These documents, one each for kindergarten through twelfth grade, are the Information Fluency Benchmark Skills from the previous grade-span documents that have been separated into each grade level. These documents will be most helpful for specific grade-level planning by librarians and classroom teachers.
STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING

“We are thinkers.”

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
- Identifies one or two key words about a topic, problem or question with guidance from the librarian.
- Connects ideas to own interests.

Wonder
- Formulates questions related to listening activities.

Investigate
- Uses ABC arrangement of picture books to locate materials.
- Understands the basic organizational structure of books.
- Distinguishes between fiction and nonfiction resources.
- Uses materials provided to find answers to questions posed.

Construct
- Demonstrates simple organizational skills such as sorting and categorizing.

Express
- Presents facts and simple answers to questions.

Reflect
- Identifies own strengths and sets goals for improvement.
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH

“We are explorers.”

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION
- Retells stories with the correct sequence of events.
- Retells a story using words and pictures.
- Makes predictions about what will happen next in a story.
- Uses illustrations to draw meaning from a story.

PERSONAL EXPLORATION
- Requests/chooses materials related to personal interests.
- Reads, views, and listens to a variety of fiction and nonfiction for enjoyment and information.

MOTIVATED, INDEPENDENT LEARNING
- Recognizes the works of a single author.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY

“We are citizens.”

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY
- Begins to associate use of the library with respect for rules and procedures.
- Respects the ideas of others by listening and raising hands before speaking.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING
- Works collaboratively with a small group using technology for research to meet information needs.
- Respects the ideas of others.

ETHICAL BEHAVIOR IN USE OF INFORMATION
- Introduces stories crediting author and illustrator.
Grade-By-Grade Information Fluency Benchmark Skills

Grade 1

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING

“We are thinkers.”

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
- Shares what is known about the general topic to elicit and make connections to prior knowledge.
- Restates/retells and asks questions about the topic, problem or question with guidance.

Wonder
- Adds to K-W-L chart constructed by class by helping develop questions for W – Wonder.

Investigate
- Demonstrates the ability to use the library and check out books.
- Recognizes that nonfiction resources in the library are organized by categories and begins to associate the Dewey numbers with areas of interest.
- Recognizes that fiction and picture books are organized by the author’s last name in A-B-C order.
- Recognizes the purpose of the online catalog to locate materials.
- Selects and uses appropriate sources with guidance, including picture dictionaries and beginning encyclopedias, to answer questions.
- Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea.
- Distinguishes between fact and opinion.
- Finds facts and briefly summarizes them via writing, drawing, or verbalization to answer research questions.

Construct
- Draws a conclusion about the main idea with guidance.
- Completes the L portion of the K-W-L chart with what new ideas were learned.

Express
- Uses writing process to develop expression of new understandings.
- Uses format chosen by the teacher or librarian.

Reflect
- Asks, “What do I wonder about now?”
- Identifies own strengths and sets goals for improvement.
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
“We are explorers.”
Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION
- Identifies plot, characters, times, and places in a story.
- Draws and shares conclusions about main idea of a story.
- Discusses favorite books and authors through exposure to author studies and series books.
- Expresses feelings about favorite books through pictures and words.
- Distinguishes between what is factual and imaginary.

PERSONAL EXPLORATION
- Recognizes and identifies personal interests through reading or listening to stories.

MOTIVATED, INDEPENDENT LEARNING
- Selects books, poems, or media based on teacher-selected criteria or personal preference.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
“We are citizens.”
Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY
- Listens to multicultural texts from various genres.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING
- Contributes to a group media project to communicate ideas to classmates, families, and others.
- Practices giving positive feedback and giving compliments as modeled by librarian.
- Works in groups to create and interpret charts of information gathered through research.

ETHICAL BEHAVIOR IN USE OF INFORMATION
- Understands that it is wrong to copy from an author or another student.
- Works cooperatively with peers, family members, and others when using technology in the classroom or at home.
Grade-By-Grade Information Fluency Benchmark Skills

Grade 2

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING
“We are thinkers.”
Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
- Recognizes that questions can be answered by finding information.
- Identifies the overall “big picture” idea by stating it orally or drawing a picture.

Wonder
- Asks “I wonder” questions about the research topic.

Investigate
- Uses ABC arrangement of fiction books to locate materials.
- Follows a modeled inquiry process during each visit to the library to do research.
- Uses online encyclopedias, magazines databases, and other technology resources with guidance.
- Selects and uses appropriate sources with guidance, including dictionaries, periodicals, maps, and globes, to answer questions.
- Writes, draws, or verbalizes the main idea and supporting details.
- Uses simple note-taking strategies as demonstrated by librarian/teacher (e.g., copying words or phrases).

Construct
- Compares new ideas with what was known at the beginning of the inquiry.

Express
- Begins to understand concept of “audience.”
- Presents information in a variety of ways (e.g., art, music, poetry, movement, verbally, and/or written language).
- Identifies the names of sources used.
- Uses technology tools chosen by teacher or librarian to create written products.

Reflect
- Uses authentic assessment rubrics modeled by librarian.
- Identifies own strengths and sets goals for improvement.
Grade-By-Grade Information Fluency Benchmark Skills

Grade 2

STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
“We are explorers.”
Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION
• Compares characters in two different stories, or plots in two stories by the same author.

PERSONAL EXPLORATION
• Expresses own ideas through creating products in a variety of formats.

MOTIVATED, INDEPENDENT LEARNING
• Begins to recognize that different genres require different reading strategies.
• Demonstrates comprehension of stories read independently and stories read aloud.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
“We are citizens.”
Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY
• Reads multicultural texts from various genres.
• Compares folktales or stories from different cultures.
• Returns materials when they are due so that others have access.
• Recognizes the right to express own opinion in an appropriate manner.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING
• Uses online tools to read, send, or post electronic messages to peers, experts, and family members with guidance.
• Uses feedback from others to create individual and collaborative projects.

ETHICAL BEHAVIOR IN USE OF INFORMATION
• Credits sources by citing author and title.
• Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences.
• Understands acceptable and unacceptable computer usage according to the Acceptable Use Policy related to use of technology.
Grade-By-Grade Information Fluency Benchmark Skills

Grade 3

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING

“We are thinkers.”

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
• Connects ideas in texts to own interests.
• States what is known about the problem or question and makes connections to prior knowledge.

Wonder
• Formulates questions about the topic with guidance.
• Uses prior knowledge and understanding of overall topic to make predictions about what the new information will reveal.

Investigate
• Identifies the ten major Dewey areas and what main topics are included in each.
• Locates nonfiction material at appropriate reading level.
• Searches the online catalog (author, title, and subject) with assistance to locate materials.
• Uses bookmarked Websites to find appropriate information.
• Selects and uses multiple appropriate print, nonprint, electronic and human sources (e.g., thesauri, general encyclopedias, and periodical databases) to answer questions.
• Uses at least two sources for research projects.
• Questions text during reading or listening.
• Uses simple notetaking strategies (e.g., graphic organizers).
• Identifies and uses the organizational structures of a nonfiction book (table of contents, index and glossary) to locate information.

Construct
• Uses a variety of strategies to determine important ideas.
• States the main idea.
• Organizes information using a teacher provided tool.

Express
• Communicates new understandings through combining, predicting, illustrating and constructing.
• Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian.
• Uses visuals and multimedia to communicate meaning.
• Presents information clearly so that main points are evident.

Reflect
• Identifies and evaluates the important features for a good product.
• Assesses and revises own work with guidance.
• Identifies own strengths and sets goals for improvement.
• Asks “What about this topic do I want to learn more about?”

Indicators in bold are Priority Benchmark Skills.
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
“We are explorers.”
Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION
• Discusses problems and solutions in a work.
• Selects both “just right” materials and challenging materials on a regular basis.

PERSONAL EXPLORATION
• Gathers information related to personal interests.
• Understands basic cybersafety.

MOTIVATED, INDEPENDENT LEARNING
• Begins to explore and examine the various genres based on personal interests.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
“We are citizens.”
Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY
• Demonstrates responsibility and awareness that library resources are to be shared among the entire school community.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING
• Shows respect for and responds to the ideas of others.

ETHICAL BEHAVIOR IN USE OF INFORMATION
• Observes Internet safety procedures including safeguarding personal information.
STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING

"We are thinkers."

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
- Generates a list of key words for a research–based project with guidance.

Wonder
- Asks questions to clarify topics or details.
- Predicts answers to inquiry questions based on background knowledge and beginning observation or experience.

Investigate
- Uses selected search engines to find appropriate information.
- Uses pre-selected primary sources to gather information.
- Uses pre-selected Web resources to locate information.
- Selects and uses multiple appropriate print, nonprint, electronic and human sources (e.g., almanacs, indexes, specialized dictionaries and encyclopedias, and databases) to answer questions.
- Uses skim/scan to locate information that is appropriate to age and ability level.
- Distinguishes between fact and opinion.
- Uses various notetaking strategies (e.g., highlighting, graphic organizers).
- Paraphrases, summarizes information that answers research questions.
- Identifies and uses the organizational structures of a nonfiction book (bibliography and appendix) to locate information.
- Follows a model or template provided to complete inquiry project and follows a timeline.

Construct
- Identifies facts and details that support main ideas.
- Notes similarities and differences in information from two different sources.
- Uses common organizational patterns (chronological order, main idea with supporting details) to organize information.
- Draws a conclusion about the main idea.

Express
- Uses pre-writing to brainstorm ideas for most effective way to present conclusions.
- Drafts the presentation/product.
- Understands the concept of “audience”; determines audience before creating product.

Reflect
- Identifies and evaluates the important features for a good product.
- Assesses and revises own work with guidance.
- Identifies own strengths and sets goals for improvement.
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
“We are explorers.”
Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION
• Identifies story elements in various fiction genres
• Uses evidence from stories to discuss characters, setting, plot, time, and place.
• Makes predictions and inferences about events and characters.

PERSONAL EXPLORATION
• Seeks information about personal interests by using the library catalog to find materials to read.
• Understands basic netiquette.

MOTIVATED, INDEPENDENT LEARNING
• Recognizes features of various genres and uses different reading strategies for understanding.
• Selects appropriate print and electronic materials on an individual level.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
“We are citizens.”
Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY
• Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING
• Restates ideas of others accurately and adds own perspective.

ETHICAL BEHAVIOR IN USE OF INFORMATION
• Respects privacy of others (e-mail, files, passwords, sites)
• Understands the basic concept of plagiarism as copying the work of others.
Grade-By-Grade Information Fluency Benchmark Skills

Grade 5

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING

“We are thinkers.”

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
- Uses sources to acquire background information and brainstorms ideas for further inquiry.

Wonder
- Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.
- Forms tentative thesis about main idea with guidance.

Investigate
- Selects and uses multiple appropriate print, nonprint, electronic, and human sources to answer questions.
- Uses navigation tools of a Website to find information.
- Uses prior knowledge and experiences to understand new facts and ideas.
- Interprets information taken from maps, graphs, charts and other visuals.
- Evaluates print and electronic information for usefulness, relevance, and accuracy.
- Determines important details.
- Uses various notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers).
- Uses software (e.g., word processing, graphic organizing) to record and organize information.
- Identifies and uses the organizational structures of a nonfiction book (preface, foreword and introduction) to locate information.

Construct
- Makes inferences with guidance.
- Forms opinion and uses evidence from text to back it up.
- Organizes notes and ideas and develops an outline or graphic organizer.
- Actively listens to and restates others’ ideas and contributes own ideas.

Express
- Uses writing process to develop expression of new understandings.
- Cites all sources used according to model provided by teacher.
- Uses a variety of technology tools chosen by librarian or teacher to create products.
- Modifies and revises own work based on feedback from teacher and others.
- Checks for correctness and completeness.

Reflect
- Identifies and evaluates the important features for a good product.
- Assesses and revises own work with guidance.
- Identifies own strengths and sets goals for improvement.
- Relies on feedback to figure out how to improve product and process.

Indicators in bold are Priority Benchmark Skills.
Grade-By-Grade Information Fluency Benchmark Skills

Grade 5

STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH

“We are explorers.”

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION

• Draws and shares conclusions about the theme or focus of a work.
• Compares and contrasts story elements in two literary works.

PERSONAL EXPLORATION

• Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information.

MOTIVATED, INDEPENDENT LEARNING

• Understands literal meanings and can identify the main points and supporting details.
• Develops basic search skills for online and database searching related to personal interests.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY

“We are citizens.”

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

• Considers multiple viewpoints and cultural perspectives

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING

• Works collaboratively using technology for research to meet information needs.

ETHICAL BEHAVIOR IN USE OF INFORMATION

• Discusses responsible use and misuse of technology and describes personal consequences of inappropriate use of information and technology.
• Credits all sources properly with title, author, and page numbers.
INDICATORS IN BOLD ARE PRIORITY BENCHMARK SKILLS.
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH

“We are explorers.”

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION

- Recognizes similarities and differences among authors writing on the same theme.
- Participates in literary discussions and book clubs.
- Compares and contrasts different media representations of the same story.

PERSONAL EXPLORATION

- Identifies and pursues personal interests by reading widely in diverse formats and media.

MOTIVATED, INDEPENDENT LEARNING

- Reads a variety of genres in print and electronic format.
- Reads independently.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY

“We are citizens.”

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

- Demonstrates tolerance for different opinions.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING

- Encourages team members to share ideas and opinions.
- Works collaboratively with peers to use technology for research to meet information needs.

ETHICAL BEHAVIOR IN USE OF INFORMATION

- Discusses privacy and cyberbullying related to safe and responsible use of information and communication technology.
- Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly.
- Understands the concept of plagiarism and the importance of paraphrasing.
Grade-By-Grade Information Fluency Benchmark Skills

Grade 7

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING
“We are thinkers.”

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
- States and verifies what is known about the problem or question and makes connections to prior knowledge.
- Uses multiple sources to acquire background information and brainstorms ideas for further inquiry.

Wonder
- Writes questions independently based on key ideas or areas of focus.
- Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis.
- Determines what resources will most likely offer quality information.

Investigate
- Uses the categorization of materials within Dewey Areas to locate resources and browse for additional materials.
- Uses technology resources such as online encyclopedias, online databases, and Web subject directories to locate information on assigned topics in the curriculum.
- Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources.
- Evaluates and paraphrases information that answers research questions.
- Evaluates quality of electronic and print information for usefulness, currency, authority and accuracy.
- Uses both facts and opinions responsibly by identifying and verifying them.
- Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas.
- Uses the structure and navigation tools of a Website to find the most relevant information.

Construct
- Uses common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusions.
- Interprets information and ideas by defining, classifying, and inferring.
- Forms opinions and judgments backed up by supporting evidence.
- Questions the differences between sources and seeks additional sources to resolve.

Express
- Publishes final product for a particular audience and purpose.
- Cites all sources used according to local style formats.

Reflect
- Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment.
STANDARD 2: PURSuing PERSONAL AND AESTHETIC GROWTH
"We are explorers."
Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION
• Recognizes the creator’s point of view; recognizes that there are diverse points of view that lead to different insights.
• Participates in literary discussions and book clubs.

PERSONAL EXPLORATION
• Independently locates and selects information for personal, hobby, or vocational interests.

MOTIVATED, INDEPENDENT LEARNING
• Reads independently.
• Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
"We are citizens."
Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY
• Considers culturally divergent and opposing viewpoints on topics.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING
• Asks questions of others in a group to elicit their information and opinions.
• Uses interactive multimedia tools to exchange data collected and to learn curricular concepts by communicating with peers, experts, and other audiences.

ETHICAL BEHAVIOR IN USE OF INFORMATION
• Discusses security, piracy and downloading related to safe and responsible use of information and communication technology.
• Uses programs and Internet sites responsibly, efficiently, and ethically.
• Observes Internet safety procedures, including safeguarding personal information and equipment.
• Takes notes by paraphrasing or using quotation marks when using someone else’s words.
Grade-By-Grade Information Fluency Benchmark Skills

Grade 8

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING
"We are thinkers."

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
- Revises the question or problem as needed to arrive at a manageable topic for inquiry.
- Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words.

Wonder
- Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison).
- Plans inquiry to test hypothesis or validate thesis.

Investigate
- Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information.
- Seeks balanced view by using diverse sources to access appropriate material.
- Selects information based on authority and point of view.
- Recognizes the effect of different perspectives and points of view on information.
- Recognizes that own point of view influences the interpretation of information.
- Identifies misconceptions and revises ideas as new information is gained.

Construct
- Analyzes disparate points of view discovered in different sources.
- Draws conclusions based on explicit and implied information.
- Compares information found to tentative thesis or hypothesis; revisits and revises thesis/hypothesis as appropriate.

Express
- Creates products for authentic reasons and audiences.
- Uses two or three strategies to revise product based on self-assessment, teacher feedback, and peer feedback.
- Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication.

Reflect
- Identifies own strengths and sets goals for improvement.

Indicators in bold are Priority Benchmark Skills.
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
“*We are explorers.*”
Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

**READER/VIEWER RESPONSE AND EXPRESSION**
- Creates and shares reading experiences and responses in a variety of ways and formats.
- Participates in literary discussions and book clubs.

**PERSONAL EXPLORATION**
- Experiments with various types of multimedia software and online applications for artistic and personal expression.

**MOTIVATED, INDEPENDENT LEARNING**
- Reads independently.
- Understands literal and implied meanings and can place the meaning in a conceptual framework.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
“*We are citizens.*”
Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

**IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY**
- Understands the concept of freedom of expression and the role that it plays in democracy.
- Compares online resources to seek global perspective.

**EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING**
- Helps to organize and integrate contributions of all group members into projects.
- Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences.

**ETHICAL BEHAVIOR IN USE OF INFORMATION**
- Discusses copyright related to safe and responsible use of information and communication technology.
- Gathers and uses information ethically by citing all sources.
- Credits sources by using correct bibliographic format.
Grade-By-Grade Information Fluency Benchmark Skills

Grade 9

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING

“We are thinkers.”

Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
- Reads background information to discover the complexities of the problem or question and brainstorms ideas for further inquiry.
- Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research.
- Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest.

Wonder
- Focuses the purpose of the research by formulating specific questions to be answered.
- Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important.

Investigate
- Brainstorms ideas for further information.
- Uses search strategies (Boolean operators, synonyms and relational searching) to broaden and narrow searches and locate appropriate resources.
- Uses technology resources such as the online catalog, online encyclopedias, online databases, Web subject directories, and links from valid Web sites to locate primary and secondary information on topics of inquiry.
- Uses a variety of search engines to do advanced searching.
- Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively.
- Adjusts search strategies by comparing information gathered with the problem or question.
- Analyses maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details.
- Takes notes using one or more of a variety of notetaking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).

Construct
- Combines ideas and information to develop and demonstrate new understanding.
- Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered.
- Understands and builds on the ideas of others.

Express
- Presents conclusions to answer the question or problem.
- Uses visuals, electronic tools and multimedia to communicate meaning.

Reflect
- Identifies own strengths and sets goals for improvement.

Indicators in bold are Priority Benchmark Skills.
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH

“We are explorers.”

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION

• Shares reading experiences and expresses own ideas through creative products in a variety of formats.

PERSONAL EXPLORATION

• Reads for pleasure, to learn, to solve problems, and to explore new ideas beyond the required curriculum.

MOTIVATED, INDEPENDENT LEARNING

• Reads a variety of fiction and nonfiction materials in various formats.
• Uses print and nonprint resources for information and personal needs; actively seeks answers to questions.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY

“We are citizens.”

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

• Uses multiple resources as a general rule to seek a balanced and global perspective.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING

• Works with others to create and evaluate projects that communicate complex information and ideas and respectfully integrate the contributions of all group members.

ETHICAL BEHAVIOR IN USE OF INFORMATION

• Abides by the Acceptable Use Policy in all respects.
• Observes Internet safety procedures including safeguarding personal information and equipment.
• Uses programs and Internet sites responsibly, efficiently, and ethically.
• Takes notes by paraphrasing, summarizing, or selecting short segments to quote.
STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING
“We are thinkers.”
Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
- Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry.
- Maintains a list of effective search terms throughout the process of inquiry.

Wonder
- Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue).

Investigate
- Uses specialized reference materials to find specific and in-depth information.
- Conducts advanced Web searches using Boolean logic and other sophisticated search functions.
- Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information).
- Evaluates information from a variety of sources for accuracy, appropriateness, validity and comprehensiveness.
- Recognizes statements that can be verified.
- Uses collaborative and independent digital tools to record and organize information.
- Pursues a balanced perspective of fact, opinion, and different points of view.

Construct
- Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas.
- Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns.
- Draws clear and appropriate conclusions supported by evidence and examples.

Express
-Drafts the presentation/product to present an argument, point of view, interpretation, or new model most effectively with supporting evidence.
- Cites all sources used according to standard style formats.
- Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication with a real world application.

Reflect
- Identifies and evaluates the important and subtle features for an effective product.
- Records individual experience of the inquiry process – the hardest part, best part, skills learned, insights experienced, etc. – with suggestions for future improvements.
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
“We are explorers.”
Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION
• Participates in and leads literary discussions and book clubs.

PERSONAL EXPLORATION
• Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking.

MOTIVATED, INDEPENDENT LEARNING
• Considers alternative perspectives and evaluates differing points-of-view.
• Connects the meaning from one digital text to another to gain a comprehensive understanding about a topic of interest.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
“We are citizens.”
Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY
• Seeks alternative sources of information and respects the guidelines for access in all environments (public libraries, museums, cultural institutions, agencies).

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING
• Seeks ideas and opinions from others, including experts in the field.
• Uses online tools to collaborate, publish and interact with peers, experts and other audiences.

ETHICAL BEHAVIOR IN USE OF INFORMATION
• Analyzes the consequences and costs of hacking, spamming, consumer fraud, virus setting, intrusion and other unethical uses of information and communication technology and identifies ways for addressing these risks.
STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING
"We are thinkers."
Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
• Verifies the accuracy of what is known about the problem or question.

Wonder
• Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis.

Investigate
• Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability.
• Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective.
• Recognizes degrees of bias (from slightly slanted point of view to heavily slanted propaganda).
• Recognizes competing interpretations of historical events and issues and the reasons for those differences.
• Evaluates the authority of a source by assessing the credentials and reputation of the author, creator and publisher.
• Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic.
• Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided.
• Categorizes information; adds new categories as necessary; explores connections among categories.

Construct
• Analyzes different points of view and determines best supported point of view by sorting and sifting evidence.
• Presents different perspectives with evidence for each.
• Identifies and addresses previously held misconceptions.

Express
• Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences.
• Publishes final product for an authentic audience and real world application.

Reflect
• Assesses and revises own work using own revision process.
STANDARD 2: PURSuing PERSONAL AND AESTHETIC GROWTH  
*"We are explorers."*
Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

**READER/VIEWER RESPONSE AND EXPRESSION**  
* Evaluates accuracy and authenticity of fiction works by comparing to nonfiction works on same subject.

**PERSONAL EXPLORATION**  
* Applies technology productivity tools to meet personal needs and establish a responsible online personal presence.

**MOTIVATED, INDEPENDENT LEARNING**  
* Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY  
*"We are citizens."*
Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

**IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY**  
* Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics.

**EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING**  
* Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics.

**ETHICAL BEHAVIOR IN USE OF INFORMATION**  
* Understands the concept and consequences of plagiarism.  
* Demonstrates awareness of fair use guidelines and acquires permission from creator when necessary.
Grade-By-Grade Information Fluency Benchmark Skills

Grade 12

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING
“We are thinkers.”
Independent learners ask authentic questions and access, evaluate and use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
- Explores problems or questions for which there are multiple answers or no “best” answer.

Wonder
- Uses prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information needed to answer questions and about the effectiveness of potential sources.

Investigate
- Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics.
- Counts the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective.
- Challenges ideas in text and makes notes of questions to pursue in additional sources.
- Independently recognizes gaps in information (based on the complexity of the problem or question).
- Extends search beyond readily available sources to ensure accuracy and comprehensiveness.
- Maintains an open attitude about new areas of the subject that were previously unknown or overlooked.

Construct
- Builds a conceptual framework by synthesizing ideas gathered from multiple sources.
- Changes own ideas based on the ideas of others.
- Develops own point of view and supports with evidence.

Express
- Communicates new understandings through designing, inventing, composing, transplanting and constructing.
- Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary.

Reflect
- Asks, “What about this topic is personally interesting to me and important? What about this topic do I want to pursue when I have an opportunity? Does this topic have implications for future career or college choices?”

Indicators in bold are Priority Benchmark Skills.
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
“We are explorers.”
Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION
• Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information).

PERSONAL EXPLORATION
• Uses information to address personal issues and investigate opportunities for the future

MOTIVATED, INDEPENDENT LEARNING
• Reads/-listens to works of international and multicultural authors.
• Understands text on both a literal and an abstract level.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
“We are citizens.”
Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY
• Can explain First Amendment rights and knows the process available to defend those rights.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING
• Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences.

ETHICAL BEHAVIOR IN USE OF INFORMATION
• Extends respect for intellectual property rights and copyright by crediting sources of ideas as well as directly quoted material.