

# Chariho Regional School District

## Information Literacy: Library Media Curriculum

Grades K-12

October 11, 2011



**Chariho Regional School District**  
**Information Literacy: Library Media Curriculum**  
**Grades K-12**  
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**Information Literacy: Library Media  
Task Force Membership**

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## Epistemological Foundations

The Chariho Regional School District believes that students learn best when they are actively engaged in and personally responsible for the learning process. Students need a safe and positive environment in which to talk purposefully about learning, to experience learning and to observe learning. Learning is enhanced when students have an interest in and choice about what they learn. Students should be engaged in meaningful learning experiences that match their developmental status.

New learning builds on previous knowledge through a process that is challenging and rigorous. That process must encourage students to problem-solve and to think originally, critically, and creatively. Thinking and problem-solving are closely linked to a demanding core of content knowledge. Learning is most quickly assimilated when connected to student goals, when students evaluate their own work and learning habits, and when instruction appeals to a variety of learning modalities and talents.

In an environment of high expectations, sustained and directed student effort and expert teaching practices determine the extent of learning. Our schools and district will organize to encourage and support both.

# Information Literacy: Library Media Curriculum

## INTRODUCTION

The world has changed and so must we. "Learning in the twenty-first century has taken on new dimensions with the exponential expansion of information, ever-changing tools, increasing digitization of text, and heightened demands for critical and creative thinking, communication, and collaborative problem solving. To succeed in our rapid-paced, global society, our learners must develop a high level of skills. All learners must be able to access high-quality information from diverse perspectives, make sense of it to draw their own conclusions or create new knowledge, and share their knowledge with others" (American Association of School Librarians 5). Since knowledge and information constantly change, we must prepare students with life-long skills and strategies to manage and process information. As education moves beyond the textbook and the classroom, inquiry-based learning, digital literacies, and collaborative work on real-world projects becomes increasingly important as a means of equipping students with skills and strategies needed to succeed.

This new curriculum addresses the needs of the 21<sup>st</sup> century learner.



## **District Mission**

The Chariho Regional School District ensures that all students meet high academic standards and are prepared for lifelong learning and productive global citizenship.

## **District Beliefs**

**We believe that high academic standards and research informed decision making are critical...**

All students can learn and meet or exceed rigorous standards.

All students at every level must be engaged in rigorous and challenging academic experiences.

Rigorous academic standards are the foundation of this school district.

Instructional and program decisions must be data-informed and research-based.

Learning is a continuous lifelong process.

Schools must prepare students to be creative and critical thinkers, problem solvers, and effective communicators.

The physical, social, and emotional wellness of every child is necessary for optimum learning.

**We believe that the larger community must be fully engaged in the learning process...**

Education is a shared responsibility of students, parents, staff, and the community.

Students thrive when supported, nurtured, and engaged by the community.

In an environment that emphasizes school safety, everyone must be treated with kindness, dignity, and respect.

Schools must prepare students to be team members and leaders, community contributors, and productive citizens in a global society.



# **Report on Knowledge Base for the Information Literacy: Library Media Curriculum**

Learning and teaching within the school library media program is best defined by the common beliefs found in Standards for the 21<sup>st</sup> Century Learner in Action:

## **Reading is a window to the world.**

Reading is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats (e.g., picture, video, print) and all contexts is a key indicator of success in school and in life. As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretation and development of new understandings.

## **Inquiry provides a framework for learning.**

To become independent learners, students must gain not only the skills but also the disposition to use those skills, along with an understanding of their own responsibilities and self-assessment strategies. Combined, these four elements build a learner who can thrive in a complex information environment.

## **Ethical behavior in the use of information must be taught.**

In this increasingly global world of information, students must be taught to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely.

## **Technology skills are crucial for future employment needs.**

Today's students need to develop information skills that will enable them to use technology as an important tool for learning, both now and in the future.



**Equitable access is a key component for education.**

All children deserve equitable access to books and reading, to information, and to information technology in an environment that is safe and conducive to learning.

**The definition of information literacy has become more complex as resources and technologies have changed.**

Information literacy has progressed from the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century.

**The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.** The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively.

**Learning has a social context.** Learning is enhanced by opportunities to share and learn with others. Students need to develop skills in sharing knowledge and learning with others, both in face-to-face situations and through technology.

**School libraries are essential to the development of learning skills.** School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment. School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century.

*From Standards for 21<sup>st</sup> Century Learner in Action by American Association of School Librarians. Copyright 2009. American Library Association.*



# Hallmarks of Excellence for the Information Literacy: Library Media Curriculum Desirable Features of the Curriculum

## MORE

- Integration of information literacy which includes digital, visual, textual and technological literacies into every aspect of student learning
- Media-rich multi-sensory stimulation
- Flexible progression with multi-path options
- Learner-constructed knowledge from multiple information sources and experiences
- Collaborative work on authentic, real-world projects that have value beyond the classroom
- Inquiry based learning (Big6™)
- Integration of technology
- Evaluation of information and sources
- Engagement of students in higher order thinking skills to solve problems and arrive at conclusions that produce new meaning or understanding
- Focus on the learning process; diagnostic, formative and summative assessment in instruction
- Guidance in the ethical and responsible use of information

## LESS

- Teaching of library skills in isolation
- Limited media single-sense stimulation
- Lock-step, prescribed-path progression
- Knowledge from limited, authoritative sources
- Isolated work on invented experiences.
- Unstructured approach to the research process
- Use of technology in isolation
- Acceptance of information at face value
- Repetition of recorded facts



- Opportunity for students to pursue personal interests and make connections to the broader world
- Use of models and modeling
- Opportunity to practice skills



## **Statement of Educational Goals for the Information Literacy: Library Media Curriculum**

Students who complete the K-12 educational program in the Chariho Regional School District will be lifelong learners, informed decision-makers, and be skilled in the use of information technologies. Students will connect ideas and information, be active partners in the learning process, and appreciate literature. Students will develop portable skills that will serve them for a lifetime, making them critical thinkers, problem solvers, and continually evolving learners.



## **Standards for the Information Literacy: Library Media Curriculum**

The Chariho Regional School District Information Literacy: Library Media Curriculum Standards for grades K-12:

Standard 1: Inquire, think critically, and gain knowledge.

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

Standard 4: Pursue personal and aesthetic growth.



# Information Literacy: Library Media Curriculum Performance Standards by Grade

**Standard 1: Inquire, think critically, and gain knowledge.**

**Students will demonstrate the ability to:**

## **Grades Kindergarten - Two**

Use the Big6 research model as necessary to:

- Form simple questions and begin to explore ways to answer them
- Identify one or two keywords about a topic, problems, or question
- Understand the basic organizational structure of books
- Distinguish between fiction and nonfiction books
- Understand that the library has an organizational scheme

## **Grades Three and Four**

Apply skills from previous grades and use the Big6 research model as necessary to:

- use the online public access catalog (OPAC) to locate materials in the library
- Use the organizational structure of a book (for example, table of contents, index, chapter headings) to locate information to answer questions
- Use selected websites to find appropriate information

## **Grades Five and Six**

Apply skills from previous grades and use the Big6 research model as necessary to:

- Understand the library's organizational scheme and what main topics are included in each section
- Select and use appropriate sources, including specialized reference sources and databases, to answer questions
- Use multiple resources, including print, electronic, and human, to locate information
- Use the organizational structure of a book (for example, table of contents, index, chapter headings) to locate information to answer questions



- Use text features and illustrations to decide which resources are best to use and why
- Skim/scan to locate information that is appropriate to age and ability level
- Identify facts and details that support main ideas
- Evaluate facts for accuracy
- Distinguish between fact and opinion
- Interpret information taken from maps, graphs, charts, and other visuals
- Select information to answer questions or solve a problem
- Use the Cornell note-taking strategy
- Paraphrase or summarize information in various formats
- Draw conclusions based on facts and premises
- Recognize when facts from two different sources conflict and seek additional sources to verify accuracy
- Recognize their own misconceptions when new information conflicts with previously held opinions
- Search an online catalog to locate materials
- Use selected websites and periodical databases to find appropriate information
- Use selected search engines to find appropriate information
- Use software or online tools to record and organize information

### **Grades 7 and 8**

Apply skills from previous grades and use the Big6 research model as necessary to:

- Recognize the organization and use of special sections in the library (for example, reference, reserve books, paperbacks)
- Locate appropriate nonfiction resources by using the library's classification scheme
- Evaluate sources based on criteria such as copyright date, authority of author or publisher, comprehensiveness, readability, and alignment with research needs
- Select a variety of credible sources in different formats relevant to research needs
- Use the Cornell note-taking strategy
- Recognize that information has a social or cultural context based in currency, accuracy, authority, and point of view



- Evaluate and select information based on usefulness, currency, accuracy, authority, and point of view
- Evaluate, paraphrase, and summarize information in various formats
- Use both facts and opinions responsibly by identifying and verifying them
- Seek more than one point of view by using diverse sources
- Explain the effect of different perspectives (points of view) on the information
- Use digital resources (for example, online encyclopedias, online databases, and web tools) to locate information.
- Implement keyword search strategies that incorporate Boolean operators.
- Select and use grade-level-appropriate electronic reference materials and teacher-selected websites to answer questions.
- Use a variety of search engines to do advanced searching.

### **Grades Nine - Twelve**

Apply skills from previous grades and use the Big6 research model as necessary to:

- With guidance use an inquiry-based process for expanding content knowledge, connecting academic learning with the real world and pursuing personal interests
- Identify keywords or synonyms to use in further research
- Explore general information sources to increase familiarity with the topic or question
- Generate specific questions to focus the purpose of the research
- Identify and prioritize possible sources of information based on specific information needs and strengths of different information formats
- Use a variety of specialized reference materials to find specific and in-depth information.
- Use both primary and secondary sources
- Evaluate sources based on criteria such as copyright date, authority of author or publisher, depth of coverage, bias and relevance to research questions
- Take notes using one or more note-taking strategies, including reflecting on the information (for example, graphic organizers, two-column notes)
- Interpret and integrate information presented in various formats



- Use a range of electronic resources efficiently, effectively, and safely by applying a variety of search and evaluation strategies

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Students will demonstrate the ability to:

### **Grades Kindergarten - Two**

Use the Big6 research model as necessary to:

- Find facts to answer questions in more than one source
- Use techniques such as "Trash and Treasure" to locate needed information (See also Educator to Educator section)
- Demonstrate simple organizational skills such as sorting and categorizing
- Use acquired information to create a final product

### **Grades Three and Four**

Apply skills from previous grades and use the Big6 research model as necessary to:

- Find facts to answer questions in multiple sources
- Use techniques such as "Trash and Treasure" to locate needed information (See also Educator to Educator section)
- Demonstrate organizational skills such as sorting and categorizing
- Use acquired information to create a final product

### **Grades Five and Six**

Apply skills from previous grades and use the Big6 research model as necessary to:

- Identify the audience and purpose before selecting a format for the product.
- Experiment with text and visual media to create products.
- Check for correctness, completeness, and citation of sources.

### **Grades Seven and Eight**

Apply skills from previous grades and use the Big6 research model as necessary to:



- Select presentation form based on audience and purpose
- Draft presentation/product following an outline of ideas and add supporting details
- Create products that incorporate writing, visuals, and other forms of media to convey message and main points
- Assess and edit for grammar, visual impact, and appropriate use of media
- Cite all sources using correct bibliographic format

### **Grades Nine - Twelve**

Apply skills from previous grades and use the Big6 research model as necessary to:

- Identify main, supporting, and conflicting information using multiple sources to support interpretation or point of view
- Organize information independently, deciding the structure based on the relationships among ideas and general patterns discovered
- Draw clear and appropriate conclusions supported by evidence and examples
- Combine ideas and information to develop and demonstrate new understanding
- Identify and apply common utilities (for example: spell checker and thesaurus for word processing, formulas and charts in spreadsheets, and pictures, movies, sound, and charts in presentation tools to enhance communication to an audience, promote productivity and support creativity
- Work with others to select, organize, and integrate information and ideas from a variety of sources and formats
- Edit for grammar, language conventions, and style
- Cite ideas and direct quotes using MLA format

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

Students will demonstrate the ability to:

### **Grades Kindergarten - Two**

Use the Big6 research model as necessary to:



- Respect rules and procedures as responsible library users
- Participate in discussions and listen well
- Participate in discussions on fiction and nonfiction related to curriculum
- present facts and simple answers to questions

### **Grades Three and Four**

Apply skills from previous grades and use the Big6 research model as necessary to:

- Respect the guidelines for responsible and ethical use of information resources.
- Understand that authors and illustrators own their writings and art and it is against the law to copy their work.
- Observe web safety procedures, including safeguarding personal information.
- Practice responsible use of technology and describe personal consequences of inappropriate use.

### **Grades Five and Six**

Apply skills from previous grades and use the Big6 research model as necessary to:

- Demonstrate understanding of plagiarism by paraphrasing information or noting direct quotes
- Understand that authors and illustrators own their writings and art, and it is against the law to copy their work
- Credit all sources properly with title, author, and page number
- Cite sources using the MLA format
- Observe Web safety procedures including safeguarding personal information
- Practice responsible use of technology and describe personal consequences of inappropriate use
- Respect privacy of others (e-mail, files, passwords, book checkout, etc.)

### **Grades Seven and Eight**

Apply skills from previous grades and use the Big6 research model as necessary to:

- Avoid plagiarism by rephrasing information into their own words
- Cite sources using the MLA format
- Abide by Acceptable use Policy by accessing only appropriate information
- Use programs and websites responsibly and ethically



### **Grades Nine - Twelve**

Apply skills from previous grades and use the Big6 research model as necessary to:

- Present and support conclusions to answer the question or problem
- Set high and clear standards for work and use established criteria (rubrics, checklists)
- Evaluate the effectiveness of their inquiry process
- Accurately describe or summarize ideas of others and respond appropriately
- Use the most appropriate format, tone, and language to communicate ideas and points of view clearly to different audiences
- Use details and language that shows authority and knowledge of topic
- Demonstrate understanding of intellectual freedom and First Amendment rights
- Connect learning to real-world issues
- Understand what constitutes plagiarism and refrain from representing others' work as their own
- Demonstrate understanding of intellectual property rights by giving credit for all quotes, and by citing them properly in notes and bibliography
- Abide by Acceptable Use Policy in all respects and use Internet responsibly and safely
- Analyze the consequences of unethical use of information and communication technology
- Use programs and websites responsibly, efficiently, and ethically

### **Standard 4: Pursue personal and aesthetic growth.**

**Students will demonstrate the ability to:**

#### **Grades Kindergarten - Two**

Use the Big6 research model as necessary to:

- Distinguish between what is real and what is not real
- Request and choose materials related to personal interests
- Read, view, and listen to a variety of fiction and nonfiction for enjoyment and information
- Routinely select both "just right" books and challenging books



- Read the multiple works of a single author

### **Grades Three and Four**

Apply skills from previous grades and use the Big6 research model as necessary to:

- Use basic strategies (author, title, subject) to locate information using the library's online catalog
- Set reading goals
- Use prior knowledge to understand and compare literature

### **Grades Five and Six**

Apply skills from previous grades and use the Big6 research model as necessary to:

- Set reading goals
- Read listen to, and view a range of resources for a variety of purposes: to live the experiences of a character, to answer questions, to find out about something new, to explore personal interests
- Select books from favorite authors and genres; try new genres when suggested
- Select information in various formats based on theme, topic, and connection to classroom learning or personal interest
- Routinely select both "just right" books and challenging books
- Read the multiple works of a single author
- Explain why some authors and genres have become favorites
- Independently select appropriate print, non-print, and electronic materials on an individual level

### **Grades Seven and Eight**

Apply skills from previous grades to:

- Read, listen to, and view an increasingly wide range of genres and formats for recreation and information.
- Independently locate and select information for personal, hobby, or vocational interests.
- Read a variety of genres, including short stories, novels, poems, plays, drama, myths, films, and electronic magazines and books.
- Describe the characteristics of different genres.
- Explore new genres that fulfill interests and reading level (graphic novels, magazines, online magazines, e-books).



- Select resources for classroom learning and for personal exploration.
- Select resources on topics of interest at both a comfortable reading level and at higher levels of comprehension.
- Select print, non-print, and electronic materials based on personal interests and knowledge of authors.
- Maintain personal reading lists.

### **Grades Nine - Twelve**

Apply skills from previous grades and use the Big6 research model as necessary to:

- Read, listen to, and view information in a variety of formats to explore new ideas, form opinions, and solve problems
- Routinely read, view, and listen for personal enjoyment
- Read books that connect to real-world issues
- Select sources for academic, personal, and real-world purposes
- Select resources on topics of interest at both comfortable and challenging levels of comprehension
- Read a variety of fiction and nonfiction, including works of international authors and authors outside students' own culture
- Explore real-world genres (movie reviews, editorials, consumer reports, game tips, career information)
- Engage in safe and ethical use of social networking applications to construct and share ideas and products



## Educator to Educator

Due to the fluid nature of information and technology tools, each library maintains and updates a website. Teacher resources are available via each school website. Resources may include databases, links to professional organizations, reading lists, note sheets, citation guides, internet curriculum links, and technology tools. A link to each library catalog is available on each website.

- Ashaway Library Media Center <http://ashawayschoollibrary.yolasite.com/>
- Charlestown Library Media Center <http://charlestownschoolibrary.blogspot.com/>
- Hope Valley Library Media Center <http://hopevalleylibrary.yolasite.com/>
- Richmond Library Media Center <http://www.chariho.k12.ri.us/node/333>
- Chariho Middle School Library Media Center: <http://www.chariho.k12.ri.us/cms-library>
- Chariho High School Library Media Center: <http://www.chariho.k12.ri.us/chs.libmain>

## Inquiry based research process: THE BIG6™

**The Big 6:** <http://www.big6.com/> The Big6™ is the most widely known and widely-used approach to teaching information and technology skills in the world. Used in thousands of K-12 schools, higher education institutions, and corporate and adult training programs, the Big6 information problem-solving model is applicable whenever people need and use information. The Big6 integrates information search and use skills along with technology tools in a systematic process to find, use, apply, and evaluate information to specific needs and tasks.



## Big6™ Overview and Examples of Use

### 1. Task Definition

#### 1.1 Define the information problem

- Example: Outline the steps for preparing for physical education class & note if any information is required for any step.
- Example: Determine whether any of the activities for a science lab have some information requirement

#### 1.2 Identify information needed in order to complete the task (to solve the information problem)

- Example: For each information-related activity in the same science lab, note whether it involves location and access, information use, or synthesis.
- Example: Realize that the assignment requires both looking around and labeling a map

### 2. Information Seeking Strategies

#### 2.1 Determine the range of possible sources (brainstorm).

- Example: List where to find literary criticism information.
- Example: Inventory all of the computer resources available in the school

#### 2.2 Evaluate the different possible sources to determine priorities (select the best sources)

- Example: Decide whether to ask an expert or use a reference book.
- Example: Decide whether it is ok to use an encyclopedia for an assignment

### 3. Location and Access

#### 3.1 Locate sources (intellectually and physically).

- Example: Find a particular book on the shelf.
- Example: Draw and label a map of the library media center

#### 3.2 Find information within sources



- Example: Look up an article in the SIRS' Energy Series.
- Example: Find an article on the current rock music scene using a periodical index on CD-ROM

#### **4. Use of Information**

4.1 Engage (e.g., read, hear, view, touch) the information in a source.

- Example: Scan a book to determine its usefulness.
- Example: Listen to an audiocassette of Tale of Two Cities

4.2 Extract relevant information from a source

- Example: Take notes on bibliographic information for later use.
- Example: Take notes on a magazine article.

#### **5. Synthesis**

5.1 Organize information from multiple sources.

- Create a database on major cities of the Midwest.
- Put note cards (from multiple sources) in a logical order.

5.2 Present the information.

- Create a printout from a database.
- Draw and label a map of Africa.

#### **6. Evaluation**

6.1 Judge the product (effectiveness).

- Example: Set criteria for judging anti-smoking posters.
- Example: Determine whether the information need as originally defined is met.

6.2 Judge the information problem-solving process (efficiency).

- Example: Determine which note taking techniques are working.
- Example: State what you would do differently next time.



## Educator to Parent

Due to the fluid nature of information and technology tools, each library maintains and updates a website. Parent resources are available via each school website. Resources may include links to databases, professional organizations, reading lists, note sheets, Big6 research and citation guides, internet curriculum links, public library catalogs, home-school resources, internet safety, homework help, summer reading program requirements, and technology tools. A link to each library catalog is available on each website.

### Chariho District Library Media Centers Web Sites

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- Charlestown Library Media Center <http://charlestownchoollibrary.blogspot.com/>
- Hope Valley Library Media Center <http://hopevalleylibrary.yolasite.com/>
- Richmond Library Media Center <http://www.chariho.k12.ri.us/node/333>
- Chariho Middle School Library Media Center: <http://www.chariho.k12.ri.us/cms-library>
- Chariho High School Library Media Center <http://www.chariho.k12.ri.us/chslibmain>



## Educator to Student

Due to the fluid nature of information and technology tools, each library maintains and updates a website. Student resources are available via each school website. Resources may include links to professional organizations, reading lists, note sheets, citation guides, internet curriculum links, public library catalogs, home-school resources, internet safety, homework help, summer reading program requirements, and technology tools. A link to each library catalog is available on each website.

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- Chariho Middle School Library Media Center: <http://www.chariho.k12.ri.us/cms-library>
- Chariho High School Library Media Center <http://www.chariho.k12.ri.us/chslibmain>



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