedback to peers and adults, revising products as needed. 5. Analyze the depth of understanding of a topic gained through the inquiry process, considering what experts and others think locally, nationally, and/or globally. 6. Evaluate the inquiry process, including questions, sources, searches, collection and organization strategies, and determine if and how the inquiry process should change in the future.

Works Consulted:

“Ohio’s Library Guidelines for Learners.” Ohio Department of Education. January 2021.

https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Library-Guidelines/Library_Guidelines_Learners.pdf

“Oklahoma Academic Standards for English Language Arts.” 2021.

<https://sde.ok.gov/sites/default/files/documents/files/2021%20Oklahoma%20Academic%20Standards%20for%20English%20Language%20Arts.pdf>