

Information Literacy Standards for Library Media Centers

“Information literacy – understanding how to access and use information – is at the core of lifelong learning.” (p. vii)

“Students must become skillful consumers and producers of information in a range of sources and formats to thrive personally and economically in the communication age.” (p. 2)

The standards “provide a conceptual framework and broad guidelines for describing the information-literate student.” (p. ix)

Fostering active, authentic learning helps “students become independent, information-literate, lifelong learners.” (p. ix)

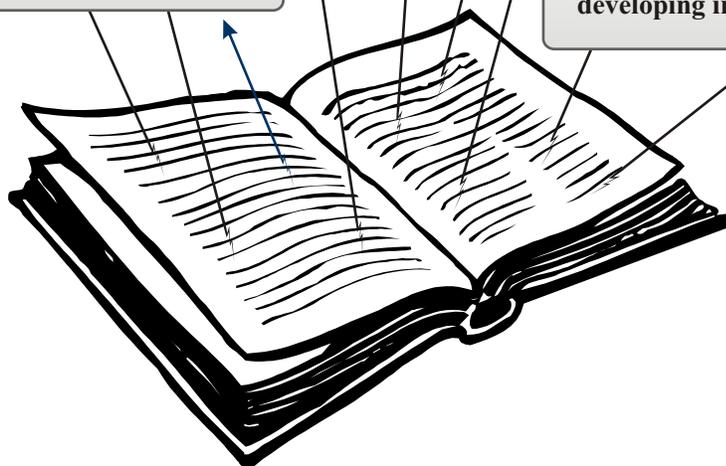
“Information literacy underlies student learning in all the content areas, but its relationship to individual content-area outcome is often implicit rather than obvious.” (p. xii)

“The goal is to assist all students in becoming active and creative locators, evaluators, and users of information to solve problems and to satisfy their own curiosity. With these abilities, students can become independent, ethical, lifelong learners who achieve personal satisfaction and who contribute responsibly and productively to the learning community and to society as a whole.” (pp. 2-3)

“Core elements in both learning and information theory . . . converge to suggest that developing expertise in accessing, evaluating, and using information is in fact the authentic learning that modern education seeks to promote.” (p. 2)

“Information literacy underlies student learning in all the content areas, but its relationship to individual content-area outcome is often implicit rather than obvious.” (p. xii)

“Contemporary learning theory describes the student as an active and engaged information user and underscores the importance of students’ developing information expertise.” (p. 2)



LOS ANGELES UNIFIED SCHOOL DISTRICT
INFORMATION LITERACY STANDARDS

Standard 1:

The student who is information literate accesses information efficiently and effectively.

1.1 Focuses on the purpose or need for information.

- 1.1.1 Explores the purpose for going in quest of information.
- 1.1.2 Explores the use(s) to which the information will be put.
- 1.1.3 Develops with the teacher and/or LMT or obtains from the teacher assessment rubrics based upon state standards.
- 1.1.4 Asks preliminary questions or identifies information problems.

1.2 Accesses prior knowledge about the problem or question.

- 1.2.1 Brainstorms and charts what is known.
- 1.2.2 Assesses individual and group skills related to solving the problem.

1.3 Identifies what remaining information is needed.

- 1.3.1 Verifies that prior knowledge is accurate.
- 1.3.2 Looks for information gaps.

1.4 Brainstorms possible resources.

- 1.4.1 Identifies people to contact in school, community, and beyond local area.
- 1.4.2 Identifies places to write to or visit for information.
- 1.4.3 Identifies the school library as an important information source.
 - 1.4.3.1 Identifies the school library as an organized collection of learning resources.
 - 1.4.3.2 Knows that books are classified and shelved in a systematic order to enable users to locate them.
 - 1.4.3.3 Uses knowledge of library organization to locate resources.

1.4.4 Uses the Online Public Access Catalog (OPAC).

- 1.4.4.1 Knows that this is an index of resources in the school library.
- 1.4.4.2 Differentiates between keyword, author, title, and subject searches.
- 1.4.4.3 Identifies information on a catalog record, including call number, author, title, publisher, copyright date, paging, series, and subjects.
- 1.4.4.4 Knows ways in which online records may be sorted.
- 1.4.4.5 Knows that titles beginning with articles (a, an, the) are listed alphabetically by the second word.
- 1.4.4.6 Knows that subjects for historical periods are listed chronologically after the subhead
HISTORY, e.g., U.S. HISTORY, COLONIAL PERIOD; U.S. HISTORY, REVOLUTION
- 1.4.4.7 Identifies and uses cross-references.

1.4.5 Locates and uses information using the FOCUS ON BOOKS CD-ROM.

- 1.4.5.1 Knows the 4 main ways to search the CD-ROM: Information Express, Keyword, Special Collections, and Curricular Area.
- 1.4.5.2 Locates books on a specific topic or theme using the keyword search feature in FOCUS ON BOOKS.
- 1.4.5.3 Locates books at a chosen reading and/or interest

- level.
- 1.4.5.4 Locates recommended books in the school library media center.
- 1.4.6 Identifies online resources, including those on the Digital Library.
 - 1.4.6.1 Locates and uses free sites and licensed databases.
 - 1.4.6.2 Knows and uses the search protocols for various online sources.
- 1.4.7 Identifies audiovisual resources, including those in the District AV Media Library Online Catalog.
- 1.4.8 Makes personal connections with family members or others who might provide information.

1.5 Prioritizes possible resources.

- 1.5.1 Evaluates the availability of possible resources.
- 1.5.2 Prioritizes promising and available resources.
- 1.5.3 Develops search strategies.
 - 1.5.3.1 Identifies keywords.
 - 1.5.3.2 Identifies broader subjects.
 - 1.5.3.3 Identifies narrower subjects.
 - 1.5.3.4 Identifies related or intersecting subjects.
 - 1.5.3.5 Applies Boolean logic using *and* or *not*.

1.6 Explores possible resources.

- 1.6.1 Knows that fiction books are stories by an author that may include contemporary issues, historical issues, or may be fantasies.
 - 1.6.1.1 Knows that picture books are shelved alphabetically by author's last name in the star section.
 - 1.6.1.2 Knows that easy fiction is shelved alphabetically by author's last name in the circle (beginning readers), and triangle (newly-fluent reader) sections.
 - 1.6.1.3 Knows that fiction books are shelved alphabetically

- by author's last name and that books by the same author are filed alphabetically by title.
- 1.6.1.4 Knows to disregard articles (a, an, the) in titles when shelving.
- 1.6.2 Knows that nonfiction books are generally books written to inform; that folklore, which reflects the oral tradition of many cultures and poetry, a specialized literary form, are also included in nonfiction.
 - 1.6.2.1 Recognizes and uses the major divisions of the Dewey decimal system.
 - 1.6.2.2 Knows that nonfiction is arranged by call number and author.
 - 1.6.2.3 Knows that individual biographies (921) are cataloged and arranged alphabetically by the name of the person the book is about.
- 1.6.3 Recognizes and uses the part of a book to access information.
 - 1.6.3.1 COVER/SPINE Identifies the cover and relates the call number on the spine label to the location of the book in the library media center.
 - 1.6.3.2 TITLE PAGE Recognizes information on the title page including the title, author, illustrator, series, and publisher.
 - 1.6.3.3 Copyright Date Locates the copyright date on the back of the title page, relating the date to the recency of publication.
 - 1.6.3.4 DEDICATION notes the presence and purpose of a dedication.
 - 1.6.3.5 PREFACE, FORWARD, INTRODUCTION Understands the purpose of introductory matter.
 - 1.6.3.6 TABLE OF CONTENTS locates and uses the table of contents.

- 1.6.3.7 INDEX Locates and uses an index to locate specific information in a book. Understands the concept on indexing across formats.
- 1.6.3.8 GLOSSARY Knows that the glossary is a specialized dictionary defining words critical to understanding the text in hand.
- 1.6.3.9 BIBLIOGRAPHY Knows that the bibliography provides source information or avenues for further reading.
- 1.6.4 Uses the structural features of the text in nonfiction works to locate information.
 - 1.6.4.1 Locates and uses guide words and entry words to find information on a page.
 - 1.6.4.2 Uses main headings, sub-headings, text boxes, captions and other organizational features of nonfiction expository writing.
 - 1.6.4.3 Locates and uses cross references in electronic and print indexes and in OPAC.
 - 1.6.4.4 Uses tables, charts, and graphs to enhance understandings.
- 1.6.5 Locates and uses various print reference sources, e.g., the dictionary, thesaurus, encyclopedia, atlas, almanac, Bartlett's quotations.
 - 1.6.5.1 Locates the reference section
 - 1.6.5.2 Knows the types of information contained in various works.
 - 1.6.5.3 Uses call numbers to locate specific reference works.
 - 1.6.5.4 Investigates and compares how information in various reference works is

- arranged.
- 1.6.5.5 Locates and interprets pictorial data, i.e. charts, graphs, illustrations.
- 1.6.5.6 Uses alphabetical arrangement of volumes, indexes, and guide words to locate information and to expand keyword list.
- 1.6.6 Locates and uses computer resources.
 - 1.6.6.1 Uses computer technology tools to locate information for solving information problems.
 - 1.6.6.2 Locates and differentiates between various search engines, meta-search engines, web crawlers, and directories.
 - 1.6.6.3 Searches the Internet to locate information relevant to the information need.
 - 1.6.6.4 Narrows search results as needed.

1.7 Refines question and problem-solving approach based upon preliminary findings.

1.8 Accesses sources by reading, listening, observing, and experiencing.

- 1.8.1 Reads and understands grade-level-appropriate materials. Draws upon a variety of comprehension strategies as needed, e.g., generating and responding to essential questions, making predictions, comparing information from several sources.
- 1.8.2 Relates prior knowledge to textual information in a text.

1.9 Reflects on and records relevant information.

- 1.9.1 Extracts appropriate and significant information from the text.
- 1.9.2 Takes notes.
- 1.9.3 Cites sources in standard bibliographic format.

Standard 2:

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

- 2.1 Incorporates evaluation at every step of the research process.
- 2.2 Evaluates preliminary findings and refines search.
- 2.3 Evaluates electronic and other information sources for accuracy, authority and reliability, recency, and relevance.
 - 2.3.1 Evaluates availability of resources.
 - 2.3.2 Evaluates information in relation to need.
 - 2.3.3 Evaluates usefulness in terms of difficulty of format and reading level.
 - 2.3.4 Questions and checks for accuracy of information in multiple sources.
 - 2.3.5 Checks author authority and reliability.
 - 2.3.6 Checks copyright date or posting dates for recency.
 - 2.3.7 Evaluates the importance of currency of information in relation to need.
 - 2.3.8 Distinguishes between fact and opinion.
 - 2.3.9 Distinguishes between websites posted by commercial enterprises, organizations, networks, and individuals.
 - 2.3.10 Considers author bias, purpose, and point of view.
- 2.4 Identifies and evaluates information to be found in various print reference sources, including dictionaries, thesauruses, encyclopedias, atlases, almanacs, and specialized reference sources.
- 2.5 Evaluates and compares information in related resources, e.g., dictionaries and thesauruses; encyclopedias and almanacs; and online resources from the Digital Library and other websites.
- 2.6 Evaluates and compares information on a selected topic in various versions of the same resources, i.e. different encyclopedias, websites, almanacs, etc.
- 2.7 Evaluates information to be found in available audiovisual resources.

- 2.8 Evaluates information to be found in the Digital Library.
- 2.9 Evaluates the strengths and limitations of various search engines offered on LAUSD.net.
- 2.10 Evaluates and interprets information in graphical form: charts, graphs, tables, illustrations.
- 2.11 Evaluates information from people, organizations, and services within and beyond the school.
- 2.12 Evaluates and selects the most appropriate resources for the information needed.
- 2.13 Reflects upon findings in relation to question or problem.
- 2.14 Accepts feedback from others.
- 2.15 Evaluates results/product.
 - 2.15.1 Compares results to initial rubric or other assessment tool.
 - 2.15.2 Participates in self-evaluation.
- 2.16 Reflects upon the process.
 - 2.16.1 Identifies successful approaches or strategies.
 - 2.16.2 Identifies valuable resources for future use.
 - 2.16.3 Reflects upon the research process steps.
 - 2.16.4 Identifies ways to improve the process.
 - 2.16.5 Begins, with experience, to develop a personal research style.

Standard 3:

The student who is information literate uses information accurately and creatively.

- 3.1 Analyzes and interprets data.
- 3.2 Synthesizes information from a variety of sources.
- 3.3 Organizes information using concept webs, outlines, charts, or other graphic organizers.
- 3.4 Draws conclusions regarding findings.
- 3.5 Uses information.

- 3.5.1 Relates new knowledge to original information need.
- 3.5.2 Compares new knowledge to prior learning.

3.6 Decides on a format, if appropriate, for sharing new understandings.

- 3.6.1 Uses technology and other tools, including word-processing, database, spreadsheet, and presentation programs and print or graphic utilities to present results of investigations, solve problems, or make decisions.
- 3.6.2 Constructs a coherent presentation of findings.
 - 3.6.2.1 Oral presentations.
 - 3.6.2.2 Visuals, including pictures, maps, graphs, charts, PowerPoint, videos.
 - 3.6.2.3 Printed research papers.
 - 3.6.2.4 Electronic slide shows.
 - 3.6.2.5 Video performances.
 - 3.6.2.6 Dramatic performances such as readers' theater or skits.
 - 3.6.2.7 Multimedia.

Standard 4:

The student who is an independent learner is information literate and pursues information related to personal interests.

- 4.1 Knows and uses library vocabulary**
- 4.2 Uses library resources during own time, such as before school, during recess or nutrition, or after school.**
- 4.3 Checks out library books on a regular basis from both school and public libraries to read at home.**
- 4.4 Conducts I-searches, research in pursuit of information of personal interest.**
- 4.5 Works towards and monitors the achievement of self-selected learning goals in areas of personal interest.**
- 4.6 Identifies and develops abilities and skills related to possible career interests.**
- 4.7 Identifies skills and abilities that transfer from one occupation to another.**

4.8 Describes and comprehends the importance of academic, occupational and social skills to success in the world of work.

Standard 5:

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

5.1 Demonstrates a positive attitude towards books, reading, and libraries..

- 5.1.1 Reads consistently and independently for pleasure.
- 5.1.2 Reads widely across the disciplines and genres.
- 5.1.3 Knows that authors and illustrators are people who write and illustrate books.
- 5.1.4 Develops reading preferences regarding favorite authors, illustrators, genres, themes, styles, and formats.
- 5.1.5 Reads multiple books by favorite authors.
- 5.1.6 Shares information and ideas from books both formally and informally in oral, visual, and written form.
- 5.1.7 Evaluates and recommends books to peers using a variety of media.
- 5.1.8 Engages in literature discussion groups and other social learning response activities.
- 5.1.9 Enjoys listening to books read aloud.
- 5.1.10 Enjoys and participates in storytelling.
- 5.1.11 Retells and dramatizes favorite books and scenes.
- 5.1.12 Writes using the conventions of various genres.

5.2 Differentiates fiction from nonfiction in relation to purpose, structure, and style.

- 5.2.1 Identifies fiction in various classifications and genres.
- 5.2.2 Identifies nonfiction in various classifications and genres.

5.3 Identifies literary elements plot: setting, character, theme, style, and point of view.

- 5.3.1 Knows that *plot* provides the structure for story.
 - 5.3.1.1 Knows that story plots can

- take a variety of shapes, such as arching, cumulative, and circular.
 - 5.3.1.2 Maps plots in favorite stories.
 - 5.3.1.3 Writes original stories using familiar plot patterns.
- 5.3.2 Understands the impact of *setting* on a story.
 - 5.3.2.1 Knows that setting includes time as well as place.
 - 5.3.2.2 Compares and contrasts stories told in similar settings.
- 5.3.3 Identifies the main character(s) in a story.
 - 5.3.3.1 Analyzes characters from cues in the action, dialog, narration, thoughts, or through the reactions of other characters.
 - 5.3.3.2 Names characters from notable works of literature for young people.
 - 5.3.3.3 Describes ways in which main characters change, grow, and resolve conflicts.
- 5.3.4 Identifies *themes* in literary works.
 - 5.3.4.1 Knows that the theme(s) is the central idea in a literary work.
 - 5.3.4.2 Describes issues raised by the author in literary works.
 - 5.3.4.3 Through book discussions and written work, compares and contrasts books similar in theme.
- 5.3.5 Recognizes that *style* is the way in which an author selects and arranges the words in a written work.
 - 5.3.5.1 Appreciates a variety of writing styles.
 - 5.3.5.2 Recognizes the unique writing styles used by particular authors.
- 5.3.6 Recognizes that works are written from various *points of view*.

- 5.3.6.1 Identifies first-person, third-person, and omniscient points of view.
- 5.3.6.2 Retells familiar stories from different points of view, such as in THE TRUE STORY OF THE THREE LITTLE PIGS from the wolf's point of view.

5.4 Identifies award-winning books.

- 5.4.1 Knows the background and selection criteria for the Caldecott award.
- 5.4.2 Knows the background and selection criteria for the Newbery award.
- 5.4.3 Identifies books and authors that have won the Caldecott and Newbery awards.
- 5.4.4 Locates award books by using the online catalog and the *FOCUS ON BOOKS CD-ROM*.
- 5.4.5 Knows about books that have received additional awards, including the Coretta Scott King, Pura Belpre, Seibert, Wilder, and other American Library Association awards.
- 5.4.6 Knows the books in the California Collections, LA's Best 100 books, the California Young Reader Medal nominees and winners, and other state and local awards.

5.5 Knows that the word genre is a literary term, from the French, meaning kind or type, and is used to group together literary works similar in origin, form, or purpose.

5.6 PICTURE BOOKS Knows that picture books comprise a genre of fiction in which meaning is conveyed through the close interaction of text and illustration.

- 5.6.1 Identifies and locates books in the picture-book genre in the * section.
- 5.6.2 Describes the distinguishing characteristics of picture books.
- 5.6.3 Relates illustrations to story line in picture books.
- 5.6.4 Compares and contrasts different illustrator styles.
- 5.6.5 Recognizes some of the design elements that contribute to a successful picture book, including composition, size, shape, color, contrast, and perspective.

Appreciates the flow of images across pages and from page to page in the creation of a satisfying whole.

- 5.6.6 Recognizes books and illustrators that have won the Caldecott award.
- 5.6.7 Uses the online catalog to find works by selected illustrators.
- 5.6.8 Identifies the unique styles of selected notable illustrators, such as De Paola, Weisner, Diaz, or Zelinsky.
- 5.6.9 Recognizes some of the art techniques used in picture book illustrations, including watercolors, oil paintings, oil pastels, gouache, collage, photographs, and prints (wood, linoleum, etc.).
- 5.6.10 Reads and discusses picture books for assignments and for personal interest.

5.7 FANTASY Knows that fantasy is a genre of fiction in which the author creates a world that has magical or unexplained elements and uses symbols, allegory, and imagination in a metaphorical way to address universal human issues.

Note: does not include books in which the author simply uses animal characters, displaying strictly human behaviors, to stand in for people in stories that would otherwise be considered realistic fiction.

- 5.7.1 Identifies and locates works of fantasy.
- 5.7.2 Recognizes characteristic devices of fantasy, e.g., magical elements and creatures, transformations, other worlds.
- 5.7.3 Differentiates real from imaginary elements.
- 5.7.4 Identifies writers of fantasy.
- 5.7.5 Reads and discusses books of fantasy for assignments and for personal interest

5.8 SCIENCE FICTION Knows that science fiction is a genre of fiction in which the author projects scientific facts, assumptions, or hypotheses into the unknown to create a story in a world that is scientifically consistent. Settings may be in the future, on another planet, or in another universe. May include elements such as

space travel, time travel, and extraterrestrials.

- 5.8.1 Identifies and locates works of science fiction.
- 5.8.2 Investigates the scientific basis of works of science fiction.
- 5.8.3 Knows authors of science fiction books.
- 5.8.4 Reads and discusses works of science fiction for assignments and for personal interest.

5.9 REALISTIC FICTION Knows that realistic fiction is a genre of fiction with characters set in modern times that deal with contemporary issues such as family life, peer relationships, friendships, and identity. Includes mysteries, humorous stories, horror fiction, and adventure stories.

- 5.9.1 Identifies and locates works of realistic fiction.
- 5.9.2 Distinguishes works of realistic fiction from other fictional genres.
- 5.9.3 Knows authors of realistic fiction.
- 5.9.4 Reads and discusses works of realistic fiction for assignments and for personal interest.

5.10 HISTORICAL FICTION Knows that historical fiction is a genre of fiction in which the author reconstructs the life of a person, a series of events, a movement, or an age to tell a story. A blending of fiction and historical fact based upon the author's imagination and careful research. Allows readers to experience life in the past through identification with the experiences of the protagonists.

- 5.10.1 Identifies and locates works of historical fiction.
- 5.10.2 Identifies setting as a primary element in establishing historical fiction.
- 5.10.3 Establishes periods of time as depicted in historical fiction.
- 5.10.4 Incorporates the reading of historical fiction as part of the study of historical events and times.
- 5.10.5 Knows that the format of historical fiction subject headings arranges works chronologically, i.e., United-States-History 1775-1783

Revolution - Fiction.

- 5.10.6 Searches the online catalog by subject to locate works of historical fiction related to a particular period.
- 5.10.7 Recognizes the importance of author's notes, bibliographies, timelines, and other parts of the book in authenticating the historical setting and events. Reads and discusses historical fiction.

5.11 SUPERNATURAL FICTION Knows that supernatural fiction is a genre of fiction placed in a realistic setting but containing one or more elements that are unnatural or not part of common experience.

- 5.11.1 Identifies and locates supernatural fiction.
- 5.11.2 Identifies the supernatural elements in works of this genre.

5.12 FOLKLORE Knows that folklore is a genre of nonfiction that includes a variety of types of stories from the oral tradition of people from countries and cultures around the world. Includes folktales, fairy tales, fables, myths and legends, nursery and street rhymes, and tall tales.

- 5.12.1 Identifies and locates works of folklore.
- 5.12.2 Compares folklore from many cultures.
- 5.12.3 Recognizes that similar motifs, such as giants, riddles, trickery and transformations, recur in folklore from diverse cultures.
- 5.12.4 Recognizes that cultural values are often conveyed through folklore.
- 5.12.5 Recognizes the author listed on the title page is often a reteller or compiler of oral tales.
- 5.12.6 Understands the nonfiction classification of folklore in a library collection.
- 5.12.7 Recognizes the names of respected folklore collectors, such as the brothers Grimm, Aesop, Courlander, and Aardema.
- 5.12.8 Records traditional tales or nursery rhymes from family members or others in the community to keep local folk traditions alive.

- 5.12.9 Reads and discusses folklore for assignments and for personal interest.

5.13 Identifies the characteristics of different types of folklore

- 5.13.1 Recognizes *folktales* as the most common type of folklore.
 - 5.13.1.1 Identifies the country of origin.
 - 5.13.1.2 Identifies motifs in folktales, such as trickery or tiny people.
 - 5.13.1.3 Compares "twice-told tales," folktales sharing the same motif, such as trickster tales or noodle-head tales.
- 5.13.2 Recognizes *fairy tales* as a unique type of folklore.
 - 5.13.2.1 Recognizes that fairy tales share the following common characteristics: traditional beginnings such as "once upon a time," repeated phrases or episodes; stereotypical characters representing traits such as goodness or evil; magic; events or characters in threes.
 - 5.13.2.2 Compares fairy tales on the same motif from different cultures, such as variants of the Cinderella story.
- 5.13.3 Recognizes *fables* as brief tales told to point out a moral.
 - 5.13.3.1 Identifies talking animals as representing human character traits and foibles.
 - 5.13.3.2 Relates the moral to the example given in the fable.
 - 5.13.3.3 Appreciates the wit and satire that are often present in fables.
- 5.13.4 Recognizes and locates *myths* as early explanations for natural phenomena, human behaviors,

creation, divinity, the meaning of life and death, and stories that chronicle the adventures of heroes and heroines.

- 5.13.4.1 Recognizes that characters in myths are supernatural beings interacting with humans or with each other.
- 5.13.4.2 Recognizes some of the psychological truths embedded in myths.
- 5.13.4.3 Identifies the cultural origins of various myths.
- 5.13.4.4 Relates mythological tales and characters to contemporary life.
- 5.13.4.5 Locates myths in the Dewey decimal classification section 200.
- 5.13.5 Recognizes *legends* as traditional stories handed down from the past that may have a basis in historical fact.
 - 5.13.5.1 Identifies well-known legends.
 - 5.13.5.2 Recognizes legendary characters such as John Henry and Johnny Appleseed.
- 5.13.6 Recognizes and locates nursery rhymes and street rhymes as a unique part of folk literature.
 - 5.13.6.1 Recites Mother Goose rhymes, finger plays, jump rope rhymes and other rhymes from the oral tradition of various cultures.
 - 5.13.6.2 Acts out these rhymes as part of storytelling or playground activities.
 - 5.13.6.3 Locates Mother Goose rhymes in 398.8.
- 5.13.7 Recognizes *tall tales* as stories that use humor and exaggeration to tell about the superhuman abilities of a character.
 - 5.13.7.1 Recognizes tall tales that reflect life in the American frontier.
 - 5.13.7.2 Knows famous tall tale characters such as Pecos

Bill, Paul Bunyan, Mike Fink, and Old Storm along.

5.14 POETRY Knows that poetry is a genre of nonfiction literature in which a minimum of carefully chosen words are arranged by the writer to evoke sensory images, emotions, or new insights. Some forms include lyric, narrative, and dramatic poetry.

- 5.14.1 Identifies and locates the poetry section in the Dewey decimal classification 800.
- 5.14.2 Differentiates prose from poetry.
- 5.14.3 Recognizes lyric poetic forms of particular interest to children, such as limerick, haiku, concrete poetry.
- 5.14.4 Identifies the use of sensory language in poetry.
- 5.14.5 Recognizes story element in narrative poems.
- 5.14.6 Recognizes rhythmical and descriptive form of a lyric.
- 5.14.7 Reads Shakespeare and other dramatic poetry.
- 5.14.8 Knows common elements of poetry, including meter, rhyme, rhythm.
- 5.14.9 Identifies and appreciates the use of poetic devices such as simile, metaphor, and personification.
- 5.14.10 Uses title, author, and subject indexes in anthologies to locate particular poems.
- 5.14.11 Uses indexes to poetry in books or online resources to locate particular poems in library collections.
- 5.14.12 Reads and recites favorite poems.
- 5.14.13 Analyzes and discusses personal interpretations of selected poems.
- 5.14.14 Knows respected poets, both historical and contemporary, and their works.

5.15 BIOGRAPHY Knows that biography is a genre of nonfiction in which the author researches primary and secondary sources to present information about the life of one or more real people.

- 5.15.1 Recognizes and locates books in the biography genre.
- 5.15.2 Uses knowledge of dewey decimal classification System to locate collected (920) and individual (921) biographies.

- 5.15.3 Knows that individual biographies are shelved in alphabetical order by the last name of the subject of the biography.
- 5.15.4 Recognizes that biographers work from primary sources, such as letters and diaries; secondary sources; interviews; visits to museums and birthplaces; and other research experiences to gather authentic information on the life of a person.
- 5.15.5 Discusses theme and point of view in selected biographies.
- 5.15.6 Compares biographical works about the same person to compare information and approach.
- 5.15.7 Uses author's notes, bibliographies, introductions and afterwards to identify the biographer's sources.
- 5.15.8 Recognizes that, for authenticity, the sources for the facts and quotations must be included.
- 5.15.9 Discriminates between authentic cited quotations and researched facts and the use of invented dialog or other fictional details in biographies.
- 5.15.10 Reads and discusses biographies about chosen people.
- 5.15.11 Recognizes respected writers in this genre such as Freedman, Giblin, and Meltzer.
- 5.15.12 Identifies autobiography as a special form of individual biography written by the person.

Standard 6:

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

- 6.1 Identifies the steps in a formal research process model.
- 6.2 Begins to develop a personal model for accomplishing the steps in the research process in response to varied information needs.
- 6.3 Formulates questions, conjectures, and hypotheses in the search for answers or verification.
- 6.4 Bookmarks useful websites.
- 6.5 Collaboratively develops assessment

tools, including rubrics, models, checklists, and other measures to assess quality work.

- 6.6 Assesses the quality of the results, presentation, or product using a rubric tied to content and information literacy standards.
- 6.7 Devises strategies for building upon previous learnings to raise achievement.
- 6.8 Writes in journals or reflects with others upon the information-seeking process, noting accomplishments, questions, problems, and solutions.

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.

- 7.1 Seeks and uses information from diverse places, various cultural traditions, historical contexts, and across disciplines.
- 7.2 Respects fellow learners' rights to equitable access to information.
 - 7.2.1 Treats learning resources with care.
 - 7.2.2 Returns learning resources on time so that others can use them.
- 7.3 Asks, researches, and pursues questions related to life in a democratic society, e.g. civil liberties, civic responsibility.
- 7.4 Understands the First Amendment protections regarding freedom of speech and freedom of the press and, by implication, the freedom to read.
- 7.5 Discusses the impact of censorship on the freedom to read.
- 7.6 Develops awareness about the importance of due process in the ongoing attempts to ban books.
- 7.7 Reflects upon the effects of open versus restricted access to information in a democratic society.

Standard 8:

The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

- 8.1 Demonstrates careful handling of books and other resources.
 - 8.1.1 Checks for clean hands.
 - 8.1.2 Opens cover slowly.
 - 8.1.3 Turns pages carefully from the top, left to right.
 - 8.1.4 Uses a bookmark.
 - 8.1.5 Uses a shelf marker when browsing book by holding the spine.
- 8.2 Demonstrates competence in using the library media center and its resources.
- 8.3 Follows established procedures for reading, browsing, searching, checking-out, and returning learning resources.
- 8.4 Observes library use policies, including lending periods.
- 8.5 Identifies and demonstrates the ability to use various types of hardware and software.
- 8.6 Respects the principles of intellectual freedom.
- 8.7 Exercises the rights and responsibilities of free expression as guaranteed in the First Amendment.
- 8.8 Understands and respects the concept of intellectual property, copyright, and the concept of fair use.
- 8.9 Understands and avoids plagiarism.
- 8.10 Cites sources and quotations using standard bibliographic format.
- 8.11 Follows District AUP guidelines and has passed the AUP test.
- 8.12 Demonstrates responsible behaviors in the use of learning resources, making sure that the information remains accessible for all students.

- 8.13 Leaves work stations and areas in good order.

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.

- 9.1 Assists fellow students in locating information.
- 9.2 Shares information with others through participation in discussion, revising views as appropriate.
- 9.3 Respects and considers different points of view, experiences, backgrounds, and values of others.
- 9.4 Collaborates with others to identify essential questions and to work together on solutions to accomplish a task.
- 9.5 Exhibits responsibility for participation, negotiation, and facilitation in group efforts.
- 9.6 Attends to and makes positive contributions to the needs of the group.
- 9.7 Assumes responsibility for individual contributions to group work.
- 9.8 Reflects on group work, offering and taking in constructive feedback to improve content, delivery, and work habits.
- 9.9 Evaluates the process and the end product in collaboration with group members.
- 9.10 Demonstrates marketable skills and work habits, such as a strong work ethic, dependability, promptness, and ability to get along with others.

