



**Yew
Chung
International
School
2017**



Library Services Curriculum

Guiding Statements

Purpose and Rationale

The purpose of library services* is to support all YCIS curriculum. The libraries foster community and curiosity, encouraging students to be active participants in their own learning. The libraries support different modalities of learning and provide resources and opportunities for students to experience a diversity of literary voices to become responsible global citizens.

To promote both learning and enjoyment, the libraries facilitate reading widely and access to information from a variety of sources. In preparation for the future as critical thinkers and ethical users of information, the libraries support students in developing life-long learning skills. In order to accomplish these goals, the teachers collaborate with the librarians.

*Library services are the resources, activities, programs, etc. which are provided by libraries to enable users (school community members) to meet their information needs. [<http://www.igi-global.com/chapter/implications-alireza-noruzi-laws-web/45420>]

Belief Statements

We believe students learn about the Library best when they...

- Safe and secure in a supportive and nurturing information-rich environment
- Empowered with critical thinking and evaluation skills
- Given tools and strategies needed to access information from a range of sources
- Offered inter-curricular opportunities to locate, access, use and present information and to reflect on the process
- Able to understand that both print and digital sources give them access to the wider curriculum, enabling them to be effective participants in the research cycle
- Actively participating in the development of relevant information literacy skills applicable in the library and as global citizens in the wider world
- Encouraged to be life-long learners and develop a sense of curiosity and the desire to explore, inquire and connect with the world around them
- Developing culturally, socially, spiritually, and academically as they engage with literature in a global context

Overarching Learning Expectations

Upon graduating from YCIS, students will be equipped to:

- Access information and literature using a variety of tools and strategies
- Evaluate the reliability & validity of a range of sources
- Appreciate global literature and diverse voices
- Apply research skills and engage critically with a variety of media, including print & digital sources, in order to make meaningful connections
- Ethically use information

Curriculum Area Overview

Domain 1: Access Information

Strand A: Recognise the Need for Information

Year 1 1LSAIRNI	Year 2 2LSAIRNI	Year 3 3LSAIRNI	Year 4 4LSAIRNI	Year 5 5LSAIRNI	Year 6 6LSAIRNI	Year 7 7LSAIRNI	Year 8 8LSAIRNI	Year 9 - 13 913LSAIRNI
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Strand B: Formulate Questions

Year 1 1LSAIFQ	Year 2 2LSAIFQ	Year 3 3LSAIFQ	Year 4 4LSAIFQ	Year 5 5LSAIFQ	Year 6 6LSAIFQ	Year 7 7LSAIFQ	Year 8 8LSAIFQ	Year 9 - 13 913LSAIFQ
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Strand C: Locate Information

Year 1 1LSAILI	Year 2 2LSAILI	Year 3 3LSAILI	Year 4 4LSAILI	Year 5 5LSAILI	Year 6 6LSAILI	Year 7 7LSAILI	Year 8 8LSAILI	Year 9 - 13 913LSAILI
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Strand D: Retrieve Information

Year 1 1LSAIRI	Year 2 2LSAIRI	Year 3 3LSAIRI	Year 4 4LSAIRI	Year 5 5LSAIRI	Year 6 6LSAIRI	Year 7 7LSAIRI	Year 8 8LSAIRI	Year 9 - 13 913LSAIRI
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Domain 2: Evaluate Information

Strand A: Information Relevance

Year 1 1LSEIIR	Year 2 2LSEIIR	Year 3 3LSEIIR	Year 4 4LSEIIR	Year 5 5LSEIIR	Year 6 6LSEIIR	Year 7 7LSEIIR	Year 8 8LSEIIR	Year 9 - 13 913LSEIIR
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Strand B: Resource Appropriateness

Year 1 1LSEIRA	Year 2 2LSEIRA	Year 3 3LSEIRA	Year 4 4LSEIRA	Year 5 5LSEIRA	Year 6 6LSEIRA	Year 7 7LSEIRA	Year 8 8LSEIRA	Year 9 - 13 913LSEIRA
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Strand C: Additional Information

Year 1 1LSEIAI	Year 2 2LSEIAI	Year 3 3LSEIAI	Year 4 4LSEIAI	Year 5 5LSEIAI	Year 6 6LSEIAI	Year 7 7LSEIAI	Year 8 8LSEIAI	Year 9 - 13 913LSEIAI
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Domain 3: Use Information

Strand A: Ethical Use of Information

Year 1 1LSUIEUI	Year 2 2LSUIEUI	Year 3 3LSUIEUI	Year 4 4LSUIEUI	Year 5 5LSUIEUI	Year 6 6LSUIEUI	Year 7 7LSUIEUI	Year 8 8LSUIEUI	Year 9 - 13 913LSUIEUI
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Strand B: Draw Conclusions

Year 1 1LSUIDC	Year 2 2LSUIDC	Year 3 3LSUIDC	Year 4 4LSUIDC	Year 5 5LSUIDC	Year 6 6LSUIDC	Year 7 7LSUIDC	Year 8 8LSUIDC	Year 9 - 13 913LSUIDC
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Strand C: Create and Express Understanding

Year 1 1LSUICEU	Year 2 2LSUICEU	Year 3 3LSUICEU	Year 4 4LSUICEU	Year 5 5LSUICEU	Year 6 6LSUICEU	Year 7 7LSUICEU	Year 8 8LSUICEU	Year 9 - 13 913LSUICEU
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Domain 4: Integration of Information Literacy Skills

Strand A: Read from a Variety of Media

Year 1 1LSIILSRVM	Year 2 2LSIILSRVM	Year 3 3LSIILSRVM	Year 4 4LSIILSRVM	Year 5 5LSIILSRVM	Year 6 6LSIILSRVM	Year 7 7LSIILSRVM	Year 8 8LSIILSRVM	Year 9 - 13 913LSIILSRVM
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Strand B: Conduct Research

Year 1 1LSIILSCR	Year 2 2LSIILSCR	Year 3 3LSIILSCR	Year 4 4LSIILSCR	Year 5 5LSIILSCR	Year 6 6LSIILSCR	Year 7 7LSIILSCR	Year 8 8LSIILSCR	Year 9 - 13 913LSIILSCR
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Strand C: Respond to Information

Year 1 1LSIILSRI	Year 2 2LSIILSRI	Year 3 3LSIILSRI	Year 4 4LSIILSRI	Year 5 5LSIILSRI	Year 6 6LSIILSRI	Year 7 7LSIILSRI	Year 8 8LSIILSRI	Year 9 - 13 913LSIILSRI
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Year 1

Domain 1: Access Information

Strand A: Recognise the need for information

1LSAIRN1 Understand the concept that printed and digital materials provide information

1LSAIRN2 Identify meaning from simple symbols and pictures

Strand B: Formulate questions

1LSAIFQ1 Ask questions that can be answered by available resources

Strand C: Locate Information

1LSAIL1 Locate the school library and the library resources

1LSAIL2 Know how to properly handle, and be able, to check out resources from the school library responsibly

1LSAIL3 Identify, with guidance, sources of information that may provide an answer to an identified question

1LSAIL4 Locate and identify parts of a book

1LSAIL5 Distinguish fact from fiction (e.g., "Does this happen in real life?")

1LSAIL6 Identify whom to ask for help in the school library

1LSAIL7 Describe the general organization of the library

1LSAIL8 Identify types of everyday print, media, and digital materials (such as storybooks, poems, newspapers, periodicals, signs, and labels)

Strand D: Retrieve information

1LSAIR1 Locate the school library and the library resources

1LSAIR2 Know how to properly handle, and be able, to check out resources from the school library responsibly

1LSAIR3 Identify, with guidance, sources of information that may provide an answer to an identified question

1LSAIR4 Locate and identify parts of a book

1LSAIR5 Distinguish fact from fiction (e.g., "Does this happen in real life?")

1LSAIR6 Identify whom to ask for help in the school library

1LSAIR7 Describe the general organization of the library

1LSAIR8 Identify types of everyday print, media, and digital materials (such as storybooks, poems, newspapers, periodicals, signs, and labels)

1LSAIR9 Practice responsible use and care of all learning resources

Domain 2: Evaluate Information

Strand A: Information Relevance

1LSEIR1 Connect the information and events in print and digital resources to life experiences

Strand B: Resource Appropriateness

1LSEIRA1 Ask and answer questions about key details in what was read, heard, seen, or voiced

Strand C: Additional Information

1LSEIAI1 Recognize that a trusted adult is a resource for information

Domain 3: Use information

Strand A: Ethical and safe use of information

1LSUIEUI1 Understand the need to adhere to privacy and safety guidelines

1LSUIEUI2 Understand the need to ask a trusted adult for permission when asked to provide personal information in person, on a form, or online

Strand B: Draw Conclusions

1LSUIDC1 Participate in completion of a graphic organizer showing aspects of a topic

Strand C: Create and Express Understanding

1LSUICEU1 Use a picture or other visual aid when telling a story

Domain 4: Integration of Information Literacy Skills

Strand A: Read from a Variety of Media

1LSIILSRVM1 Read or be read to from a variety of sources

1LSIILSRVM2 Identify a personal interest and possible information resources to learn more about it

1LSIILSRVM3 With assistance, select year level appropriate literature from a variety of genres

1LSIILSRVM4 Use illustrations and familiar words to create meaning from text by questioning, reflecting, responding and evaluating

Strand B: Conduct Research

1LSIILSCR1 Seek, produce, and share information and ideas in a clear and concise manner

Strand C: Respond to Information

1LSIILSR1 Understand and respond to stories based on well-known characters, themes, plots, and settings

1LSIILSR2 Answer questions about characters and compare with characters from other familiar stories

1LSIILSR3 Understand and respond to nonfiction

Year 2

Domain 1: Access Information

Strand A: Recognise the need for information

2LSAIRN1 Understand that printed and digital materials provide information by identifying meaning from more complex symbols and pictures

Strand B: Formulate questions

2LSAIFQ2 Ask who, what, when, where, and how questions

Strand C: Locate Information

2LSAILI1 Understand how to locate, check out, and care for a variety of library resources, both print and digital

2LSAILI2 Alphabetize to the first letter to locate books in the library

2LSAILI3 Identify and properly handle basic digital devices

2LSAILI4 Identify the front cover, back cover, and title page of a book, in print and in digital formats, and compare and contrast them

2LSAILI5 Identify text features to locate key facts or information in text

2LSAILI6 Identify the services and resources of the public library

2LSAILI7 Identify the characteristics of fiction and nonfiction

2LSAILI8 With help and supports, use web browser to locate content specific websites

Strand D: Retrieve information

2LSAIRI1 Identify the need to request assistance from a trusted adult if the information source makes the student uncomfortable

Domain 2: Evaluate Information

Strand A: Information Relevance

2LSEIR1 Connect the information and events found in print and digital resources to prior knowledge

Strand B: Resource Appropriateness

2LSEIRA1 Recognise that different text types have different purposes (e.g. to inform or to entertain)

Strand C: Additional Information

2LSEIA1 Determine whether additional information is needed to answer the questions

Domain 3: Use information

Strand A: Ethical and safe use of information

2LSUIEUI1 Understand that the Internet connects the user to the rest of the world Just as there are strangers in the real world, there are also strangers on the Internet

2LSUIEUI2 Describe the roles of authors and illustrators and their contribution to print and digital material

Strand B: Draw Conclusions

2LSUIDC1 Organize information in a logical sequence

Strand C: Create and Express Understanding

2LSUICEU1 Communicate understanding by using at least one written piece of information or visual feature (or both), found in a current and credible source

Domain 4: Integration of Information Literacy Skills

Strand A: Read from a Variety of Media

2LSIILSRVM1 Independently select year level appropriate literature from a variety of genres

2LSIILSRVM2 Apply strategies to create meaning from literature

2LSIILSRVM3 Read a wide range of literature presented in various formats to gain meaning by questioning, reflecting, responding and evaluating

Strand B: Conduct Research

2LSIILSCR1 Seek, produce, and share information orally and creatively with peers and other audiences

Strand C: Respond to Information

2LSIILSRI1 Identify and describe characters, setting and events that occur in story based on illustrations and details

2LSIILSRI2 Compare and contrast characters, settings and events from different stories

2LSIILSRI3 Recollect, talk, and write about materials read

2LSIILSRI4 With help and support, identify similarities and differences among text, graphics, audio, animation and video

Year 3

Domain 1: Access Information

Strand A: Recognise the need for information

- 3LSAIRN1 Identify a simple problem or question that needs information
- 3LSAIRN2 Organize prior knowledge of a subject, problem, or question (e.g., create a KWL chart)

Strand B: Formulate questions

- 3LSAIFQ1 Develop questions that define the scope of investigation and connect them to the topic
- 3LSAIFQ2 Understand the concept of key words

Strand C: Locate Information

- 3LSAIL1 Identify sources of information that may provide an answer to the question(s)
- 3LSAIL2 Independently check out and care for a variety of library resources, including technology devices
- 3LSAIL3 Identify whom to ask for help when using the Internet at the school library or in the classroom
- 3LSAIL4 Locate age-appropriate fiction and nonfiction print, media, and digital resources in the school library
- 3LSAIL5 Alphabetize beyond the initial letter to locate resources
- 3LSAIL6 Identify types of everyday print, media, and digital resources by using academic vocabulary (e.g., biography, periodical, database, fiction, nonfiction, primary source)
- 3LSAIL7 Identify the parts of a book print and digital): table of contents, glossary, index, and dedication
- 3LSAIL8 Use various text features and search tools to locate key facts or information in print or digital sources
- 3LSAIL9 Use graphic elements and navigational tools (e.g., buttons, icons, fields) to locate content specific websites

Strand D: Retrieve information

- 3LSAIR1 Identify trusted places in the community where students can seek information (e.g., home, school, museums, governmental agencies, public libraries)

Domain 2: Evaluate Information

Strand A: Information Relevance

- 3LSEIIR1 Draw meaning based on prior experience and features such as illustrations, photographs, diagrams, graphs, maps, and captions etc.
- 3LSEIIR2 Review facts and details to clarify and organize ideas for notetaking
- 3LSEIIR3 Understand that the Internet contains accurate and inaccurate information

Strand B: Resource Appropriateness

- 3LSEIRA1 Demonstrate the ability to distinguish between information and advertisements
- 3LSEIRA2 Identify the purpose of an advertisement, including online examples

Strand C: Additional Information

- 3LSEIA1 Recognize the need for additional information to answer questions posed by others

Domain 3: Use information

Strand A: Ethical and safe use of information

- 3LSUIESUI1 Adhere to privacy (nondisclosure of personal or family information) and safety guidelines (laws and policies) when using the Internet at school or home
- 3LSUIESUI2 Demonstrate proper procedures and good citizenship in the library and online
- 3LSUIESUI3 Demonstrate basic knowledge of the school's acceptable technology-use policy
- 3LSUIESUI4 Recognize that both the author and illustrator have ownership of their own creation

Strand B: Draw Conclusions

- 3LSUIDC1 Present information drawn from two sources

Strand C: Create and Express Understanding

- 3LSUICEU1 Present information to convey the main idea and supporting details about a topic
- 3LSUICEU2 Record and present information using pictures, bar graphs, numbers, or written statements
- 3LSUICEU3 Communicate with other students to explore options to a problem or an ending to a story
- 3LSUICEU4 Use a diagram or chart to illustrate a presentation

Domain 4: Integration of Information Literacy Skills

Strand A: Read from a Variety of Media

- 3LSIILSRVM1 Independently select year level appropriate literature from a variety of genres
- 3LSIILSRVM2 Read a wide range of literature presented in various formats to gain meaning by questioning, reflecting, responding and evaluating
- 3LSIILSRVM3 Select and use resources in a variety of formats to support personal interests, recreational goals, and pursuits

Strand B: Conduct Research

- 3LSIILSCR1 Seek, produce, and share information orally and creatively
- 3LSIILSCR2 Share the source of the information obtained
- 3LSIILSCR3 Inform others appropriately when new information about an area of interest is learned

Strand C: Respond to Information

- 3LSIILSRI1 Identify character and settings in print or digital stories and understand their impact by using information from illustrations and words in the text
- 3LSIILSRI2 Explain the plot in a print or digital story by using written and visual information
- 3LSIILSRI3 Portray information using a graphic organiser to convey the main idea and supporting details about a topic
- 3LSIILSRI4 Understand how audio-visual media affects the telling of a story and transmission of information (e.g., illustrations, photographs, music, video)

Year 4

Domain 1: Access Information

Strand A: Recognise the need for information

4LSAIRN1 Identify key words within questions

Strand B: Formulate questions

4LSAIFQ1 Identify a problem that needs information by asking how, what, where, when, or why questions

Strand C: Locate Information

4LSAILI1 Understand that the function of a library is to provide shared resources that are organized to be accessible to all library users

4LSAILI2 Understand the general purpose of the library catalog

4LSAILI3 Perform a basic search of the automated library catalog by title, author, subject, and key word

4LSAILI4 Understand that nonfiction print and non-print materials in a library are arranged by subject (e.g., Dewey decimal system)

4LSAILI5 Understand the information on spine labels, including call numbers

4LSAILI6 Understand different systems of alphabetizing (e.g., letter by letter, word by word)

4LSAILI7 Independently browse the library to locate materials

4LSAILI8 Use guide words to locate information in a reference book

4LSAILI9 Perform a key word search of a topic by using an approved search engine or database

4LSAILI10 Understand the organization of general reference resources in print and/or digital formats, including a dictionary, thesaurus, atlas, almanac, and encyclopedia

4LSAILI11 Use specialized content-area print and digital resources to locate information

4LSAILI12 Use print or digital indexes, or both, to locate articles in an encyclopedia

4LSAILI13 Locate information in text by using the organizational parts of a book in print or digital format (e.g., title, table of contents, chapter headings, glossary, author notes, dedication, index)

Strand D: Retrieve information

4LSAIRI1 Apply proper etiquette when using technology (e.g., cyber safety and cyber bullying)

4LSAIRI2 Explain importance of safe, legal and responsible use of technology

4LSAIRI3 Identify and practice ethical and safe online behavior

4LSAIRI4 Identify potential consequences of unethical, unsafe, and inappropriate behavior

4LSAIRI5 Apply techniques for organizing notes in a logical order (e.g., outlining, webbing, thinking maps, other graphic organizers)

Domain 2: Evaluate Information

Strand A: Information Relevance

4LSEIIR1 Select information appropriate to the problem or question at hand

4LSEIIR2 Determine whether the information answers the question

Strand B: Resource Appropriateness

- 4LSEIIRA1 Identify copyright and publication dates in print resources
- 4LSEIIRA2 Discuss criteria for evaluating a website: credibility, relevance, bias, accuracy, and currency
- 4LSEIIRA3 Distinguish between fact and opinion in expository text

Strand C: Additional Information

- 4LSEIAI1 Locate facts and details to support a topic sentence and paragraph, and record the information

Domain 3: Use information

Strand A: Ethical and safe use of information

- 4LSUIESUI1 Define cyberbullying and its effects
- 4LSUIESUI2 Identify types of personal information and appropriate and inappropriate ways to share it
- 4LSUIESUI3 Use approved or personal passwords appropriately

Strand B: Draw Conclusions

- 4LSUIDC1 Compare information from more than one source to draw a conclusion
- 4LSUIDC2 Conduct short research projects

Strand C: Create and Express Understanding

- 4LSUICEU1 Organize information chronologically, sequentially, or by topic
- 4LSUICEU2 Use digital or graphic tools to support a presentation

Domain 4: Integration of Information Literacy Skills

Strand A: Read from a Variety of Media

- 4LSIILSRVM1 Independently, select grade-level-appropriate literary fiction in a variety of genres
- 4LSIILSRVM2 Develop strategies to create meaning from literary fiction
- 4LSIILSRVM3 Read literary fiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating
- 4LSIILSRVM4 Identify text that supports author's points

Strand B: Conduct Research

- 4LSIILSCR1 Deliver brief recitations and oral presentations about familiar experiences or interests
- 4LSIILSCR2 Select appropriate information technology tools and resources to interact with others for a specific purpose
- 4LSIILSCR3 With guidance and support, use technology and keyboarding skills to produce and publish writing and to interact and collaborate with others (Add drawing or other visual display to recording to emphasize or enhance facts or details)

Strand C: Respond to Information

- 4LSIILSRI1 Identify main ideas and supporting details of text read aloud or presented orally or in other media formats
- 4LSIILSRI2 Record stories or poems aloud to demonstrate reading fluently and at an understandable pace
- 4LSIILSRI3 Record stories or poems in engaging manner
- 4LSIILSRI4 Understand that genre is a term that describes types of literary works that are similar (e.g., drama, fable, fairy tale, fantasy)
- 4LSIILSRI5 Identify wide range of texts that tell a story and express personal opinion

Year 5

Domain 1: Access Information

Strand A: Recognise the need for information

- 5LSAIRIN1 Identify a more complex problem or question that needs information
- 5LSAIRI2 Recognize and use appropriate “pre-search” strategies (e.g., recall of prior knowledge)

Strand B: Formulate questions

- 5LSAIFQ1 Identify words with multiple meanings that may affect a search
- 5LSAIFQ2 Choose aspects of topic to research
- 5LSAIFQ3 With guidance, develop questions to be answered about topic

Strand C: Locate Information

- 5LSAILI1 Use standard reference tools online and in print, including dictionaries, atlases, thesauruses, encyclopedias, and almanacs
- 5LSAILI2 Explain the basic organization of the library classification system (e.g., 10 major Dewey decimal system classifications)
- 5LSAILI3 Define online terms (e.g., home page, Web site, responsibility statement, search engine, uniform resource locator [URL])
- 5LSAILI4 Define URL Internet extensions (e.g., com, org, edu, gov, us, net)
- 5LSAILI5 Use electronic menus and icons (e.g., search, content, help screen, index, key words) to locate information

Strand D: Retrieve information

- 5LSAIRI1 Apply proper etiquette when using technology (e.g., cyber safety)
- 5LSAIRI2 Explain importance of safe, legal and responsible use of technology
- 5LSAIRI3 Identify and practice ethical and safe online behavior
- 5LSAIRI4 Identify potential consequences of unethical, unsafe, and inappropriate behavior
- 5LSAIRI5 Extract information from illustrations, photographs, charts, graphs, maps, and tables in print, non-print, and digital formats
- 5LSAIRI6 Apply techniques for organizing notes in a logical order (e.g., paraphrasing, summarising, other graphic organizers)

Domain 2: Evaluate Information

Strand A: Information Relevance

- 5LSEIIR1 Extract and record appropriate and significant information from the text (notetaking)

Strand B: Resource Appropriateness

- 5LSEIIRA1 Identify the factors that make a source comprehensive, current, credible, authoritative, and accurate
- 5LSEIIRA2 Distinguish between fact and opinion in expository text
- 5LSEIIRA3 Recognize the role of media to persuade, interpret events, and transmit culture

Strand C: Additional Information

- 5LSEIAI1 Verify accuracy of prior knowledge

Domain 3: Use information

Strand A: Ethical and safe use of information

- 5LSUIESUI1 Identify author, title, copyright date, and publisher
- 5LSUIESUI2 Use approved or personal passwords appropriately
- 5LSUIESUI3 Understand the environment of Internet anonymity and that not everyone on the Internet is truthful and reliable

Strand B: Draw Conclusions

- 5LSUIDC1 Summarize the main ideas and the most significant details of research results
- 5LSUIDC2 Conduct appropriate length research projects

Strand C: Create and Express Understanding

- 5LSUICEU1 Understand and use a variety of organizational structures, as appropriate, to convey information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question)
- 5LSUICEU2 Select a focus, an organizational structure, and a point of view for a report or presentation based upon purpose, audience, length, and format requirements
- 5LSUICEU3 Use digital or graphic tools to support a presentation

Domain 4: Integration of Information Literacy Skills

Strand A: Read from a Variety of Media

- 5LSIILSRVM1 Independently, select grade-level-appropriate literary fiction in a variety of genres
- 5LSIILSRVM2 Apply strategies to create meaning from literary fiction
- 5LSIILSRVM3 Identify evidence that authors use to support a particular point
- 5LSIILSRVM4 Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating
- 5LSIILSRVM5 Understand and describe the purpose of age-appropriate book awards (e.g., Caldecott, Newbery, California Young Reader)

Strand B: Conduct Research

- 5LSIILSCR1 Evaluate information of a personal interest for accuracy, credibility, and relevance
- 5LSIILSCR2 Communicate with others outside the school environment through the use of technology to share information (e.g., video conference, blog, discussion board)
- 5LSIILSCR3 With some guidance and support, use technology and keyboarding skills to produce and publish a written product and to interact and collaborate with others

Strand C: Respond to Information

- 5LSIILSRI1 Use a variety of information resources (add audio recordings and visual displays) to deliver oral presentations that express main ideas supported by significant details
- 5LSIILSRI2 Understand that genre is a term that describes types of literary works that are similar (e.g., drama, fable, fairy tale, fantasy, folklore)
- 5LSIILSRI3 Identify wide range of texts that tell a story and express personal opinion

Year 6

Domain 1: Access Information

Strand A: Recognise the need for information

6LSAIRN1 Define the topic of a research investigation

Strand B: Formulate questions

6LSAIFQ1 Formulate and refine questions that cover the necessary scope and direction of the investigation

6LSAIFQ2 Capture main points from information presented and use key words, phrases, and notes to create an outline

Strand C: Locate Information

6LSAIL1 Use a thesaurus to identify word choices and meanings to facilitate research

6LSAIL2 Interpret information from the automated library catalog

6LSAIL3 Use call numbers, spine labels, and the library classification system to locate information in the library

6LSAIL4 Identify a variety of online information sources

6LSAIL5 Use appropriate reference materials, both print and online, to obtain needed information

6LSAIL6 Use features of electronic text for locating information (e.g., indexes, key words, see and see also cross-references)

6LSAIL7 Understand the organization of newspapers and periodicals, both in print and online, and how to use them

6LSAIL8 Create and use complex key word searches to find specific information online

6LSAIL9 Discuss criteria for evaluating a website: credibility, relevance, bias, accuracy, and currency

Strand D: Retrieve information

6LSAIR1 Apply proper etiquette when using technology (e.g., cyber safety)

6LSAIR2 Explain importance of safe, legal and responsible use of technology

6LSAIR3 Identify and practice ethical and safe online behavior

6LSAIR4 Identify potential consequences of unethical, unsafe, and inappropriate behavior

6LSAIR5 Compare and contrast information obtained from library catalogs, subscription databases, and open-ended search engines on the Internet

6LSAIR6 Use scanning and skimming skills to locate relevant information

6LSAIR7 Locate relevant information by using specialized features of print (e.g., citations, endnotes, preface, appendix, bibliographic references) and digital text (e.g., key word, controlled vocabulary)

Domain 2: Evaluate Information

Strand A: Information Relevance

6LSEIIR1 Assess how new information confirms and/or changes the original questions (e.g., what I know, what I want to know, and what I learned [KWL] chart)

Strand B: Resource Appropriateness

6LSEIIRA1 Describe how media resources serve as sources of information, entertainment, persuasion, interpretation of events, and transmission of culture

- 6LSEIIRA2 Identify and assess evidence that supports the main ideas and concepts presented in texts
- 6LSEIIRA3 Evaluate Internet resources for accuracy, credibility, and relevance

Strand C: Additional Information

- 6LSEIAI1 Evaluate information located to determine whether more information is needed and, if so, identify additional resources to search
- 6LSEIAI2 Ask questions that seek information not already located

Domain 3: Use information

Strand A: Ethical and safe use of information

- 6LSUIESUI1 Record bibliographic information in an acceptable format
- 6LSUIESUI2 Demonstrate an understanding of and show respect for personal intellectual property
- 6LSUIESUI3 Demonstrate legal and ethical behavior in information use
- 6LSUIESUI4 Use basic safety procedures when online (e.g., e-mailing, texting, chatting)
- 6LSUIESUI5 Recognize suspicious online offers and invitations (e.g., spam, phishing, polls, contests)

Strand B: Draw Conclusions

- 6LSUIDC1 Use more than one resource, when needed, to verify and determine accuracy
- 6LSUIDC2 Conduct appropriate length research projects

Strand C: Create and Express Understanding

- 6LSUICEU1 Use a thesaurus to edit and revise manuscripts to improve the meaning and focus of writing
- 6LSUICEU2 Use digital or graphic tools to support a presentation

Domain 4: Integration of Information Literacy Skills

Strand A: Read from a Variety of Media

- 6LSIILSRVM1 Independently, select grade-level-appropriate literary fiction in a variety of genres
- 6LSIILSRVM2 Apply strategies to create meaning from literary fiction
- 6LSIILSRVM3 Explain how authors use reason and evidence to support particular points
- 6LSIILSRVM4 Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating

Strand B: Conduct Research

- 6LSIILSCR1 Demonstrate respect in consideration of others, both in person and during communications and interactions using technology
- 6LSIILSCR2 Understand the basic components of information literacy (e.g., identify, access, evaluate, and use information effectively)
- 6LSIILSCR3 With some guidance and support, use technology and keyboarding skills to produce and publish a written product and to interact and collaborate with others

Strand C: Respond to Information

- 6LSIILSR11 Understand that genre is a term that describes types of literary works that are similar (e.g., drama, fable, fairy tale, fantasy, folklore, essay, speech)
- 6LSIILSR12 Identify wide range of texts that tell a story and express personal opinion



Year 7 and 8

Domain 1: Access Information

Strand A: Recognise the need for information

78LSAIRN11 Recognize the need for specific information in preparing research reports and persuasive compositions and in delivering informative presentations

Strand B: Formulate questions

78LSAIFQ1 Establish a hypothesis, a position statement, or both

78LSAIFQ2 Identify topics and subtopics; ask and evaluate research questions for relevancy

78LSAIFQ3 Create a plan of action for research by defining the topic and identifying key questions, key words, and possible resources

Strand C: Locate Information

78LSAILI1 Conduct multistep information searches by using various search strategies to locate digital information that supports research and writing tasks

78LSAILI2 Identify scholarly, accurate, and current sources of information in a variety of formats

78LSAILI3 Prioritize sources of information for efficient and effective use

78LSAILI4 Develop and use successful search strategies to locate information sources, including primary and secondary sources

78LSAILI5 Understand and demonstrate appropriate use of “tags” for online resources (ICT)

78LSAILI6 Use an automated library catalog to locate a variety of references and other library resources that support a research question

78LSAILI7 Use digital resources to access information beyond the school library collection

78LSAILI8 Demonstrate knowledge of the types of resources needed to best answer a question

78LSAILI9 Identify the authority of URL Internet extensions and the potential for bias (e.g., com, org, edu, gov, us, net)

78LSAILI10 Use a variety of encyclopedias and other references to gather information

78LSAILI11 Use indexes online

78LSAILI12 Use databases to locate information and access full-text information

78LSAILI13 Understand the differences between information tools and information sources

Strand D: Retrieve information

78LSAIRI1 Demonstrate effective use of digital sources (e.g., navigating within the source, searching one source for a specific topic before searching multiple sources for multiple topics)

78LSAIRI2 Explain what the Internet is, how it was created, and how it works

78LSAIRI3 Identify cues in visual media to assist in retrieving information

78LSAIRI4 Use a dictionary to learn the history of common words

78LSAIRI5 Demonstrate effective citation referencing practices

Domain 2: Evaluate Information

Strand A: Information Relevance

- 78LSEIIR1 Assess the author's evidence to support claims and assertions, noting instances of bias and stereotypes in a variety of visual and audio materials
- 78LSEIIR2 Evaluate sources for fact, opinion, propaganda, currency, and relevance

Strand B: Resource Appropriateness

- 78LSEIIRA1 Evaluate the credibility, comprehensiveness, and usefulness of print, non-print, and digital information sources
- 78LSEIIRA2 Analyze differences among various categories of informational materials (e.g., textbooks, newspapers, magazines, atlases, online resources) in terms of structure and purpose
- 78LSEIIRA3 Evaluate the authority of authors, Web site hosts, and sponsoring organizations of Web sites and print material
- 78LSEIIRA4 Assess currency and timeliness in evaluating a Web site and other media
- 78LSEIIRA5 Identify and assess evidence that supports ideas and concepts presented in audio and visual media
- 78LSEIIRA6 Evaluate information from visual media as a primary and a secondary source, and distinguish the differences

Strand C: Additional Information

- 78LSEIAI1 Revise, add, or delete questions as the need for information changes
- 78LSEIAI2 Modify the research plan as needed

Domain 3: Use information

Strand A: Ethical and safe use of information

- 78LSUIESUI1 Explain ethical and legal issues related to the use of intellectual property, including print, visual, audio, and online materials (e.g., fair use, file sharing)
- 78LSUIESUI2 Recognize the consequences of inappropriate and illegal use of information
- 78LSUIESUI3 Give credit to authors in an acceptable format when appropriate in written and oral presentations, including music and visual content
- 78LSUIESUI4 Understand ethical issues in audio and visual media relating to ownership of content
- 78LSUIESUI5 Understand how to secure wireless devices
- 78LSUIESUI6 Use materials, equipment, and facilities responsibly and independently

Strand B: Draw Conclusions

- 78LSUIDC1 Evaluate evidence to support a proposition or proposal
- 78LSUIDC2 Present a report visually, orally, or in writing, that conveys a clear point of view with evidence supporting that perspective

Strand C: Create and Express Understanding

- 78LSUICEU1 Use a variety of media (e.g., audio, video, print) to impart information, share opinions, or persuade an audience, or to achieve all those purposes (multiple departments)
- 78LSUICEU2 Create presentations using presentation software or multimedia online applications
- 78LSUICEU3 Create presentations and documents that demonstrate proper citation and attribution of written, audio, and visual resources used
- 78LSUICEU4 Utilize online bibliography generation and tracking tools for research projects

Domain 4: Integration of Information Literacy Skills

Strand A: Read from a Variety of Media

78LSIILSRVM1 Read a good representation of grade-level-appropriate text, (e.g., classic and contemporary literature, magazines, newspapers, online information)

78LSIILSRVM2 Choose reading from a variety of genres (e.g., drama, fable, fairy tale, fantasy, folklore, essay, speech)

Strand B: Conduct Research

78LSIILSCR1 Present information collaboratively through a written, audio, or visual format (multiple departments)

78LSIILSCR2 Explain how social networks operate and identify issues related to participation and sharing of information (multiple departments)

78LSIILSCR3 Publish online content that is appropriate to the curriculum and personal interests (multiple departments)

Strand C: Respond to Information

78LSIILSRI1 Compare and contrast how literature, theatre, and visual arts from different cultures or time periods convey the same or similar content or plot (multiple departments)

78LSIILSRI2 Assess the process and the product created (e.g., audio, visual, or written piece of work) (multiple departments)

78LSIILSRI3 Assess improvement through personal reflection and by reviewing samples of previous work (eg, portfolio) (multiple departments)

Year 9 – 13

Domain 1: Access Information

Strand A: Recognise the need for information

913LSAIRN1 Identify topics, broaden or narrow a topic, and develop ideas to direct the focus of an inquiry

Strand B: Formulate questions

913LSAIFQ1 Generate research questions based on interests, observations, information, stories, and issues or on an assigned topic

913LSAIFQ2 Develop and present a clear thesis statement or hypothesis

913LSAIFQ3 Finalize the research question or hypothesis by conducting preliminary research

Strand C: Locate Information

913LSAILI1 Use a variety of search engines and licensed and free databases to locate appropriate information

913LSAILI2 Search for information by using advanced search skills (e.g., Boolean operators, adjacency, proximity, wild card symbols, truncation)

913LSAILI3 Search for information by using both controlled vocabulary (e.g., subject headings, descriptors) and natural language

913LSAILI4 Differentiate between scholarly and popular publications in print or digital format

913LSAILI5 Create and save searches and bibliographies within library catalogs and databases

913LSAILI6 Identify the structural features of informational text and use the features to locate information (e.g., expository text, public documents, journal articles)

913LSAILI7 Select and use appropriate tools and technology to locate resources

913LSAILI8 Identify, compare, and contrast the bibliographic information provided in a printed or digital book or on a Web site

913LSAILI9 Use a variety of print, media, and online resources to locate information, including encyclopedias and other reference materials

913LSAILI10 Demonstrate a variety of research methods used in different disciplines (e.g., the humanities, sciences, social sciences)

Strand D: Retrieve information

913LSAIRI1 Demonstrate proper procedures and good citizenship online (ICT)

913LSAIRI2 Use “pre-search” strategies to identify what should be read in depth (e.g., scan titles, headings, captions, introductions, summaries, and conclusions) (English dept)

913LSAIRI3 Analyze the structure and format of informational text that make information accessible and usable (e.g., graphics, sequence, diagrams, illustrations, charts, maps)

Domain 2: Evaluate Information

Strand A: Information Relevance

913LSEIIR1 Evaluate online search results, demonstrating an understanding of how search engines determine rank or relevancy

913LSEIIR2 Analyze important ideas and supporting evidence in an information source by using logic and informed judgment to accept or reject information

Strand B: Resource Appropriateness

913LSEIIRA1 Verify the authenticity of primary and secondary source information found online

913LSEIIRA2 Identify bias and prejudice in historical interpretations (Humanities dept)

913LSEIIRA3 Analyze media for purpose, message, accuracy, bias, and intended audience (multiple departments)

913LSEIIRA4 Determine whether resources are designed to persuade, educate, inform, or sell

Strand C: Additional Information

913LSEIAI1 Determine and use strategies for revising, improving, and updating knowledge of a subject

913LSEIAI2 Review work through self-reflection, peer review, and teacher feedback to determine whether the information is sufficient and the research process was effective (multiple departments)

913LSEIAI3 Understand that some areas of investigation have inadequate existing material and require a change in plan, change in topic, or original research (multiple departments)

Domain 3: Use information

Strand A: Ethical and safe use of information

913LSUIESUI1 Demonstrate respect for intellectual property, copyright restrictions, fair use, and public-performance rights when downloading or duplicating media

913LSUIESUI2 Understand the differences between quoting, summarizing, and paraphrasing and apply these skills to one's own work

913LSUIESUI3 Use appropriate conventions for documentation in the text, footnotes, references, and bibliographies by adhering to an acceptable format

913LSUIESUI4 Recognize and protect the private information of oneself and others

913LSUIESUI5 Describe safe online shopping practices

913LSUIESUI6 Describe the implications of criminal activities (e.g., generating viruses, hacking, identity theft, accessing illegal images)

913LSUIESUI7 Use materials, equipment, and facilities responsibly and independently

913LSUIESUI8 Describe the privileges and responsibilities outlined in the school's (or school district's) Internet acceptable-use policy

913LSUIESUI9 Practice strategies to protect digital devices (e.g., antivirus software, secure connections, encryption, operating-system updates)

913LSUIESUI10 Define and defend the need for intellectual freedom

Strand B: Draw Conclusions

913LSUIDC1 Analyze information from multiple sources and identify complexities, discrepancies, and different perspectives of sources

Strand C: Create and Express Understanding

913LSUICEU1 Explain how meaning is conveyed in image and sound and recognize that many media messages are constructed to generate profit, influence viewers, or both

913LSUICEU2 Analyze design elements of various kinds of media productions and identify media messages that have embedded points of view

913LSUICEU3 Identify capabilities and limitations of tools for organizing and using information

913LSUICEU4 Produce media efficiently and appropriately to communicate a message to an audience

913LSUICEU5 Design experiments, surveys, and interviews, individually or in a group as needed, to investigate research questions

913LSUICEU6 Analyze and interpret results of experiments, surveys, and interviews, using quantitative and qualitative methods

913LSUICEU7 Be aware of the impact of personal bias when interpreting information

913LSUICEU8 Draw clear and appropriate conclusions supported by evidence and examples

913LSUICEU9 Use common organizational patterns, such as logic, analogy, compare and contrast, problem and solution, cause and effect, to inform or persuade

913LSUICEU10 Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations, using appropriate citations

Domain 4: Integration of Information Literacy Skills

Strand A: Read from a Variety of Media

- 913LSIILSRVM1 Independently read a wide variety of classic and contemporary literature, magazines, newspapers, and online information
- 913LSIILSRVM2 Demonstrate competence and self-motivation in reading, listening, and viewing information
- 913LSIILSRVM3 Develop strategies to focus on personal learning
- 913LSIILSRVM4 Demonstrate personal responsibility for lifelong learning
- 913LSIILSRVM5 Select information on a topic of interest

Strand B: Conduct Research

- 913LSIILSCR1 Locate information independently to satisfy curiosity
- 913LSIILSCR2 Contribute actively to the learning community, and participate in groups to pursue and generate information
- 913LSIILSCR3 Demonstrate and advocate legal and ethical behavior among peers, family members, and their communities when using information resources and technology
- 913LSIILSCR4 Use technology to communicate, share information, and collaborate with others with the same interests
- 913LSIILSCR5 Organize personal digital information by using metadata, key words, and tags

Strand C: Respond to Information

- 913LSIILSRI1 Read and listen to a range of literary and other creative forms of expression (e.g., poetry, drama, film, literature, visual arts)
- 913LSIILSRI2 Monitor one's own progress in seeking and handling information, and adapt as necessary

Domain 1: Access Information

Strand A: Recognise the Need for Information

Year 1	1LSAIRN1	Understand the concept that printed and digital materials provide information
	1LSAIRN2	Identify meaning from simple symbols and pictures
Year 2	2LSAIRN1	Understand that printed and digital materials provide information by identifying meaning from more complex symbols and pictures
Year 3	3LSAIRN1	Identify a simple problem or question that needs information
	3LSAIRN2	Organize prior knowledge of a subject, problem, or question (e.g., create a KWL chart)
Year 4	4LSAIRN1	Identify key words within questions
Year 5	5LSAIRN1	Identify a more complex problem or question that needs information
	5LSAIR2	Recognize and use appropriate "pre-search" strategies (e.g., recall of prior knowledge)
Year 6	6LSAIRN1	Define the topic of a research investigation
Year 7/8	78LSAIRN1	Recognize the need for specific information in preparing research reports and persuasive compositions and in delivering informative presentations
Year 9/13	913LSAIRN1	Identify topics, broaden or narrow a topic, and develop ideas to direct the focus of an inquiry

Strand B: Formulate Questions

Year 1	1LSAIFQ1	Ask questions that can be answered by available resources
Year 2	2LSAIFQ2	Ask who, what, when, where, and how questions
Year 3	3LSAIFQ1	Develop questions that define the scope of investigation and connect them to the topic
	3LSAIFQ2	Understand the concept of key words
Year 4	4LSAIFQ1	Identify a problem that needs information by asking how, what, where, when, or why questions
Year 5	5LSAIFQ1	Identify words with multiple meanings that may affect a search
	5LSAIFQ2	Choose aspects of topic to research
	5LSAIFQ3	With guidance, develop questions to be answered about topic
Year 6	6LSAIFQ1	Formulate and refine questions that cover the necessary scope and direction of the investigation
	6LSAIFQ2	Capture main points from information presented and use key words, phrases, and notes to create an outline
Year 7/8	78LSAIFQ1	Establish a hypothesis, a position statement, or both
	78LSAIFQ2	Identify topics and subtopics; ask and evaluate research questions for relevancy
	78LSAIFQ3	Create a plan of action for research by defining the topic and identifying key questions, key words, and possible resources
Year 9/13	913LSAIFQ1	Generate research questions based on interests, observations, information, stories, and issues or on an assigned topic
	913LSAIFQ2	Develop and present a clear thesis statement or hypothesis
	913LSAIFQ3	Finalize the research question or hypothesis by conducting preliminary research

Strand C: Locate Information


Year 1	1LSAIL1	Locate the school library and the library resources
	1LSAIL2	Know how to properly handle, and be able, to check out resources from the school library responsibly
	1LSAIL3	Identify, with guidance, sources of information that may provide an answer to an identified question
	1LSAIL4	Locate and identify parts of a book
	1LSAIL5	Distinguish fact from fiction (e.g., "Does this happen in real life?")
	1LSAIL6	Identify whom to ask for help in the school library
	1LSAIL7	Describe the general organization of the library
	1LSAIL8	Identify types of everyday print, media, and digital materials (such as storybooks, poems, newspapers, periodicals, signs, and labels)

Year 2	2LSAIL1	Understand how to locate, check out, and care for a variety of library resources, both print and digital
	2LSAIL2	Alphabetize to the first letter to locate books in the library
	2LSAIL3	Identify and properly handle basic digital devices
	2LSAIL4	Identify the front cover, back cover, and title page of a book, in print and in digital formats, and compare and contrast them
	2LSAIL5	Identify text features to locate key facts or information in text
	2LSAIL6	Identify the services and resources of the public library
	2LSAIL7	Identify the characteristics of fiction and nonfiction
	2LSAIL8	With help and supports, use web browser to locate content specific websites
Year 3	3LSAIL1	Identify sources of information that may provide an answer to the question(s)
	3LSAIL2	Independently check out and care for a variety of library resources, including technology devices
	3LSAIL3	Identify whom to ask for help when using the Internet at the school library or in the classroom
	3LSAIL4	Locate age-appropriate fiction and nonfiction print, media, and digital resources in the school library
	3LSAIL5	Alphabetize beyond the initial letter to locate resources
	3LSAIL6	Identify types of everyday print, media, and digital resources by using academic vocabulary (e.g., biography, periodical, database, fiction, nonfiction, primary source)
	3LSAIL7	Identify the parts of a book print and digital): table of contents, glossary, index, and dedication
	3LSAIL8	Use various text features and search tools to locate key facts or information in print or digital sources
	3LSAIL9	Use graphic elements and navigational tools (e.g., buttons, icons, fields) to locate content specific websites
Year 4	4LSAIL1	Understand that the function of a library is to provide shared resources that are organized to be accessible to all library users
	4LSAIL2	Understand the general purpose of the library catalog
	4LSAIL3	Perform a basic search of the automated library catalog by title, author, subject, and key word
	4LSAIL4	Understand that nonfiction print and non-print materials in a library are arranged by subject (e.g., Dewey decimal system)
	4LSAIL5	Understand the information on spine labels, including call numbers
	4LSAIL6	Understand different systems of alphabetizing (e.g., letter by letter, word by word)
	4LSAIL7	Independently browse the library to locate materials
	4LSAIL8	Use guide words to locate information in a reference book
	4LSAIL9	Perform a key word search of a topic by using an approved search engine or database
	4LSAIL10	Understand the organization of general reference resources in print and/or digital formats, including a dictionary, thesaurus, atlas, almanac, and encyclopedia
	4LSAIL11	Use specialized content-area print and digital resources to locate information
	4LSAIL12	Use print or digital indexes, or both, to locate articles in an encyclopedia
	4LSAIL13	Locate information in text by using the organizational parts of a book in print or digital format (e.g., title, table of contents, chapter headings, glossary, author notes, dedication, index)
Year 5	5LSAIL1	Use standard reference tools online and in print, including dictionaries, atlases, thesauruses, encyclopedias, and almanacs
	5LSAIL2	Explain the basic organization of the library classification system (e.g., 10 major Dewey decimal system classifications)
	5LSAIL3	Define online terms (e.g., home page, Web site, responsibility statement, search engine, uniform resource locator [URL])
	5LSAIL4	Define URL Internet extensions (e.g., com, org, edu, gov, us, net)
	5LSAIL5	Use electronic menus and icons (e.g., search, content, help screen, index, key words) to locate information
Year 6	6LSAIL1	Use a thesaurus to identify word choices and meanings to facilitate research
	6LSAIL2	Interpret information from the automated library catalog
	6LSAIL3	Use call numbers, spine labels, and the library classification system to locate information in the library
	6LSAIL4	Identify a variety of online information sources
	6LSAIL5	Use appropriate reference materials, both print and online, to obtain needed information
	6LSAIL6	Use features of electronic text for locating information (e.g., indexes, key words, see and see also cross-references)

	6LSAIL7	Understand the organization of newspapers and periodicals, both in print and online, and how to use them
	6LSAIL8	Create and use complex key word searches to find specific information online
	6LSAIL9	Discuss criteria for evaluating a website: credibility, relevance, bias, accuracy, and currency
Year 7/8	78LSAIL1	Conduct multistep information searches by using various search strategies to locate digital information that supports research and writing tasks
	78LSAIL2	Identify scholarly, accurate, and current sources of information in a variety of formats
	78LSAIL3	Prioritize sources of information for efficient and effective use
	78LSAIL4	Develop and use successful search strategies to locate information sources, including primary and secondary sources
	78LSAIL5	Understand and demonstrate appropriate use of "tags" for online resources (ICT)
	78LSAIL6	Use an automated library catalog to locate a variety of references and other library resources that support a research question
	78LSAIL7	Use digital resources to access information beyond the school library collection
	78LSAIL8	Demonstrate knowledge of the types of resources needed to best answer a question
	78LSAIL9	Identify the authority of URL Internet extensions and the potential for bias (e.g., com, org, edu, gov, us, net)
	78LSAIL10	Use a variety of encyclopedias and other references to gather information
	78LSAIL11	Use indexes online
	78LSAIL12	Use databases to locate information and access full-text information
	78LSAIL13	Understand the differences between information tools and information sources
Year 9/13	913LSAIL1	Use a variety of search engines and licensed and free databases to locate appropriate information
	913LSAIL2	Search for information by using advanced search skills (e.g., Boolean operators, adjacency, proximity, wild card symbols, truncation)
	913LSAIL3	Search for information by using both controlled vocabulary (e.g., subject headings, descriptors) and natural language
	913LSAIL4	Differentiate between scholarly and popular publications in print or digital format
	913LSAIL5	Create and save searches and bibliographies within library catalogs and databases
	913LSAIL6	Identify the structural features of informational text and use the features to locate information (e.g., expository text, public documents, journal articles)
	913LSAIL7	Select and use appropriate tools and technology to locate resources
	913LSAIL8	Identify, compare, and contrast the bibliographic information provided in a printed or digital book or on a Web site
	913LSAIL9	Use a variety of print, media, and online resources to locate information, including encyclopedias and other reference materials
	913LSAIL10	Demonstrate a variety of research methods used in different disciplines (e.g., the humanities, sciences, social sciences).

Strand D: Retrieve Information

Year 1	1LSAIR1	Locate the school library and the library resources
	1LSAIR2	Know how to properly handle, and be able, to check out resources from the school library responsibly
	1LSAIR3	Identify, with guidance, sources of information that may provide an answer to an identified question
	1LSAIR4	Locate and identify parts of a book
	1LSAIR5	Distinguish fact from fiction (e.g., "Does this happen in real life?")
	1LSAIR6	Identify whom to ask for help in the school library
	1LSAIR7	Describe the general organization of the library
	1LSAIR8	Identify types of everyday print, media, and digital materials (such as storybooks, poems, newspapers, periodicals, signs, and labels)
	1LSAIR9	Practice responsible use and care of all learning resources
Year 2	2LSAIR1	Identify the need to request assistance from a trusted adult if the information source makes the student uncomfortable
Year 3	3LSAIR1	Identify trusted places in the community where students can seek information (e.g., home, school, museums, governmental agencies, public libraries)
Year 4	4LSAIR1	Apply proper etiquette when using technology (e.g., cyber safety and cyber bullying)
	4LSAIR2	Explain importance of safe, legal and responsible use of technology
	4LSAIR3	Identify and practice ethical and safe online behavior
	4LSAIR4	Identify potential consequences of unethical, unsafe, and inappropriate behavior
	4LSAIR5	Apply techniques for organizing notes in a logical order (e.g., outlining, webbing, thinking maps, other graphic organizers)



Year 5	5LSAIR1	Apply proper etiquette when using technology (e.g., cyber safety)
	5LSAIR2	Explain importance of safe, legal and responsible use of technology
	5LSAIR3	Identify and practice ethical and safe online behavior
	5LSAIR4	Identify potential consequences of unethical, unsafe, and inappropriate behavior
	5LSAIR5	Extract information from illustrations, photographs, charts, graphs, maps, and tables in print, non-print, and digital formats
	5LSAIR6	Apply techniques for organizing notes in a logical order (e.g., paraphrasing, summarising, other graphic organizers)
Year 6	6LSAIR1	Apply proper etiquette when using technology (e.g., cyber safety)
	6LSAIR2	Explain importance of safe, legal and responsible use of technology
	6LSAIR3	Identify and practice ethical and safe online behavior
	6LSAIR4	Identify potential consequences of unethical, unsafe, and inappropriate behavior
	6LSAIR5	Compare and contrast information obtained from library catalogs, subscription databases, and open-ended search engines on the Internet
	6LSAIR6	Use scanning and skimming skills to locate relevant information
	6LSAIR7	Locate relevant information by using specialized features of print (e.g., citations, endnotes, preface, appendix, bibliographic references) and digital text (e.g., key word, controlled vocabulary)
Year 7/8	78LSAIR1	Demonstrate effective use of digital sources (e.g., navigating within the source, searching one source for a specific topic before searching multiple sources for multiple topics)
	78LSAIR2	Explain what the Internet is, how it was created, and how it works
	78LSAIR3	Identify cues in visual media to assist in retrieving information
	78LSAIR4	Use a dictionary to learn the history of common words
	78LSAIR5	Demonstrate effective citation referencing practices
Year 9/13	913LSAIR1	Demonstrate proper procedures and good citizenship online (ICT)
	913LSAIR2	Use "pre-search" strategies to identify what should be read in depth (e.g., scan titles, headings, captions, introductions, summaries, and conclusions) (English dept)
	913LSAIR3	Analyze the structure and format of informational text that make information accessible and usable (e.g., graphics, sequence, diagrams, illustrations, charts, maps)

Domain 2: Evaluate Information


Strand A: Information Relevance

Year 1	1LSEIIR1	Connect the information and events in print and digital resources to life experiences
Year 2	2LSEIIR1	Connect the information and events found in print and digital resources to prior knowledge
Year 3	3LSEIIR1	Draw meaning based on prior experience and features such as illustrations, photographs, diagrams, graphs, maps, and captions etc.
	3LSEIIR2	Review facts and details to clarify and organize ideas for notetaking
	3LSEIIR3	Understand that the Internet contains accurate and inaccurate information
Year 4	4LSEIIR1	Select information appropriate to the problem or question at hand
	4LSEIIR2	Determine whether the information answers the question
Year 5	5LSEIIR1	Extract and record appropriate and significant information from the text (notetaking)
Year 6	6LSEIIR1	Assess how new information confirms and/or changes the original questions (e.g., what I know, what I want to know, and what I learned [KWL] chart)
Year 7/8	78LSEIIR1	Assess the author's evidence to support claims and assertions, noting instances of bias and stereotypes in a variety of visual and audio materials
	78LSEIIR2	Evaluate sources for fact, opinion, propaganda, currency, and relevance
Year 9/13	913LSEIIR1	Evaluate online search results, demonstrating an understanding of how search engines determine rank or relevancy
	913LSEIIR2	Analyze important ideas and supporting evidence in an information source by using logic and informed judgment to accept or reject information

Strand B: Information Appropriateness

Year 1	1LSEIRA1	Ask and answer questions about key details in what was read, heard, seen, or voiced
Year 2	2LSEIRA1	Recognise that different text types have different purposes (e.g. to inform or to entertain)
Year 3	3LSEIRA1	Demonstrate the ability to distinguish between information and advertisements
	3LSEIRA2	Identify the purpose of an advertisement, including online examples
Year 4	4LSEIRA1	Identify copyright and publication dates in print resources
	4LSEIRA2	Discuss criteria for evaluating a website: credibility, relevance, bias, accuracy, and currency
	4LSEIRA3	Distinguish between fact and opinion in expository text
Year 5	5LSEIRA1	Identify the factors that make a source comprehensive, current, credible, authoritative, and accurate
	5LSEIRA2	Distinguish between fact and opinion in expository text
	5LSEIRA3	Recognize the role of media to persuade, interpret events, and transmit culture
Year 6	6LSEIRA1	Describe how media resources serve as sources of information, entertainment, persuasion, interpretation of events, and transmission of culture
	6LSEIRA2	Identify and assess evidence that supports the main ideas and concepts presented in texts
	6LSEIRA3	Evaluate Internet resources for accuracy, credibility, and relevance
Year 7/8	78LSEIRA1	Evaluate the credibility, comprehensiveness, and usefulness of print, non-print, and digital information sources
	78LSEIRA2	Analyze differences among various categories of informational materials (e.g., textbooks, newspapers, magazines, atlases, online resources) in terms of structure and purpose
	78LSEIRA3	Evaluate the authority of authors, Web site hosts, and sponsoring organizations of Web sites and print material
	78LSEIRA4	Assess currency and timeliness in evaluating a Web site and other media
	78LSEIRA5	Identify and assess evidence that supports ideas and concepts presented in audio and visual media
	78LSEIRA6	Evaluate information from visual media as a primary and a secondary source, and distinguish the differences
Year 9/13	913LSEIRA1	Verify the authenticity of primary and secondary source information found online
	913LSEIRA2	Identify bias and prejudice in historical interpretations (Humanities dept)
	913LSEIRA3	Analyze media for purpose, message, accuracy, bias, and intended audience (multiple departments)
	913LSEIRA4	Determine whether resources are designed to persuade, educate, inform, or sell

Strand C: Additional Information



Year 1	1LSEIA11	Recognize that a trusted adult is a resource for information
Year 2	2LSEIA11	Determine whether additional information is needed to answer the questions
Year 3	3LSEIA11	Recognize the need for additional information to answer questions posed by others
Year 4	4LSEIA11	Locate facts and details to support a topic sentence and paragraph, and record the information
Year 5	5LSEIA11	Verify accuracy of prior knowledge
Year 6	6LSEIA11	Evaluate information located to determine whether more information is needed and, if so, identify additional resources to search
	6LSEIA12	Ask questions that seek information not already located
Year 7/8	78LSEIA11	Revise, add, or delete questions as the need for information changes
	78LSEIA12	Modify the research plan as needed
Year 9/13	913LSEIA11	Determine and use strategies for revising, improving, and updating knowledge of a subject
	913LSEIA12	Review work through self-reflection, peer review, and teacher feedback to determine whether the information is sufficient and the research process was effective (multiple departments)
	913LSEIA13	Understand that some areas of investigation have inadequate existing material and require a change in plan, change in topic, or original research (multiple departments)

Domain 3: Use Information

Strand A: Ethical Use of Information

- Year 1
- 1LSUIEU1 Understand the need to adhere to privacy and safety guidelines
 - 1LSUIEU2 Understand the need to ask a trusted adult for permission when asked to provide personal information in person, on a form, or online
- Year 2
- 2LSUIEU1 Understand that the Internet connects the user to the rest of the world just as there are strangers in the real world, there are also strangers on the Internet
 - 2LSUIEU2 Describe the roles of authors and illustrators and their contribution to print and digital material
- Year 3
- 3LSUIESU1 Adhere to privacy (nondisclosure of personal or family information) and safety guidelines (laws and policies) when using the Internet at school or home
 - 3LSUIESU2 Demonstrate proper procedures and good citizenship in the library and online
 - 3LSUIESU3 Demonstrate basic knowledge of the school's acceptable technology-use policy
 - 3LSUIESU4 Recognize that both the author and illustrator have ownership of their own creation
- Year 4
- 4LSUIESU1 Define cyberbullying and its effects
 - 4LSUIESU2 Identify types of personal information and appropriate and inappropriate ways to share it
 - 4LSUIESU3 Use approved or personal passwords appropriately
- Year 5
- 5LSUIESU1 Identify author, title, copyright date, and publisher
 - 5LSUIESU2 Use approved or personal passwords appropriately
 - 5LSUIESU3 Understand the environment of Internet anonymity and that not everyone on the Internet is truthful and reliable
- Year 6
- 6LSUIESU1 Record bibliographic information in an acceptable format
 - 6LSUIESU2 Demonstrate an understanding of and show respect for personal intellectual property
 - 6LSUIESU3 Demonstrate legal and ethical behavior in information use
 - 6LSUIESU4 Use basic safety procedures when online (e.g., e-mailing, texting, chatting)
 - 6LSUIESU5 Recognize suspicious online offers and invitations (e.g., spam, phishing, polls, contests)
- Year 7/8
- 78LSUIESU1 Explain ethical and legal issues related to the use of intellectual property, including print, visual, audio, and online materials (e.g., fair use, file sharing)
 - 78LSUIESU2 Recognize the consequences of inappropriate and illegal use of information
 - 78LSUIESU3 Give credit to authors in an acceptable format when appropriate in written and oral presentations, including music and visual content
 - 78LSUIESU4 Understand ethical issues in audio and visual media relating to ownership of content
 - 78LSUIESU5 Understand how to secure wireless devices
 - 78LSUIESU6 Use materials, equipment, and facilities responsibly and independently
- Year 9/13
- 913LSUIESU1 Demonstrate respect for intellectual property, copyright restrictions, fair use, and public-performance rights when downloading or duplicating media
 - 913LSUIESU2 Understand the differences between quoting, summarizing, and paraphrasing and apply these skills to one's own work
 - 913LSUIESU3 Use appropriate conventions for documentation in the text, footnotes, references, and bibliographies by adhering to an acceptable format
 - 913LSUIESU4 Recognize and protect the private information of oneself and others
 - 913LSUIESU5 Describe safe online shopping practices
 - 913LSUIESU6 Describe the implications of criminal activities (e.g., generating viruses, hacking, identity theft, accessing illegal images)
 - 913LSUIESU7 Use materials, equipment, and facilities responsibly and independently
 - 913LSUIESU8 Describe the privileges and responsibilities outlined in the school's (or school district's) Internet acceptable-use policy
 - 913LSUIESU9 Practice strategies to protect digital devices (e.g., antivirus software, secure connections, encryption, operating-system updates)
 - 913LSUIESU10 Define and defend the need for intellectual freedom

Strand B: Draw Conclusions

Year 1	1LSUIDC1	Participate in completion of a graphic organizer showing aspects of a topic
Year 2	2LSUIDC1	Organize information in a logical sequence
Year 3	3LSUIDC1	Present information drawn from two sources
Year 4	4LSUIDC1	Compare information from more than one source to draw a conclusion
	4LSUIDC2	Conduct short research projects
Year 5	5LSUIDC1	Summarize the main ideas and the most significant details of research results
	5LSUIDC2	Conduct appropriate length research projects
Year 6	6LSUIDC1	Use more than one resource, when needed, to verify and determine accuracy
	6LSUIDC2	Conduct appropriate length research projects
Year 7/8	78LSUIDC1	Evaluate evidence to support a proposition or proposal
	78LSUIDC2	Present a report visually, orally, or in writing, that conveys a clear point of view with evidence supporting that perspective
Year 9/13	913LSUIDC1	Analyze information from multiple sources and identify complexities, discrepancies, and different perspectives of sources

Strand C: Create and Express Understanding

Year 1	1LSUICEU1	Use a picture or other visual aid when telling a story
Year 2	2LSUICEU1	Communicate understanding by using at least one written piece of information or visual feature (or both), found in a current and credible source
Year 3	3LSUICEU1	Present information to convey the main idea and supporting details about a topic
	LSUICEU2	Record and present information using pictures, bar graphs, numbers, or written statements
	3LSUICEU3	Communicate with other students to explore options to a problem or an ending to a story
	3LSUICEU4	Use a diagram or chart to illustrate a presentation
Year 4	4LSUICEU1	Organize information chronologically, sequentially, or by topic
	4LSUICEU2	Use digital or graphic tools to support a presentation
Year 5	5LSUICEU1	Understand and use a variety of organizational structures, as appropriate, to convey information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question)
	5LSUICEU2	Select a focus, an organizational structure, and a point of view for a report or presentation based upon purpose, audience, length, and format requirements
	5LSUICEU3	Use digital or graphic tools to support a presentation
Year 6	6LSUICEU1	Use a thesaurus to edit and revise manuscripts to improve the meaning and focus of writing
	6LSUICEU2	Use digital or graphic tools to support a presentation
Year 7/8	78LSUICEU1	Use a variety of media (e.g., audio, video, print) to impart information, share opinions, or persuade an audience, or to achieve all those purposes (multiple departments)
	78LSUICEU2	Create presentations using presentation software or multimedia online applications
	78LSUICEU3	Create presentations and documents that demonstrate proper citation and attribution of written, audio, and visual resources used
	78LSUICEU4	Utilize online bibliography generation and tracking tools for research projects
Year 9/13	913LSUICEU1	Explain how meaning is conveyed in image and sound and recognize that many media messages are constructed to generate profit, influence viewers, or both
	913LSUICEU2	Analyze design elements of various kinds of media productions and identify media messages that have embedded points of view
	913LSUICEU3	Identify capabilities and limitations of tools for organizing and using information
	913LSUICEU4	Produce media efficiently and appropriately to communicate a message to an audience
	913LSUICEU5	Design experiments, surveys, and interviews, individually or in a group as needed, to investigate research questions
	913LSUICEU6	Analyze and interpret results of experiments, surveys, and interviews, using quantitative and qualitative methods
	913LSUICEU7	Be aware of the impact of personal bias when interpreting information
	913LSUICEU8	Draw clear and appropriate conclusions supported by evidence and examples
	913LSUICEU9	Use common organizational patterns, such as logic, analogy, compare and contrast, problem and solution, cause and effect, to inform or persuade
	913LSUICEU10	Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations, using appropriate citations

Domain 4: Integration of Information Literacy Skills

Strand A: Read from a Variety of Media

- Year 1
- 1LSIILSRVM1 Read or be read to from a variety of sources
 - 1LSIILSRVM2 Identify a personal interest and possible information resources to learn more about it
 - 1LSIILSRVM3 With assistance, select year level appropriate literature from a variety of genres
 - 1LSIILSRVM4 Use illustrations and familiar words to create meaning from text by questioning, reflecting, responding and evaluating
- Year 2
- 2LSIILSRVM1 Independently select year level appropriate literature from a variety of genres
 - 2LSIILSRVM2 Apply strategies to create meaning from literature
 - 2LSIILSRVM3 Read a wide range of literature presented in various formats to gain meaning by questioning, reflecting, responding and evaluating
- Year 3
- 3LSIILSRVM1 Independently select year level appropriate literature from a variety of genres
 - 3LSIILSRVM2 Read a wide range of literature presented in various formats to gain meaning by questioning, reflecting, responding and evaluating
 - 3LSIILSRVM3 Select and use resources in a variety of formats to support personal interests, recreational goals, and pursuits
- Year 4
- 4LSIILSRVM1 Independently, select grade-level-appropriate literary fiction in a variety of genres
 - 4LSIILSRVM2 Develop strategies to create meaning from literary fiction
 - 4LSIILSRVM3 Read literary fiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating
 - 4LSIILSRVM4 Identify text that supports author's points
- Year 5
- 5LSIILSRVM1 Independently, select grade-level-appropriate literary fiction in a variety of genres
 - 5LSIILSRVM2 Apply strategies to create meaning from literary fiction
 - 5LSIILSRVM3 Identify evidence that authors use to support a particular point
 - 5LSIILSRVM4 Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating
 - 5LSIILSRVM5 Understand and describe the purpose of age-appropriate book awards (e.g., Caldecott, Newbery, California Young Reader)
- Year 6
- 6LSIILSRVM1 Independently, select grade-level-appropriate literary fiction in a variety of genres
 - 6LSIILSRVM2 Apply strategies to create meaning from literary fiction
 - 6LSIILSRVM3 Explain how authors use reason and evidence to support particular points
 - 6LSIILSRVM4 Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating
- Year 7/8
- 78LSIILSRVM1 Read a good representation of grade-level-appropriate text, (e.g., classic and contemporary literature, magazines, newspapers, online information)
 - 78LSIILSRVM2 Choose reading from a variety of genres (e.g., drama, fable, fairy tale, fantasy, folklore, essay, speech)
- Year 9/13
- 913LSIILSRVM1 Independently read a wide variety of classic and contemporary literature, magazines, newspapers, and online information
 - 913LSIILSRVM2 Demonstrate competence and self-motivation in reading, listening, and viewing information
 - 913LSIILSRVM3 Develop strategies to focus on personal learning
 - 913LSIILSRVM4 Demonstrate personal responsibility for lifelong learning
 - 913LSIILSRVM5 Select information on a topic of interest

Strand B: Conduct Research

- Year 1
- 1LSIILSCR1 Seek, produce, and share information and ideas in a clear and concise manner
- Year 2
- 2LSIILSCR1 Seek, produce, and share information orally and creatively with peers and other audiences
- Year 3
- 3LSIILSCR1 Seek, produce, and share information orally and creatively
 - 3LSIILSCR2 Share the source of the information obtained
 - 3LSIILSCR3 Inform others appropriately when new information about an area of interest is learned
- Year 4
- 4LSIILSCR1 Deliver brief recitations and oral presentations about familiar experiences or interests
 - 4LSIILSCR2 Select appropriate information technology tools and resources to interact with others for a specific purpose
 - 4LSIILSCR3 With guidance and support, use technology and keyboarding skills to produce and publish writing and to interact and collaborate with others (Add drawing or other visual display to recording to emphasize or enhance facts or details)

Year 5	5LSIILSCR1	Evaluate information of a personal interest for accuracy, credibility, and relevance
	5LSIILSCR2	Communicate with others outside the school environment through the use of technology to share information (e.g., video conference, blog, discussion board)
	5LSIILSCR3	With some guidance and support, use technology and keyboarding skills to produce and publish a written product and to interact and collaborate with others
Year 6	6LSIILSCR1	Demonstrate respect in consideration of others, both in person and during communications and interactions using technology
	6LSIILSCR2	Understand the basic components of information literacy (e.g., identify, access, evaluate, and use information effectively)
	6LSIILSCR3	With some guidance and support, use technology and keyboarding skills to produce and publish a written product and to interact and collaborate with others
Year 7/8	78LSIILSCR1	Present information collaboratively through a written, audio, or visual format (multiple departments)
	78LSIILSCR2	Explain how social networks operate and identify issues related to participation and sharing of information (multiple departments)
	78LSIILSCR3	Publish online content that is appropriate to the curriculum and personal interests (multiple departments)
Year 9/13	913LSIILSCR1	Locate information independently to satisfy curiosity
	913LSIILSCR2	Contribute actively to the learning community, and participate in groups to pursue and generate information
	913LSIILSCR3	Demonstrate and advocate legal and ethical behavior among peers, family members, and their communities when using information resources and technology
	913LSIILSCR4	Use technology to communicate, share information, and collaborate with others with the same interests
	913LSIILSCR5	Organize personal digital information by using metadata, key words, and tags

Strand C: Respond to Information

Year 1	1LSIILSRI1	Understand and respond to stories based on well-known characters, themes, plots, and settings
	1LSIILSRI2	Answer questions about characters and compare with characters from other familiar stories
	1LSIILSRI3	Understand and respond to nonfiction
Year 2	2LSIILSRI1	Identify and describe characters, setting and events that occur in story based on illustrations and details
	2LSIILSRI2	Compare and contrast characters, settings and events from different stories
	2LSIILSRI3	Recollect, talk, and write about materials read
	2LSIILSRI4	With help and support, identify similarities and differences among text, graphics, audio, animation and video
Year 3	3LSIILSRI1	Identify character and settings in print or digital stories and understand their impact by using information from illustrations and words in the text
	3LSIILSRI2	Explain the plot in a print or digital story by using written and visual information
	3LSIILSRI3	Portray information using a graphic organiser to convey the main idea and supporting details about a topic
	3LSIILSRI4	Understand how audio-visual media affects the telling of a story and transmission of information (e.g., illustrations, photographs, music, video)
Year 4	4LSIILSRI1	Identify main ideas and supporting details of text read aloud or presented orally or in other media formats
	4LSIILSRI2	Record stories or poems aloud to demonstrate reading fluently and at an understandable pace
	4LSIILSRI3	Record stories or poems in engaging manner
	4LSIILSRI4	Understand that genre is a term that describes types of literary works that are similar (e.g., drama, fable, fairy tale, fantasy)
	4LSIILSRI5	Identify wide range of texts that tell a story and express personal opinion
Year 5	5LSIILSRI1	Use a variety of information resources (add audio recordings and visual displays) to deliver oral presentations that express main ideas supported by significant details
	5LSIILSRI2	Understand that genre is a term that describes types of literary works that are similar (e.g., drama, fable, fairy tale, fantasy, folklore)
	5LSIILSRI3	Identify wide range of texts that tell a story and express personal opinion
Year 6	6LSIILSRI1	Understand that genre is a term that describes types of literary works that are similar (e.g., drama, fable, fairy tale, fantasy, folklore, essay, speech)
	6LSIILSRI2	Identify wide range of texts that tell a story and express personal opinion
Year 7/8	78LSIILSRI1	Compare and contrast how literature, theatre, and visual arts from different cultures or time periods convey the same or similar content or plot (multiple departments)
	78LSIILSRI2	Assess the process and the product created (e.g., audio, visual, or written piece of work) (multiple departments)
	78LSIILSRI3	Assess improvement through personal reflection and by reviewing samples of previous work (eg, portfolio) (multiple departments)
Year 9/13	913LSIILSRI1	Read and listen to a range of literary and other creative forms of expression (e.g., poetry, drama, film, literature, visual arts)
	913LSIILSRI2	Monitor one's own progress in seeking and handling information, and adapt as necessary