

Information Literacy CURRICULUM



NEWTOWN PUBLIC SCHOOLS

Newtown, Connecticut.

Approved by the Board of Education:

Acknowledgements

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Newtown Success-Oriented School Model

Quality education is possible if we all agree on a common purpose as we work together to continuously improve the teaching and learning process. We believe that **ALL CHILDREN CAN AND WILL LEARN WELL**. The system strives to establish high standards for our students, faculty, and staff through the curriculum documents. Mastery of this curriculum depends on the effort and persistence of the learner, the support of the parents, and the knowledge, skills, and persistence of the staff.

In order for our students to reach the goal of cognitive achievement, students must learn how to use the process skills of decision-making, problem solving, and critical thinking. Students need to take responsibility for their learning by becoming self-directed, active participants in the

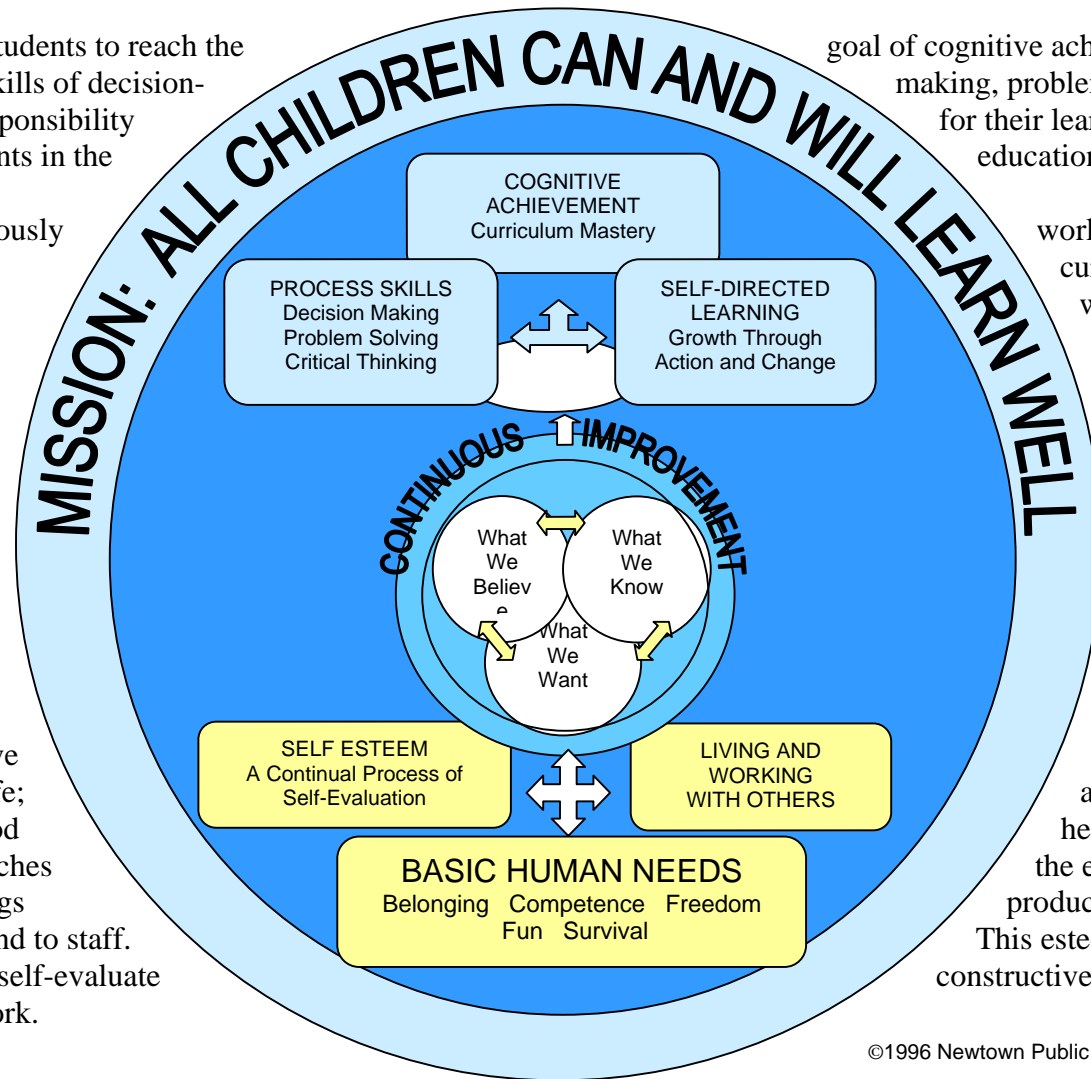
goal of cognitive achievement, students must learn making, problem solving, and critical thinking. for their learning by becoming self-educational process.

We must continuously environment and the analyze what we believe, want before we take

work to improve the learning curriculum. To improve, we must what we know, and what we action to reach these goals.

It is the staff of the Newtown provide all children to learn well. We students and staff will when basic human needs include: for positive Competence, the need to Freedom, the need to have Fun, the need to enjoy life; for shelter, food, and good working with others enriches Positive self-esteem brings satisfaction to students and to staff. through opportunities to self-evaluate improve as a result of work.

responsibility of the Public Schools to with the opportunity believe that the be more productive needs are met. These Belonging, the need relationships; be successful; control over decisions; and Survival, the need health. Living and the experiences of students. productivity and personal This esteem can be nurtured constructively and see performance



Information Literacy Standards with Objectives by Grade

Note: Research is not just a research paper, it is an action taken any time a need for information arises. The following document refers to all information-gathering purposes and is not intended to be interpreted as long-term and/or product-based research projects only. Use it to guide students with any information need they are trying to meet.

The students will

	Gather information for a specific purpose	Analyze and evaluate information to create a solution and/or a product.	Evaluate both the process and the product
Core Concepts	<ul style="list-style-type: none"> • <i>Information is organized in various ways</i> • <i>Information can be accessed efficiently and effectively</i> • <i>Information from any resource needs to be checked for accuracy and reliability</i> 	<ul style="list-style-type: none"> • <i>Life-long learners can think critically and make informed decisions</i> 	<ul style="list-style-type: none"> • <i>Reflection is a key component of continuous improvement</i> • <i>Evaluation takes place throughout the gathering and using of information</i>
K	<ul style="list-style-type: none"> • Ask questions about a topic • Listen to information about the topic • State information learned about the topic • Be aware that there are different kinds of resources (books, maps, magazines, tapes, etc.) 	With teacher guidance student will: <ul style="list-style-type: none"> ▪ Sort information into assigned categories ▪ Communicate new information in a teacher designated format ▪ Share information with others ▪ Identify/locate the title and author of the book (s) used. 	With teacher guidance student will: <ul style="list-style-type: none"> • Determine if all requirements are included • Analyze product for quality and justify observations using teacher prompts and/or created materials • Identify improvements to be made for future products
1	<ul style="list-style-type: none"> • Ask and sort questions about a topic. • Look for information in teacher-selected materials • Identify and locate resources in both the classroom and school library • State information learned about the topic in own words with teacher guidance 	<ul style="list-style-type: none"> ▪ Sort information into assigned categories with teacher assistance ▪ Communicate new information in a teacher designated format ▪ Share information with others ▪ Identify title, author, and illustrator of books used with teacher assistance Check power 	With teacher guidance student will: <ul style="list-style-type: none"> • Determine if all requirements are included • Analyze product for quality and justify observations using teacher prompts and/or created materials • Identify improvements to be made for future products
2	<ul style="list-style-type: none"> • Generate a list of what they know about a topic • Generate questions about the topic • Sort questions into groups • Follow a simple teacher-developed plan to gather information from selected materials • Identify and select appropriate resources in the classroom or school library 	<ul style="list-style-type: none"> ▪ Communicate new information in a teacher designated format ▪ Put new information into their own words ▪ Organize the information into a logical sequence ▪ Use templates to list the resources used including author, title and publication date 	With teacher guidance student will: <ul style="list-style-type: none"> • Reflect on process used (ex. checklist, rubric) • Determine if all requirements are included • Analyze product for quality and justify observations using teacher created materials • Identify improvements to be made for future products.

	Gather information for a specific purpose	Analyze and evaluate information to create a solution and/or a product.	Evaluate both the process and the product
3	<ul style="list-style-type: none"> • Follow a structured plan for research <ul style="list-style-type: none"> - Choose topic - Generate what they know and what they want to know - Generate questions - Group questions into common themes/subjects - Use teacher-selected resources and/or the electronic catalog (OPAC) - Gather information by recording key phrases and /or key words and include title of resource - Organize and classify in order to summarize information with teacher assistance. • Recognize that information is organized <ul style="list-style-type: none"> - Within a book or magazine i.e. table of contents, index, key words - Within a library i.e. fiction, nonfiction, reference - Within a classroom i.e. theme bins, displays 	<ul style="list-style-type: none"> ▪ Communicate new information in a teacher designated format ▪ Distinguish between fact and opinion with teacher guidance ▪ Put new information into their own words ▪ Organize the information into a logical sequence ▪ Support each main idea with accurate information from various resources ▪ Construct meaningful and specific connections between new information and other text, one's self and the world. ▪ Communicate ideas in a teacher-designated format ▪ Use templates to list the resources used including author, title, and city of publication, publisher, copyright date and/or web address. 	<p>With teacher guidance student will:</p> <ul style="list-style-type: none"> • Reflect using teacher created tools (rubric, reflections questions) • Determine if all requirements are included • Analyze product for quality and justify observations using teacher created materials • Identify improvements to be made for future products
4	<ul style="list-style-type: none"> • Select effective guiding questions for research • Follow a structured plan for research <ul style="list-style-type: none"> - Choose topic - Generate what they know and what they want to know - Generate questions - Group questions into common themes/subjects - Use teacher-selected resources and/or the electronic catalog (OPAC) - Gather information by recording key phrases and /or key words and include title of resource - Organize and classify in order to summarize information with teacher assistance. - Monitor and adjust research • Use understanding of organization to locate resources and find appropriate materials <ul style="list-style-type: none"> - Select books appropriate to reading level - Use table of contents, index, or alphabetical list on a web site - Use the electronic catalog (OPAC) with guidance to identify and find materials 	<ul style="list-style-type: none"> ▪ Communicate new information in a teacher designated format ▪ Distinguish between fact and opinion with teacher guidance ▪ Put new information into their own words ▪ Organize the information into a logical sequence ▪ Support each main idea with accurate information from various resources ▪ Construct meaningful and specific connections between new information and other text, one's self and the world ▪ Communicate ideas in a teacher-designated format ▪ Use templates to list the resources used including author, title, and city of publication, publisher, copyright date and web address. 	<p>With teacher guidance student will:</p> <ul style="list-style-type: none"> • Reflect using teacher created tools (rubric, reflections questions) • Determine if all requirements are included • Analyze product for quality and justify observations using teacher created materials • Identify improvements to be made for future products

	Gather information for a specific purpose	Analyze and evaluate information to create a solution and/or a product.	Evaluate both the process and the product
Core Concepts	<ul style="list-style-type: none"> • <i>Information is organized in various ways.</i> • <i>Information can be accessed efficiently and effectively.</i> • <i>Information from any source needs to be checked for accuracy and reliability.</i> 	<ul style="list-style-type: none"> • <i>Life-long learners can think critically and make informed decisions.</i> 	<ul style="list-style-type: none"> • <i>Reflection is a key component of continuous improvement.</i> • <i>Evaluation takes place throughout the gathering and using of information.</i>
5-6	<ul style="list-style-type: none"> • Generate and select effective guiding questions for research in a variety of content areas. • Evaluate guiding questions (characterized as open, deep, and interesting) with assistance. • Incorporate critical thinking skills ie.Blooms' taxonomy (with assistance). • Develop a plan (with guidance) based on criteria established by the teacher. <ul style="list-style-type: none"> - Use teacher as well as student selected resources. - Gather information using key words and quotation in notes. - Document sources. - Classify and organize information - Summarize information. • Locate resources and materials to obtain information. <ul style="list-style-type: none"> - Select material appropriate to reading level - Use Table of Contents, Index, or alphabetical list - Use electronic catalog (OPAC) with guidance to identify and find materials. • Apply search strategies (with guidance) to narrow or expand focus in print and non print sources • Use a variety of resources with assistance 	<ul style="list-style-type: none"> ▪ Compare/contrast prior knowledge with the new information. ▪ Put new information into their own words ▪ Use district modified MLA citation format to reference resources (with assistance). ▪ Create an original interpretation of information that properly credits the ideas of others. ▪ Select accurate and valid information from a variety of resources e.g. website, cross reference website information with print sources to verify accuracy and validity (website profile attached). 	<ul style="list-style-type: none"> • Reflect on the process, thoroughness of content and quality of product using criteria and/or rubric. • Monitor and adjust research. • Compare self-reflection to teacher evaluation. • Revise product based on self-assessment and teacher input.

The students will . . .

	Gather information for a specific purpose	Analyze and evaluate information to create a solution and/or a product	Evaluate both the process and the product
Core Concepts	<ul style="list-style-type: none"> • <i>Information is organized in various ways</i> • <i>Information can be accessed efficiently and effectively</i> • <i>Information from any source needs to be checked for accuracy and reliability</i> 	<ul style="list-style-type: none"> • <i>Life-long learners can think critically and make informed decisions</i> 	<ul style="list-style-type: none"> • <i>Reflection is a key component of continuous improvement</i> • <i>Evaluation takes place throughout the gathering and using of information</i>
7-8-9	<ul style="list-style-type: none"> ▪ Generate questions for research in a variety of content areas ▪ Respond to guiding questions <ul style="list-style-type: none"> - Evaluate questions for characteristics of open, deep, and interesting (Blooms' taxonomy) • Develop a plan independently based on criteria/elements established by the teacher <ul style="list-style-type: none"> - Generate questions - Use teacher selected and student-selected resources including both primary and secondary sources - Take notes in key words, short phrases, quotations and document the source where they were found - Organize and classify in order to summarize information using a graphic organizer or outline • Locate appropriate resources • Apply search strategies with guidance to narrow or expand focus in print and non-print materials including Boolean logic • Determine which resource meet the specific research purpose • Use a variety of resources (with some assistance) 	<ul style="list-style-type: none"> ▪ Compare and contrast new facts/ideas ▪ Combine ideas to make new generalizations ▪ Analyze author's bias and how it influences meaning ▪ Defend, qualify, or dispute differing interpretations/viewpoints of a given text ▪ Use district MLA format to document all print/non-print sources including complex sources with guidance <ul style="list-style-type: none"> - Recognize when internal documentation is needed and use with guidance ▪ Create an original interpretation of information that properly credits the ideas of other ▪ Select accurate and valid information from a variety of resources e.g. web site 	<ul style="list-style-type: none"> • Reflect on the process, thoroughness of content and quality of product using criteria and/or rubric • Monitor and adjust their research • Compare self-reflection to teacher evaluation • Revise product based on self assessment and teacher input

	Gather information for a specific purpose	Analyze and evaluate information to create a solution and/or a product.	Evaluate both the process and the product
10-11-12	<ul style="list-style-type: none"> • Generate and show the relationships among interrelated questions about a topic <ul style="list-style-type: none"> - Connect with other issues/disciplines and personal experience • Develop a research plan <ul style="list-style-type: none"> - Vary elements based on audience and purpose - Use strategies to organize and narrow the search - Use primary and secondary resources when appropriate and document resources used • Use a variety of resources to gather information independently <ul style="list-style-type: none"> - Balance types of resources used - Cross-reference resources for accuracy and validity 	<ul style="list-style-type: none"> • Make inferences that can be supported from the information gathered • Select and integrate accurate, valid, and relevant information from a variety of resources • Communicate ideas and information in a format that promotes a new perspective or interpretation of content • Create an original interpretation of information that properly credits the ideas of others <ul style="list-style-type: none"> - Use internal citation • Independently consult an MLA authority to document all print/nonprint resources 	<ul style="list-style-type: none"> • Reflect on the process • Reflect on how the process directly affected the quality of the product • Revise product based on self-assessment and/or teacher input

Information Literacy Curriculum for Kindergarten

Standards and Objectives for Kindergarten

The students will . . .

	Gather information for a specific purpose	Analyze and evaluate information to create a solution and/or a product.	Evaluate both the process and the product
Core Concepts	<ul style="list-style-type: none"> • <i>Information is organized in various ways</i> • <i>Information can be accessed efficiently and effectively</i> • <i>Information from any resource needs to be checked for accuracy and reliability</i> 	<ul style="list-style-type: none"> • <i>Life-long learners can think critically and make informed decisions</i> 	<ul style="list-style-type: none"> • <i>Reflection is a key component of continuous improvement</i> • <i>Evaluation takes place throughout the gathering and using of information</i>
K	<ul style="list-style-type: none"> • Ask questions about a topic • Listen to information about the topic • State information learned about the topic • Be aware that there are different kinds of resources (books, maps, magazines, tapes, etc.) 	With teacher guidance student will: <ul style="list-style-type: none"> • Sort information into assigned categories • Communicate new information in a teacher designated format • Share information with others • Identify/locate the title and author of the book(s) used. 	With teacher guidance student will: <ul style="list-style-type: none"> • Determine if all requirements are included • Analyze product for quality and justify observations using teacher prompts and/or created materials • Identify improvements to be made for future products

Performance Assessments

Description of the Task	Objective(s) Assessed	Performance Standard That Represents Mastery
<p>As a class or small group, sort a group of items into related groups based on teacher criteria.</p> <p>Suggested materials: Attribute blocks, small toys from Happy Meals, die cuts, pictures, stuffed animals, books in classroom or library media center collections, etc.</p>	<ul style="list-style-type: none"> •Sort information into assigned categories 	<p>Use a checklist to determine student progress:</p> <ul style="list-style-type: none"> •Student is able to sort when given the categories •Student can name the categories • Student can describe the results

Description of the Task	Objective(s) Assessed	Performance Standard That Represents Mastery
<p>Write a sentence and/or draw a picture to go with the information. Possible topics: Community helpers, fire safety, holidays, living things, seasons</p>	<ul style="list-style-type: none"> • Communicate new information in a teacher designated format 	<p>Teacher evaluation Sentence/picture reflects accurate fact.</p>

Resources

Professional Resources

Suggested activities or model units, suggestions for working with students

- Establish quality standards at grade level.
- Communicate quality standards to students and monitor throughout the project.
- Identify title, author, illustrator.
- Identify parts of book: spine, cover, title page.
- Use and name a variety of resources such as books, magazines, newspaper, atlas, or map.
- Discuss the differences between fiction and nonfiction.
- Locate fiction/nonfiction areas of the LMC
- Use paired fiction/nonfiction to identify similarities and differences in texts.
- Sort items/information into categories.
- Use KidPix, Kidspiration, or similar programs to sort stamps.
- Demonstrate and use various graphic organizers such as Venn diagrams.
- Generate list of questions about a topic with teacher guidance.
- KWL (words and/or pictures)
- Share information with others.

Other suggestions:

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Ways to differentiate to meet the needs of students

- Provide picture or audio cues to communicate procedure.
- Partner students with a peer or adult to accomplish a task.
- Provide opportunities for students to independently gather and sort items.

- Provide opportunities for students to generate a list of topics individually or in small groups.
- Provide opportunities for students to generate questions on a topic individually or in small groups.
- Encourage students to find resources at appropriate reading levels.
- Provide opportunities for students to read about a topic individually or in a guided reading group.
- Ask specific guided questions at different levels.
- Encourage students to share or present information as show and tell, performance, picture, reader response (oral/written), computer generated product (KidPix, etc.).

Other ways to differentiate:

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Suggestions for coordinating with parents

- Newsletter
- Teacher and LMC website
- Project information sheet

Teacher Resources

- Content area curricula
- Library Media Specialist
- Parent volunteers
- Teacher selected websites
- Subscription databases (encyclopedias, periodical databases)
- Ellison die cut machine
- Software and manuals (i.e. KidPix, Kidspiration, etc.)
- OPAC
- Book lists of resources from LMC

Student Resources

- Grade appropriate reference and reading materials
 - Magazines: Ranger Rick, Ladybug, Your Big Backyard, Zoobook
 - Nonfiction book series: Rookie Reader, Pebble, Sand Castle, Welcome
 - Reference: My First Dictionary, pictionaries, beginning atlas
- Items to sort – bins of buttons, wooden and plastic blocks, and donated small toys, paper die cuts
- Software (i.e. KidPix, Kidspiration, etc.)

Information Literacy Curriculum for First Grade

Standards and Objectives for First Grade

The students will . . .

	Gather information for a specific purpose	Analyze and evaluate information to create a solution and/or a product.	Evaluate both the process and the product
Core Concepts	<ul style="list-style-type: none"> • <i>Information is organized in various ways</i> • <i>Information can be accessed efficiently and effectively</i> • <i>Information from any resource needs to be checked for accuracy and reliability</i> 	<ul style="list-style-type: none"> • <i>Life-long learners can think critically and make informed decisions</i> 	<ul style="list-style-type: none"> • <i>Reflection is a key component of continuous improvement</i> • <i>Evaluation takes place throughout the gathering and using of information</i>
1	<ul style="list-style-type: none"> • Ask and sort questions about a topic. • Look for information in teacher-selected materials • Identify and locate resources in both the classroom and school library • State information learned about the topic in own words with teacher guidance 	<ul style="list-style-type: none"> • Sort information into assigned categories with teacher assistance • Communicate new information in a teacher designated format • Share information with others • Identify title, author, and illustrator of books used with teacher assistance 	With teacher guidance student will: <ul style="list-style-type: none"> • Determine if all requirements are included • Analyze product for quality and justify observations using teacher prompts and/or created materials • Identify improvements to be made for future products

Performance Assessments

Description of the Task	Objective(s) Assessed	Performance Standard That Represents Mastery
Complete a chart by sorting animals based on their coverings.	<ul style="list-style-type: none"> • Ask and sort questions about a topic. • Look for information in teacher-selected materials • Identify and locate resources in both the classroom and school library • State information learned about the topic in own words with teacher guidance 	Teacher observation
Present a weather forecast to large or small group.	<ul style="list-style-type: none"> • Look for information in teacher-selected materials • Communicate new information in a teacher designated format • Share information with others • Determine if all requirements are included, with teacher guidance 	Analytical rubric <i>CHECK WITH FIRST GRADE TEAMS FOR EXISTING RUBRIC—SANDY HOOK.</i>

Description of the Task	Objective(s) Assessed	Performance Standard That Represents Mastery
	<ul style="list-style-type: none"> • Identify improvements to be made for future products with teacher guidance 	
<p><i>CREATE A PICTURE BOOK ABOUT AN ANIMAL INCLUDING DESCRIPTION, HABITAT, DIET.</i></p>	<ul style="list-style-type: none"> • Look for information in teacher-selected materials • Communicate new information in a teacher designated format • Share information with others • Determine if all requirements are included, with teacher guidance • Identify improvements to be made for future products with teacher guidance 	<p>Analytical rubric <i>CHECK WITH FIRST GRADE TEAMS FOR EXISTING RUBRIC—HAWLEY.</i></p>

Resources

Professional Resources

Suggested activities or model units, suggestions for working with students

- Establish quality standards at grade level.
- Communicate quality standards to students and monitor throughout the project.
- Identify title, author, illustrator, copyright date (book’s birthdate).
- Demonstrate location of the table of contents, index and/or the glossary.
- Identify parts of book: spine, cover, title page.
- Use and name a variety of resources such as books, magazines, newspaper, atlas, or map.
- Discuss the differences between fiction and nonfiction.
- Locate fiction/nonfiction areas of the LMC
- Use paired fiction/nonfiction to identify similarities and differences in texts.
- Sort items/information into categories.
- Use KidPix, Kidspiration, or similar programs to sort stamps.
- Demonstrate and use various graphic organizers such as Venn diagrams.
- Generate list of questions about a topic.
- KWL (words and/or pictures)
- Collaborate with library media specialist to plan lessons or units.
- Plan a class visit to the LMC to find resources for a topic.

- Demonstrate where in a book students can find information using the table of contents, index and/or the glossary
- Find information in teacher selected materials and find answers to questions
- Find books at appropriate reading level
- Share information with others.

Other suggestions:

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Ways to differentiate to meet the needs of students

- Provide picture or audio cues to communicate procedure.
- Partner students with a peer or adult to accomplish a task.
- Create graphic organizers using pictures, icons, or words (Kidspiration)
- Provide opportunities for students to independently gather and sort items.
- Provide opportunities for students to generate a list of topics individually or in small groups.
- Provide opportunities for students to generate questions on a topic individually or in small groups.
- Provide opportunities for students to find resources at appropriate reading levels with or without guidance.
- Provide opportunities for students to use LMC with an educational assistant, parent volunteer, or peer to find resources.
- Provide opportunities for students to read about a topic individually or in a guided reading group.
- Ask specific guided questions at different levels.
- Encourage students to share or present information. Some examples are show and tell, performance, picture, reader response (oral/written), computer generated product (KidPix, etc.), poster, triarama, art project, student made book.

Other ways to differentiate:

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Suggestions for coordinating with parents

- Newsletter
- Teacher and LMC website
- Project information sheet

Teacher Resources

- Content area curricula
- Library Media Specialist
- Parent volunteers

- Teacher selected websites: LMC website, Enchanted Learning, Yahoo!igans, (ALL TEACHER ASSISTED)
- Subscription databases: Ebsco, Searchasaurus, World Book Online, Grolier Online, etc.
- Ellison die cut machine
- Software and manuals: KidPix, Kidspiration, Microsoft Office, etc.
- Magazines: Mailbox, Book Links, Instructor, etc.
- Independent Investigation Method (IIM)
- Book list of resources from LMC
- OPAC
- AIMS – Critters
 - Under Cover, page 115
 - Hide and Seek, page 120

Student Resources

- Grade appropriate reference and reading materials
 - Magazines: Ranger Rick, Ladybug, Your Big Backyard, Zoobook
 - Nonfiction book series: Rookie Reader, Pebble, Sand Castle, Welcome
 - Reference: My First Dictionary, picture dictionaries, beginning atlas
- Items to sort –toy animals, paper die cuts of animals
- Software (i.e. KidPix, Kidspiration, etc.)

Information Literacy Curriculum for Second Grade

Standards and Objectives for Second Grade

The students will . . .

	Gather information for a specific purpose	Analyze and evaluate information to create a solution and/or a product.	Evaluate both the process and the product
Core Concepts	<ul style="list-style-type: none"> Information is organized in various ways Information can be accessed efficiently and effectively Information from any resource needs to be checked for accuracy and reliability 	<ul style="list-style-type: none"> Life-long learners can think critically and make informed decisions 	<ul style="list-style-type: none"> Reflection is a key component of continuous improvement Evaluation takes place throughout the gathering and using of information
2	<ul style="list-style-type: none"> Generate a list of what they know about a topic Generate questions about the topic Sort questions into groups Follow a simple teacher-developed plan to gather information from selected materials Identify and select appropriate resources in the classroom or school library 	<ul style="list-style-type: none"> Communicate new information in a teacher designated format Put new information into their own words Organize the information into a logical sequence Use templates to list the resources used including author, title and publication date 	With teacher guidance student will: <ul style="list-style-type: none"> Reflect on process used (ex. checklist, rubric) Determine if all requirements are included Analyze product for quality and justify observations using teacher created materials Identify improvements to be made for future products.

Performance Assessments

Description of the Task	Objective(s) Assessed	Performance Standard That Represents Mastery
Present information about endangered animals in a teacher-assigned format.	<ul style="list-style-type: none"> Generate a list of what they know about a topic Generate questions about the topic Sort questions into groups Follow a simple teacher-developed plan to gather information from selected materials Identify and select appropriate resources in the classroom or school library Communicate new information in a teacher designated format Put new information into their own words 	Analytic Rubric HAVE SECOND GRADE TEAM VERIFY OBJECTIVES ASSESSED. CHECK WITH SECOND GRADE TEAMS FOR EXISTING RUBRIC.

Description of the Task	Objective(s) Assessed	Performance Standard That Represents Mastery
	<ul style="list-style-type: none"> • Use templates to list the resources used including author, title and publication date • Determine if all requirements are included (with teacher guidance) based on rubric • Analyze product for quality and justify observations using teacher created materials 	
Create a map of a familiar place.	<ul style="list-style-type: none"> • Generate a list of what they know about a topic • Generate questions about the topic • Identify and select appropriate resources in the classroom or school library • Organize the information into a logical sequence • Determine if all requirements are included (with teacher guidance) 	Checklist <i>HAVE SECOND GRADE TEAM VERIFY OBJECTIVES ASSESSED. CHECK WITH SECOND GRADE TEAMS FOR EXISTING RUBRIC.</i>

Resources

Professional Resources

Suggested activities or model units, suggestions for working with students

- Establish quality standards at grade level.
- Communicate quality standards to students and monitor throughout the project.
- Identify title, author, illustrator, and copyright date.
- Demonstrate where in a book students can find information using the table of contents, index and/or the glossary
- Find information using the table of contents, index and/or the glossary.
- Identify parts of book: spine, cover, title page.
- Use a variety of resources such as books, magazines, newspaper, atlas, or map.
- Understand the differences between fiction and nonfiction.
- Locate fiction/nonfiction areas of the LMC
- Use paired fiction/nonfiction to identify similarities and differences in texts.
- Provide frame for note taking.
- Sort information into categories.
- Demonstrate and use various graphic organizers such as Venn diagrams.
 - Create a concept map.
 - Create a storyboard.
- Generate list of questions about a topic.
- KWL (words and/or pictures)

- Collaborate with library media specialist to plan lessons or units.
- Plan a class visit to the LMC to find resources for a topic.
- Find information in teacher selected materials and find answers to questions
- Use OPAC with guidance to locate available materials in the LMC.
- Find books at appropriate reading level
- Use designated web sites to locate information.
- Create scavenger hunts to find information in teacher selected materials.
- Share information with others.

Other suggestions:

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Ways to differentiate to meet the needs of students

- Provide picture or audio cues to communicate procedure.
- Partner students with a peer or adult to accomplish a task.
- Create graphic organizers using pictures, icons, or words (Kidspiration)
- Provide opportunities for students to generate a list of topics individually or in small groups.
- Provide opportunities for students to generate questions on a topic individually or in small groups.
- Provide opportunities for students to find resources at appropriate reading levels with or without guidance.
- Provide opportunities for students to use LMC with an educational assistant, parent volunteer, or peer to find resources.
- Provide opportunities for students to read about a topic individually or in a guided reading group.
- Ask specific guided questions at different levels.
- Provide additional subtopics or more limited topics to be researched.
- Provide specific locations (book, chapter, or page) of information to be used by student.
- Provide a frame for completed project.
- Allow students to develop own symbols for map creation.
- Allow students to experiment using higher order math skills (scale, elevation, etc.) in map creation.
- Encourage students to share or present information. Some examples are show and tell, performance, picture, reader response (oral/written), computer generated product (KidPix, etc.), poster, triarama, art project, student made book.

Other ways to differentiate:

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Suggestions for coordinating with parents

- Newsletter
- Teacher and LMC website
- Project information sheet
- Project rubric
- Make public library aware of projects.

Teacher Resources

- Content area curricula
- Library Media Specialist
- Parent volunteers
- Teacher selected websites: LMC website, Enchanted Learning, Yahoooligans, (ALL TEACHER ASSISTED)
- Subscription databases: Ebsco, Searchasaurus, World Book Online, Grolier Online, etc.
- Software and manuals: KidPix, Kidspiration, Microsoft Office, etc.
- Magazines: Mailbox, Book Links, Instructor, etc.
- Independent Investigation Method (IIM)
- Book list of resources from LMC
- OPAC

Student Resources

- Grade appropriate reference and reading materials
 - Magazines: Ranger Rick, Ladybug, Your Big Backyard, Zoobook
 - Nonfiction book series: Checkerboard, Rookie Readers
 - Reference: dictionaries, beginning atlas
- Software (i.e. KidPix, Kidspiration, etc.)

Information Literacy Curriculum for Third Grade

Standards and Objectives for Third Grade

The students will . . .

	Gather information for a specific purpose	Analyze and evaluate information to create a solution and/or a product.	Evaluate both the process and the product
Core Concepts	<ul style="list-style-type: none"> • <i>Information is organized in various ways</i> • <i>Information can be accessed efficiently and effectively</i> • <i>Information from any resource needs to be checked for accuracy and reliability</i> 	<ul style="list-style-type: none"> • <i>Life-long learners can think critically and make informed decisions</i> 	<ul style="list-style-type: none"> • <i>Reflection is a key component of continuous improvement</i> • <i>Evaluation takes place throughout the gathering and using of information</i>
3	<ul style="list-style-type: none"> • Follow a structured plan for research <ul style="list-style-type: none"> - Choose topic - Generate what they know and what they want to know - Generate questions - Group questions into common themes/subjects - Use teacher-selected resources and/or the electronic catalog (OPAC) - Gather information by recording key phrases and /or key words and include title of resource - Organize and classify in order to summarize information with teacher assistance. • Recognize that information is organized <ul style="list-style-type: none"> - Within a book or magazine i.e. table of contents, index, key words - Within a library i.e. fiction, nonfiction, reference - Within a classroom i.e. theme bins, displays 	<ul style="list-style-type: none"> • Communicate new information in a teacher designated format • Distinguish between fact and opinion with teacher guidance • Put new information into their own words • Organize the information into a logical sequence • Support each main idea with accurate information from various resources • Construct meaningful and specific connections between new information and other text, one's self and the world. • Communicate ideas in a teacher-designated format • Use templates to list the resources used including author, title, and city of publication, publisher, copyright date and/or web address. 	With teacher guidance student will: <ul style="list-style-type: none"> • Reflect using teacher created tools (rubric, reflections questions) • Determine if all requirements are included • Analyze product for quality and justify observations using teacher created materials • Identify improvements to be made for future products

Performance Assessments

Although, it is possible a teacher may do both of these projects in a single year, it is only necessary to complete one to meet the requirements of the information literacy standards for fourth grade.

Description of the Task	Objective(s) Assessed	Performance Standard That Represents Mastery
<p>Research a topic. Create presentation on a topic in the curriculum. (Adjust topics based on curriculum changes.)</p> <ul style="list-style-type: none"> • Possible Topics: Life cycles, Connecticut, regions of the US, weather, states of matter • Possible Formats: posters, brochures, create games, timelines, PowerPoint presentation, AppleWorks slideshow <p>This project may also meet the technology standards requirement for multi-media presentations.</p>	<ul style="list-style-type: none"> • Follow a structured plan for research <ul style="list-style-type: none"> - Generate questions - Use teacher-selected resources and/or the electronic catalog (OPAC) - Gather information by recording key phrases and or key words and include title of resource - Organize and classify in order to summarize information with teacher assistance. ▪ Support each main idea with accurate information from various resources ▪ Construct meaningful and specific connections between new information and other text, one's self and the world. ▪ Communicate ideas in a teacher-designated format ▪ Use templates to list the resources used including author, title, city of publication, publisher, copyright date and/or web address. ▪ Reflect using teacher created tools (rubric, reflections questions) ▪ Determine if all requirements are included (with teacher guidance) ▪ Analyze product for quality and justify observations using teacher created materials ▪ Identify improvements to be made for future products (with teacher guidance) 	<p>See Information Literacy Rubric. (This rubric applies to Information Literacy Standards only.)</p> <p><i>CHECK WITH THIRD GRADE TEAMS FOR PROJECT RUBRICS.</i></p>

<p>Research a topic. Create a piece of fiction or nonfiction writing based on the research. (Adjust topics based on curriculum changes.)</p> <ul style="list-style-type: none"> • Possible Topics: Life cycles, Connecticut, regions of the US, weather, states of matter • Possible Formats: essay, informational picture book, travel guide, paragraph, compare and contrast essay 	<ul style="list-style-type: none"> • Follow a structured plan for research <ul style="list-style-type: none"> - Generate questions - Use teacher-selected resources and/or the electronic catalog (OPAC) - Gather information by recording key phrases and or key words and include title of resource - Organize and classify in order to summarize information with teacher assistance. • Support each main idea with accurate information from various resources • Construct meaningful and specific connections between new information and other text, one's self and the world. • Communicate ideas in a teacher-designated format • Use templates to list the resources used including author, title, city of publication, publisher, copyright date and/or web address. • Reflect using teacher created tools (rubric, reflections questions) • Determine if all requirements are included (with teacher guidance) • Analyze product for quality and justify observations using teacher created materials • Identify improvements to be made for future products (with teacher guidance) 	<p>See Information Literacy Rubric. (This rubric applies to Information Literacy Standards only.) <i>CHECK WITH THIRD GRADE TEAMS FOR PROJECT RUBRICS.</i></p>
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Resources

Professional Resources

Suggested activities or model units, suggestions for working with students

Note: Students will be most successful with any research project when a body of knowledge is developed to get them excited and thinking about the topic in order to generate questions and do further, effective research.

- Establish quality standards at grade level.
- Communicate quality standards to students and monitor throughout the project.
- Identify title, author, publisher, and copyright date using specific pages in book.
- Find information using the table of contents, index and/or the glossary.
- Identify format and purpose of call numbers. (LMS)
- Locate book in library using call number on book: spine. (LMS)
- Use a variety of resources such as books, magazines, newspaper, atlas, or map.
- Understand the differences between fiction and nonfiction.
- Understand the differences between fiction and nonfiction as listed in OPAC.

- Locate fiction/nonfiction areas of the LMC
- Provide frame for note taking.
- Sort information into categories.
- Practice using graphic organizers appropriate for research.
- Generate list of questions about a topic.
- KWL
- Collaborate with library media specialist to plan lessons or units.
- Plan a class visit to the LMC to find resources for a topic.
- Find information in teacher selected materials and find answers to questions
- Use OPAC with guidance to locate available resources in the LMC.
- Find books at appropriate reading level
- Use designated web sites to locate information.
- Create scavenger hunt activities using the index of print resources, atlas, almanac, encyclopedia, etc.
- Copy nonfiction text in preparation for note taking. Highlight key words and phrases.
- Create additional note taking activities on a variety of topics. (i.e. “trash and treasure,” Independent Investigation Method.)
- Use on-line resources with teacher guidance to answer teacher generated questions. (i.e. World Book, Grolier, Searchasaurus, or ICONN)
- Web topics in order to organize information (i.e. storyboards, Inspiration, Kidspiration).
- Share information with others.

Other suggestions:

Ways to differentiate to meet the needs of students

- Provide picture or audio cues to communicate procedure.
- Partner students with a peer or adult to accomplish a task.
- Create and use graphic organizers using pictures, icons, or words (Kidspiration)
- Provide opportunities for students to generate a list of topics individually or in small groups.
- Provide opportunities for students to generate questions on a topic individually or in small groups.
- Provide opportunities for students to find resources at appropriate reading levels with or without guidance.
- Provide opportunities for students to use additional resources of their choice.
- Provide opportunities for students to use LMC with an educational assistant, parent volunteer, or peer to find resources.
- Provide opportunities for students to read about a topic individually or in a guided reading group.
- Ask specific guided questions at different levels.

- Provide additional subtopics or more limited topics to be researched.
- Provide specific locations (book, chapter, or page) of information to be used by student.
- Provide a frame for completed project.
- Encourage students to share or present information through a variety of formats. (i.e. performance, picture, reader response, computer generated product, poster, triarama, art project, student made book, video, slideshow, digital pictures, audio narration, etc.)
- Allow students to use technology (i.e. word processing, Inspiration, or Kidspiration) in order to complete parts of the research process instead of doing the tasks in written format.
- Provide opportunities for at risk students to learn print or online resources first, so they may be a resource to others. (Teacher may need to coordinate with LMS or resource teachers to accomplish this activity.)

Other ways to differentiate:

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Suggestions for coordinating with parents

- Newsletter
- Teacher and LMC website
- Project information sheet
- Project rubric
- Provide the Information Literacy standards.
- Make public library aware of projects.

Teacher Resources

- Content area curricula
- Library Media Specialist
- Parent volunteers
- Teacher selected websites: LMC website, Enchanted Learning, Yahoooligans (ALL TEACHER ASSISTED)
- Subscription databases: Ebsco, Searchasaurus, World Book Online, Grolier Online, etc.
- Software and manuals: KidPix, Kidspiration, Microsoft Office, etc.
- Magazines: Mailbox, Book Links, Instructor, Technology and Learning. etc.
- Independent Investigation Method (IIM) manual and CD set, Cindy Nottage & Virginia Morse
- IIM Good Question Cubes
- Book list of resources from LMC
- OPAC

- Newtown's Works Consulted reference
- Manuals for software (i.e.. Microsoft Office and Appleworks)

Student Resources

- Library Media Specialist
- Grade appropriate reference and reading materials
 - Magazines: LMC titles, online databases (i.e. EBSCO and ICONN)
 - Nonfiction books
 - Reference: dictionaries, atlases (Scholastic Atlas of the United States), almanacs, and encyclopedias
- Software (i.e. MS Office, KidPix, Inspiration, Kidspiration, etc.)
- OPAC
- Teacher selected websites (i.e. LMC website, Enchanted Learning.com, KidsClick.org) (ALL TEACHER ASSISTED)
- Online encyclopedia (i.e. World Book, Grolier)
- Works Consulted templates

Information Literacy Process Rubric for Grade 3

Rubric to be used in conjunction with specific product rubrics created by teachers for individual projects

Developing Standard 1	Near Standard 2	Meets Standard 3	Exceeds Standard 4
Generates questions about the topic with teacher assistance.	Generates a mix of open-ended or simple one-answer questions related to the topic with teacher assistance.	Generates a mix of open-ended or simple one-answer questions related to the topic.	Generates 3 open-ended research questions related to the topic.
N/A <i>(Near Standard 2 is the minimum)</i>	Uses at least 1 teacher selected appropriate and valid resources with assistance. (May vary by project)	Uses at least 1 teacher selected appropriate and valid resources. (May vary by project)	Uses self selected or teacher selected appropriate and valid resources. (May vary by project)
Copies entire sentences straight from resource.	Includes key phrases or entire sentences from the resource used.	Includes notes with a mix of short key words and phrases from the resource used.	Includes only short notes and/ or key words.
Ideas are not supported with accurate information from various resources.	Some main ideas are supported with accurate information from resources used.	Most main ideas are supported with accurate information from resources used.	All main ideas are supported with accurate information from resources used.
Communicates ideas without making connections between new information, other texts, one's self, and the world.	Communicates ideas demonstrating connections between new information, other texts, one's self, and the world.	Communicates meaningful and specific ideas demonstrating connections between new information, other texts, one's self, and the world.	Communicates meaningful and specific ideas demonstrating connections between new information, other texts, one's self, and the world for a specific audience.
List of resources is not included.	A list of resources with minimal information about each is included. (Refer to template)	A list of all resources with most information about each is included. (Refer to template)	A list of all resources with author, title, city of publication, publisher, copyright date, and web address about each is included. (Refer to template)
Uses teacher created tools to make few reflections about research and product. (i.e. product rubrics, checklists, reflection questions)	Uses teacher created tools to make some reflections about research and product. (i.e. product rubrics, checklists, reflection questions)	Uses teacher created tools to make meaningful reflections about research and product. (i.e. product rubrics, checklists, reflection questions)	Uses teacher created tools to make meaningful reflections about research and product and to modify product appropriately. (i.e.. product rubrics, checklists, reflection questions)

Information Literacy Curriculum for Fourth Grade

Standards and Objectives for Fourth Grade

The students will . . .

	Gather information for a specific purpose	Analyze and evaluate information to create a solution and/or a product.	Evaluate both the process and the product
Core Concepts	<ul style="list-style-type: none"> • <i>Information is organized in various ways</i> • <i>Information can be accessed efficiently and effectively</i> • <i>Information from any resource needs to be checked for accuracy and reliability</i> 	<ul style="list-style-type: none"> • <i>Life-long learners can think critically and make informed decisions</i> 	<ul style="list-style-type: none"> • <i>Reflection is a key component of continuous improvement</i> • <i>Evaluation takes place throughout the gathering and using of information</i>
4	<ul style="list-style-type: none"> • Select effective guiding questions for research • Follow a structured plan for research <ul style="list-style-type: none"> - Choose topic - Generate what they know and what they want to know - Generate questions - Group questions into common themes/subjects - Use teacher-selected resources and/or the electronic catalog (OPAC) - Gather information by recording key phrases and /or key words and include title of resource - Organize and classify in order to summarize information with teacher assistance. - Monitor and adjust research • Use understanding of organization to locate resources and find appropriate materials <ul style="list-style-type: none"> - Select books appropriate to reading level - Use table of contents, index, or alphabetical list on a web site - Use the electronic catalog (OPAC) with guidance to identify and find materials 	<ul style="list-style-type: none"> • Communicate new information in a teacher designated format • Distinguish between fact and opinion • Put new information into their own words • Organize the information into a logical sequence • Support each main idea with accurate information from various resources • Construct meaningful and specific connections between new information and other text, one's self and the world • Communicate ideas in a teacher-designated format • Use templates to list the resources used including author, title, and city of publication, publisher, copyright date and web address. 	<p>With teacher guidance student will:</p> <ul style="list-style-type: none"> • Reflect using teacher created tools (rubric, reflections questions) • Determine if all requirements are included • Analyze product for quality and justify observations using teacher created materials • Identify improvements to be made for future products

Performance Assessments

Although, it is possible a teacher may do both of these projects in a single year, it is only necessary to complete one to meet the requirements of the information literacy standards for fourth grade.

Description of the Task	Objective(s) Assessed	Performance Standard That Represents Mastery
<p>Research a topic. Create multimedia presentation on a topic in the curriculum. (Adjust topics based on curriculum changes.)</p> <ul style="list-style-type: none"> • Possible Topics: animal adaptations, oceans, countries, rocks and minerals • Possible Formats: power point presentation, Appleworks slideshow <p>This project may also meet the technology standards requirement for multimedia presentations.</p>	<ul style="list-style-type: none"> • Follow a structured plan for research <ul style="list-style-type: none"> - Generate questions - Use teacher-selected resources and/or the electronic catalog (OPAC) - Gather information by recording key phrases and /or key words and include title of resource - Organize and classify in order to summarize information • Support each main idea with accurate information from various resources • Construct meaningful and specific connections between new information and other text, one's self and the world • Communicate ideas in a teacher-designated format • Use templates to list the resources used including author, title, city of publication, publisher, copyright date and/or web address. • Reflect using teacher created tools (rubric, reflection questions) • Determine if all requirements are included with teacher guidance <ul style="list-style-type: none"> ▪ Analyze product for quality and justify observations using teacher created materials. ▪ Identify improvements to be made for future products with teacher guidance. 	<p>See Information Literacy Rubric. (This rubric applies to Information Literacy Standards only.) <i>CHECK WITH FOURTH GRADE TEAMS FOR PROJECT RUBRICS.</i></p>
<p>Research a topic. Create a piece of fiction or nonfiction writing based on the research. (Adjust topics based on curriculum changes.)</p> <ul style="list-style-type: none"> • Possible Topics: animal adaptations, oceans, countries, rocks and minerals • Possible Formats: essay, informational brochure, informational picture book, travel guide, paragraph, compare and contrast essay 	<ul style="list-style-type: none"> • Follow a structured plan for research <ul style="list-style-type: none"> - Generate questions - Use teacher-selected resources and/or the electronic catalog (OPAC) - Gather information using key words and name of resource document - Organize and classify in order to summarize information • Support each main idea with accurate information from various resources • Construct meaningful and specific connections between new information and other text, one's self and the world 	<p>See Information Literacy Rubric. (This rubric applies to Information Literacy Standards only.) <i>CHECK WITH FOURTH GRADE TEAMS FOR PROJECT RUBRICS.</i></p>

Description of the Task	Objective(s) Assessed	Performance Standard That Represents Mastery
	<ul style="list-style-type: none"> • Communicate ideas in a teacher-designated format • Use templates to list the resources used including author, title, city of publication, publisher, copyright date and /or web address. • Reflect using teacher created tools (rubric, reflection questions) • Determine if all requirements are included with teacher guidance • Analyze product for quality and justify observations using teacher created materials. • Identify improvements to be made for future products with teacher guidance. 	

Resources

Professional Resources

Suggested activities or model units, suggestions for working with students

Note: Students will be most successful with any research project when a body of knowledge is developed to get them excited and thinking about the topic in order to generate questions and do further, effective research.

- Establish quality standards at grade level.
- Communicate quality standards to students and monitor throughout the project.
- Identify title, author, publisher, and copyright date using specific pages in book.
- Find information using the table of contents, index and/or the glossary.
- Identify format and purpose of call numbers. (LMS)
- Locate book in library using call number on book: spine. (LMS)
- Use a variety of resources such as books, magazines, newspaper, atlas, or map.
- Understand the differences between fiction and nonfiction.
- Understand the differences between fiction and nonfiction as listed in OPAC.
- Locate fiction/nonfiction areas of the LMC
- Provide frame for note taking.
- Sort information into categories.
- Practice using graphic organizers appropriate for research.
- Generate list of questions about a topic.
- KWL
- Collaborate with library media specialist to plan lessons or units.
- Plan a class visit to the LMC to find resources for a topic.

- Plan a class trip to the public library.
- Find information in teacher selected materials and find answers to questions
- Use OPAC with guidance to locate available resources in the LMC.
- Find books at appropriate reading level
- Use designated web sites to locate information.
- Create scavenger hunt activities using the index of print resources, atlas, almanac, encyclopedia, etc.
- Copy nonfiction text in preparation for note taking. Highlight key words and phrases.
- Create additional note taking activities on a variety of topics. (i.e. “trash and treasure,” Independent Investigation Method.)
- Use on-line resources with teacher guidance to answer teacher generated questions. (i.e. World Book, Grolier, Searchasaurus, or ICONN)
- Web topics in order to organize information (i.e. storyboards, Inspiration, Kidspiration).
- Share information with others.

Other suggestions:

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Ways to differentiate to meet the needs of students

- Provide picture or audio cues to communicate procedure.
- Partner students with a peer or adult to accomplish a task.
- Create and use graphic organizers using pictures, icons, or words (Kidspiration)
- Provide opportunities for students to generate a list of topics individually or in small groups.
- Provide opportunities for students to generate questions on a topic individually or in small groups.
- Provide opportunities for students to find resources at appropriate reading levels with or without guidance.
- Provide opportunities for students to use additional resources of their choice.
- Provide opportunities for students to use LMC with an educational assistant, parent volunteer, or peer to find resources.
- Provide opportunities for students to read about a topic individually or in a guided reading group.
- Ask specific guided questions at different levels.
- Provide additional subtopics or more limited topics to be researched.
- Provide specific locations (book, chapter, or page) of information to be used by student.
- Provide a frame for completed project.

- Encourage students to share or present information through a variety of formats. (i.e. performance, picture, reader response, computer generated product, poster, triarama, art project, student made book, video, slideshow, digital pictures, audio narration, etc.)
- Allow students to use technology (i.e. word processing, Inspiration, or Kidspiration) in order to complete parts of the research process instead of doing the tasks in written format.
- Provide opportunities for at risk students to learn print or online resources first, so they may be a resource to others. (Teacher may need to coordinate with LMS or resource teachers to accomplish this activity.)

Other ways to differentiate:

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Suggestions for coordinating with parents

- Newsletter
- Teacher and LMC website
- Project information sheet
- Project rubric
- Provide the Information Literacy standards.
- Make public library aware of projects.

Teacher Resources

- Content area curricula
- Library Media Specialist
- Parent volunteers
- Teacher selected websites: LMC website, Enchanted Learning, Yahoo!igans (ALL TEACHER ASSISTED)
- Subscription databases: Ebsco, Searchasaurus, World Book Online, Grolier Online, etc.
- Software and manuals: KidPix, Kidspiration, Microsoft Office, etc.
- Magazines: Mailbox, Book Links, Instructor, Technology and Learning. etc.
- Independent Investigation Method (IIM) manual and CD set, Cindy Nottage & Virginia Morse
- IIM Good Question Cubes
- Book list of resources from LMC
- OPAC
- Newtown's Works Consulted reference
- Manuals for software (i.e.. Microsoft Office and Appleworks)

Student Resources

- Library Media Specialist
- Grade appropriate reference and reading materials
 - Magazines: LMC titles, online databases (i.e. EBSCO and ICONN)
 - Nonfiction books
- Reference: dictionaries, atlases (Scholastic Atlas of the United States), almanacs, and encyclopedias
- Software (i.e. MS Office, KidPix, Inspiration, Kidspiration, etc.)
- OPAC
- Teacher selected websites (i.e. LMC website, Enchanted Learning.com, KidsClick.org) (ALL TEACHER ASSISTED)
- Online encyclopedia (i.e. World Book, Grolier)
- Works Consulted templates
- Subject Specific nonfiction (**Adjust resources based on curriculum changes and individual schools.**)
 - Highlights Top Secret Guides
 - Lands and People and People and Places Encyclopedias
 - The Lands, People and Cultures Series by Bobbie Kalman
 - Culturegrams
 - Mighty Oceans
 - Rocks
 - Restless Earth

Information Literacy Process Rubric for Grade 4

Rubric to be used in conjunction with specific product rubrics created by teachers for individual projects

Developing Standard 1	Near Standard 2	Meets Standard 3	Exceeds Standard 4
Generates questions about the topic with teacher assistance.	Generates a mix of open-ended or simple one-answer questions related to the topic with teacher assistance.	Generates a mix of open-ended or simple one-answer questions related to the topic.	Generates 3 open-ended research questions related to the topic.
N/A <i>(Near Standard 2 is the minimum)</i>	Uses at least 1 teacher selected appropriate and valid resources with assistance. (May vary by project)	Uses at least 1 teacher selected appropriate and valid resources. (May vary by project)	Uses self selected or teacher selected appropriate and valid resources. (May vary by project)
Copies entire sentences straight from resource.	Includes key phrases or entire sentences from the resource used.	Includes notes with a mix of short key words and phrases from the resource used.	Includes only short notes and/ or key words.
Ideas are not supported with accurate information from various sources.	Some main ideas are supported with accurate information from resources used.	Most main ideas are supported with accurate information from resources used.	All main ideas are supported with accurate information from resources used.
Communicates ideas without making connections between new information, other texts, one's self, and the world.	Communicates ideas demonstrating connections between new information, other texts, one's self, and the world.	Communicates meaningful and specific ideas demonstrating connections between new information, other texts, one's self, and the world.	Communicates meaningful and specific ideas demonstrating connections between new information, other texts, one's self, and the world for a specific audience.
List of resources is not included.	A list of resources with minimal information about each is included. (Refer to template)	A list of all resources with most information about each is included. (Refer to template)	A list of all resources with author, title, city of publication, publisher, copyright date, and web address about each is included. (Refer to template)
Uses teacher created tools to make few reflections about research and product. (i.e. product rubrics, checklists, reflection questions)	Uses teacher created tools to make some reflections about research and product. (i.e. product rubrics, checklists, reflection questions)	Uses teacher created tools to make meaningful reflections about research and product. (i.e. product rubrics, checklists, reflection questions)	Uses teacher created tools to make meaningful reflections about research and product and to modify product appropriately. (i.e. product rubrics, checklists, reflection questions)

Information Literacy Curriculum for Fifth and Sixth Grades

Standards and Objectives for Fifth and Sixth Grades

The students will . . .

	Gather information for a specific purpose	Analyze and evaluate information to create a solution and/or a product.	Evaluate both the process and the product
Core Concepts	<ul style="list-style-type: none"> • <i>Information is organized in various ways.</i> • <i>Information can be accessed efficiently and effectively.</i> • <i>Information from any source needs to be checked for accuracy and reliability.</i> 	<ul style="list-style-type: none"> • <i>Life-long learners can think critically and make informed decisions.</i> 	<ul style="list-style-type: none"> • <i>Reflection is a key component of continuous improvement.</i> • <i>Evaluation takes place throughout the gathering and using of information.</i>
5-6	<ul style="list-style-type: none"> • Generate and select effective guiding questions for research in a variety of content areas. • Evaluate guiding questions (characterized as open, deep, and interesting) with assistance. • Incorporate critical thinking skills ie.Blooms' taxonomy (with assistance). • Develop a plan (with guidance) based on criteria established by the teacher. <ul style="list-style-type: none"> - Use teacher as well as student selected resources. - Gather information using key words and quotation in notes. - Document sources. - Classify and organize information - Summarize information. • Locate resources and materials to obtain information. <ul style="list-style-type: none"> - Select material appropriate to reading level - Use Table of Contents, Index, or alphabetical list - Use electronic catalog (OPAC) with guidance to identify and find materials. • Apply search strategies (with guidance) to narrow or expand focus in print and non print sources <ul style="list-style-type: none"> • Use a variety of resources with assistance 	<p>Compare/contrast prior knowledge with the new information.</p> <ul style="list-style-type: none"> • Put new information into their own words • Use district modified MLA citation format to reference resources (with assistance). • Create an original interpretation of information that properly credits the ideas of others. • Select accurate and valid information from a variety of resources e.g. website, cross reference website information with print sources to verify accuracy and validity (website profile attached). 	<ul style="list-style-type: none"> • Reflect on the process, thoroughness of content and quality of product using criteria and/or rubric. • Monitor and adjust research. • Compare self-reflection to teacher evaluation. • Revise product based on self-assessment and teacher input.

INFORMATION LITERACY Rubric for Grades 5 & 6

Standard 1: The student demonstrates strategies to identify, locate and interpret information.

Standard 2: The student relates and applies new knowledge using a variety of resources including technology.

	Developing Standard	Near Standard	Meets Standard	Exceeds Standard
Accesses Resources	Locates a single resource providing inadequate depth of information	Locates several similar type resources providing inadequate depth of information	Locates at least 3 print or non-print resources providing adequate information	Locates more than 3 print and non-print resources providing in-depth accurate and relevant information
Selects Information	Selects information from a limited range of resources.	Selects information from a range of resources, whose validity and relativity to topic is questionable.	Selects information from valid print and non-print resources relevant to research purpose	Selects intellectually challenging, valid print and non-print resources relevant to topic.
Interprets Information	Includes some information, some may be out of context, not relative or missing.	Includes accurate information from a variety of sources.	Integrates accurate, relevant information from a range of reliable sources	Makes inferences that can be supported by accurate, relevant information gathered from a range of reliable sources.
Applies Information	Attempts to summarize ideas with little understanding of content.	Summarizes or illustrates ideas with some understanding of content.	Communicates ideas and information in a format that shows an understanding of content.	Communicates ideas and information in an appropriate and creative format tat promotes a new perspective or interpretation of content.
Cites Resources	Acknowledges works cites in a works using a teacher-created form.	Acknowledges resources in a works consulted page.	Attempts to cite resources in a works consulted/cited page in proper format. (MLA)	Cites resources in a works consulted/cited page in a proper format. (MLA)

Performance Assessments: 5th Grade Sample Lesson

Description of the Task	Objective(s) Assessed	Performance Standard That Represents Mastery
<p>Example Grade 5 Activity Description <i>You are a children’s book author and your publisher has asked you to write an eight-page book about a famous woman in history. Create a book that is informational, factual, and colorfully illustrated to catch a child’s eye. Reveal who this woman was/is, what she did that was significant and what she represents. Create a works cited, as well as author’s page for the back of the book, which tells about you.</i></p>	<ul style="list-style-type: none"> ▪ Use electronic catalog (OPAC) with guidance to identify and find materials. ▪ Apply search strategies with guidance to narrow or expand focus in print and non print sources. ▪ Use a variety of resources with assistance. ▪ Develop a plan (with guidance) based on criteria established by the teacher. ▪ Use teacher as well as student selected resources. ▪ Gather information using key words and quotations in notes. ▪ Document sources. ▪ Put new information into their own words. ▪ Use district modified MLA citation format to reference resources (with assistance). ▪ Create an original interpretation of information that properly credits the ideas of others. ▪ Select accurate and valid information from a variety of resources e.g. website, cross reference website information with print sources to verify accuracy and validity (website profile attached). 	<p>Teacher observation/conferencing Teacher check/monitor Teacher/Student Assessment Rubric</p>

Performance Assessments : 6th Grade Sample Lesson

Description of the Task	Objective(s) Assessed	Performance Standard That Represents Mastery
<p>Example Grade 6 Activity Description <i>(adapted from a unit created by Maura Drabik and Arline lathrop at Reed Intermediate School 2005)</i></p> <p><i>You have won a four-week whirlwind European vacation. You must choose four countries from different European regions to visit. During your visit you will learn about landforms, climates, cities, resources and tourist attractions.</i></p> <p><i>Create a scrapbook of your trip to present to your class when you get back. It may include ticket stubs, pictures, newspaper headlines, menu or other interesting items you create. Each item in your scrapbook should include a caption, which relates to one of the five themes in geography. (See the attached rubric.)The last page of your scrapbook should be a works cited page listing all your information sources.</i></p> <p><i>The two big questions you should be answering are: How does the environment and location affect how people live? What makes each region of Europe different from the other three regions?</i></p> <p><i>Label a map with each stop on your itinerary. Plan what you will take based on the weather at the time of your trip.</i></p>	<p>Objectives</p> <ul style="list-style-type: none"> ● Use electronic catalog (OPAC) with guidance to identify and find materials. ● Apply search strategies with guidance to narrow or expand focus in print and non print sources. ● Use a variety of resources with assistance. ● Develop a plan (with guidance) based on criteria established by the teacher. ● Use teacher as well as student -selected resources. ● Gather information using key words and quotations in notes using IIM format. ● Document sources. ● Put new information into their own words. ● Use district modified MLA citation format to reference resources (with assistance). ● Create an original interpretation of information that properly credits the ideas of others. ● Select accurate and valid information from a variety of resources e.g. website, cross-reference website information with print sources to verify accuracy and validity (website profile attached). 	<p>Teacher observation/conferencing Teacher check/monitor Teacher/Student Assessment Rubric</p>

6th Grade Sample Lesson Grading Rubric for “European Vacation” Unit

6th Grade Sample Lesson

Grading Rubric for “European Vacation” Unit

Rank the work between 0 and 10

9-10=exemplary work

7-8= good quality work

5-6=average quality work

3-4=poor quality work

2-1 poor and/or missing work

Self Teacher

___ ___ 1. There is evidence of how each region is different from the other 3 regions in each section of the scrapbook. (10 Pts)

___ ___ 2. There is evidence of how the environment and location of each country affects how the people live. (10 Pts)

___ ___ 3. The answers to at least two questions from each category have been shown with a written caption that is clearly labeled for a country in Northern Europe. (The United Kingdom, Ireland, Norway, Sweden, Denmark, Iceland and Finland.) (10 pts.)

___ ___ 4. The answers from at least two questions from each category have been shown with a written caption that is clearly labeled for a country that is in Northwestern Europe. (France, Germany, Belgium, The Netherlands, Luxembourg, Austria and Switzerland.) (10 pts)

___ ___ 5. The answers from at least two questions from each category have been shown with a written caption that is clearly labeled for a country that is in Southern Europe. (Spain, Portugal, Italy and Greece.) (10 pts)

___ ___ 6. The answers from at least two questions from each category have been shown with a written caption that is clearly labeled for a country that is in Eastern Europe. (Estonia, Latvia, Lithuania, Poland, Hungary, the Czech Republic, Slovakia, and Albania) (10 pts)

___ ___ 7. There is a map of Europe with the trip plotted and each stop clearly labeled. (10 pts)

___ ___ 8. The front cover contains a title, your name, due date and class. The scrap book has a page a visitor page for comments from your readers. (5 points)

___ ___ 9. Notes are thorough and properly labeled (re. IIM format). (5 points)

___ ___ 9. The scrapbook has been edited for spelling or grammar errors. (10 pts.)

___ ___ 10. Works cited page correctly credits use of print and electronic resources (10 pts).

5TH Sample Lesson Rubric for Grading “Women of in History”

CATEGORY	A	B	C	D	Grade	Grade
Content-Accuracy	All facts are accurate. Content is thorough—and explains why the woman was important. Content is age-appropriate for child audience. with large bold font, bright colors, large pictures. Theme is related to title.	May have one inaccurate fact. There is enough information given to explain topic. The content is appropriate for child audience. Theme is related to title.	May have one or two inaccurate facts. Details help explain topic, but may lack organization or depth. Basically appropriate for audience. Title is theme related.	Inaccuracies mar content. Details fall short of explaining the topic, and or lack organization. Theme may not be appropriate for children. Theme is related to title.	Teacher	Self
Attractiveness & Organization	Exceptionally attractive formatting and well-organized information. All pages well designed for children. Any graphics, color, creative touches enhance project.	Attractive formatting and well-organized information. Most pages are well-designed for children. Any color, graphics or other creative touches enhance project.	Information is organized. Pages may not be well designed. There is a visible lack of creativity and/or effort.	Formatting and organization confuse the reader. Artwork detracts from project.	Teacher	Self
Writing Mechanics	After editing conference, capitalization, punctuation and other mechanics are correct.	After editing conference, there are less than four capitalization, punctuation or mechanical errors	After editing conference, four to six capitalization, punctuation or mechanical errors.	There are more than six mechanical errors.	Teacher	Self
Spelling and Proofreading	No spelling or grammar errors remain in final draft	Nor more than four errors remain after editing conference.	No more than eight spelling or grammar errors remain after editing conference.	More than eight spelling or grammar error remain in final draft after benefit of editing conference.	Teacher	Self
Works Cited	Multiple sources are correctly cited using the Newtown Work Cited Format for 5 th & 6 th grade.	Multiple sources are cited with only a few errors.	At least one source is sited with some errors.	At least one source is sited. There are many errors.	Teacher	Self
Notes	Notes are exceptionally thorough and properly labeled.	Notes are sufficient to serve as a resource. Only minor errors in labeling or organizing.	Notes are minimally sufficient. There are gaps in labeling and organization.	Notes lack sufficient detail and organization to use as a basis for the book.	Teacher	Self

Resources

Professional Resources

Suggested activities, model units, and recommendations for working with students

- Classroom teachers should collaborate with the library media specialist to locate sources, select information, evaluate websites and sources.
- Teacher and librarian should cross-reference website information with print sources to verify accuracy and validity.
- Teacher and librarian should model guidelines in checking for accuracy of information on a web site: domain affiliation- i.e., org, .edu, .gov., .com; date page was created; author; currency of information and links provided.
 - Students should verify validity of web sites by checking author, date and domain affiliation. i.e., org, .edu, .gov, .com.
- Students should use a variety of resources: personal interviews, print, video, television, web sites, etc.)
- Teachers and students should use software, such as *Inspiration*, to create a graphic organizers
- Students should have opportunities to navigate to teacher-selected and previewed web sites to answer “guiding questions.”

Ways to differentiate to meet the needs of all students

- Peer collaboration: Use cooperative-learning techniques—small groups should include learners w/a variety of strengths and weaknesses.
 - Activity Example: Group debate: In small groups, students research a topic of interest to present in debate format. Students select and support opposing points of view. Each student is assigned a unique role as part of the team.
- Peer tutoring: Student collaboration partners work together to learn.
 - Activity Example: When studying for a test students pair off and take turns playing the role of teacher.
- Vary expectations:
 - Chunk/tier assignments in smaller units for struggling students. Provide extend activities for high achieving students.
- Incorporate a variety of learning styles in both the process and the product
 - (Include something for visual, auditory and kinesthetic learners)
 - Activity Example: in costume, students video tape interviews of the historical figure they researched.

Reference documents available to all teachers

The American Association of School Librarians and the Association for Educational Communications and Technology, *Information Power: Building Partnerships for Better Learning*. Chicago: American Library Association. 1998.

Anderson and Krathwohl, *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman. 2001.

Eisenberg, Michael, Berkowitz *The Big 6 Skills Model of Information Problem-solving*, <http://www.big6.com/index.php>. 3 March 2005. The "Big6™" is copyright © (1987) Michael B. Eisenberg and Robert E. Berkowitz.

Nottage, Cindy and Virginia Morse. *Independent Investigation Method*. Epping, New Hampshire: Active Learning Systems.2003

Suggestions for coordinating with parents:

Classroom teachers' web pages

Library media specialist's web page www.reedlibrary.com

Nottage, Cindy and Virginia Morse. *Parent's Guide to Raising Researcher*. Epping, New Hampshire: Active Learning Systems.2002

Student Resources

- *Teacher's web site*
- *School web page* <http://newtown.k12.ct.us/~reed>
- *School library website* www.reedlibrary.com
- *OPAC (online public/patron access catalog)*
- *Cyrenius Booth library* <http://www.biblio.org/chbooth/>

Information Literacy Curriculum for Seventh, Eighth, and Ninth Grades

Standards and Objectives for Seventh, Eighth, and Ninth Grades

The students will . . .

	Gather information for a specific purpose	Analyze and evaluate information to create a solution and/or a product	Evaluate both the process and the product
Core Concepts	<ul style="list-style-type: none"> • <i>Information is organized in various ways</i> • <i>Information can be accessed efficiently and effectively</i> • <i>Information from any source needs to be checked for accuracy and reliability</i> 	<ul style="list-style-type: none"> • <i>Life-long learners can think critically and make informed decisions</i> 	<ul style="list-style-type: none"> • <i>Reflection is a key component of continuous improvement</i> • <i>Evaluation takes place throughout the gathering and using of information</i>
7-8-9	<ul style="list-style-type: none"> ▪ Generate questions for research in a variety of content areas ▪ Respond to guiding questions <ul style="list-style-type: none"> - Evaluate questions for characteristics of open, deep, and interesting (Blooms' taxonomy) • Develop a plan independently based on criteria/elements established by the teacher <ul style="list-style-type: none"> - Generate questions - Use teacher selected and student-selected resources including both primary and secondary sources - Take notes in key words, short phrases, quotations and document the source where they were found - Organize and classify in order to summarize information using a graphic organizer or outline • Locate appropriate resources <ul style="list-style-type: none"> • Apply search strategies with guidance to narrow or expand focus in print and non-print materials including Boolean logic • Determine which resource meet the specific research purpose • Use a variety of resources (with some assistance) 	<ul style="list-style-type: none"> • Compare and contrast new facts/ideas • Combine ideas to make new generalizations • Analyze author's bias and how it influences meaning • Defend, qualify, or dispute differing interpretations/viewpoints of a given text • Use district MLA format to document all print/non-print sources including complex sources with guidance <ul style="list-style-type: none"> - Recognize when internal documentation is needed and use with guidance • Create an original interpretation of information that properly credits the ideas of other • Select accurate and valid information from a variety of resources e.g. web site 	<ul style="list-style-type: none"> • Reflect on the process, thoroughness of content and quality of product using criteria and/or rubric • Monitor and adjust their research • Compare self-reflection to teacher evaluation • Revise product based on self assessment and teacher input

Performance Assessments

Description of the Task	Objective(s) Assessed	Performance Standard That Represents Mastery
<p>Example: Grade 7 Veteran’s Day Appreciation project: create a writing piece that honors veterans.</p>	<p>Combine ideas to make new generalizations Create an original interpretation</p>	<p>Teacher observation/conferencing</p> <p>Teacher check/monitor</p> <p>Teacher’s content area rubric</p> <p>Information literacy rubric</p>
<p>Example: Grade 7 Role play a loyalist, patriot, neutralist during the American Revolution</p>	<p>Generate questions for research Defend or dispute different viewpoints</p>	
<p>Example: Grade 7 In groups, students publish a daily hometown newspaper focused on the event of April 19, 1775. The task is to let the colonists know of the circumstances that led up to the battle of Lexington Common and the results.</p>	<p>Respond to guiding questions Compare and contrast facts/ideas Create an original product Revise product based on self/teacher assessments</p>	
<p>Example: Grade 8 Students investigate, analyze and evaluate a specific question that is related to the U.S. Civil War.</p>	<ul style="list-style-type: none"> ▪ Develop a research plan independently based on rubrics established by the teacher for producing an end product: <ul style="list-style-type: none"> - Organize information using a graphic organizer or outline - Use both primary and secondary resources - Use internal citation with guidance - Create an original interpretation of information - Use district MLA citation format for a variety of print/non print resources - Evaluate internet web sites using a set of criteria 	
<p>Example: Grade 9 “Voices from the Margin” (Eng. I) Students write a non-fiction narrative on a heroic outsider of their choice.</p>	<ul style="list-style-type: none"> • Respond to guiding questions about a topic • Develop a research plan <ul style="list-style-type: none"> - Vary elements based on audience and purpose - Use strategies to organize and narrow the search • Use a variety of resources to gather information with some assistance • Integrate accurate and relevant information from a variety of resources. • Create an original interpretation of information that properly credits the ideas of others <ul style="list-style-type: none"> - Use internal citation - Consult an MLA authority - to document all print/non-print sources 	<p>Assignment Standard Sheet</p>

Description of the Task	Objective(s) Assessed	Performance Standard That Represents Mastery
<p>Example: Grade 9 “Samurai Cover Letter and Resume” (Asian Studies) Students, taking on the persona of a samurai, will create a cover letter and resume for the purpose of gaining employment with a new daimyo. Students will also write a letter to their teacher explaining the areas of the project that were particularly difficult or easy to complete, and their recommendation whether or not to include this assignment in the future.</p>	<ul style="list-style-type: none"> ▪ Reflect on the process used • Respond to guiding questions about a topic • Develop a research plan <ul style="list-style-type: none"> - Vary elements based on audience and purpose - Use strategies to organize and narrow the search • Use various resources to independently gather information • Integrate accurate, valid, and relevant information (e.g. Internet). • Communicate ideas and information in a format that promotes a new perspective or interpretation of content • Properly credit the ideas of others. • Reflect on the process used. 	<p>Assignment Standard Sheet</p>

Resources

Professional Resources

Suggested activities or model units, and suggestions for working with students

- Collaborate with the library media specialist to locate sources, select information, evaluate web sites and cite sources
- Cross reference web site information with print sources to verify accuracy and validity (web site profile attached)
- Use Inspiration software to create a graphic organizer and concept maps
- Complete a S.P.I.R.E chart: Social, political, intellectual, religious, education of a time period (grade 8)
- Classroom Connect. [Connected Newsletter: The K-12 Guide to Technology Integration.](#)
- Nottage, and Morse. [Independent Investigation Method: 7 Easy Steps to Successful Research for Students in Grades K-12.](#)
- Access district web page and select curriculum links: www.newtown.k12.ct.us

Ways to differentiate to meet the needs of students

- **Peer collaboration : use cooperative-learning techniques-small groups should include learners with a variety of strengths and weaknesses. Activity example: group debate: students research a topic to present in debate format using opposing viewpoints.**
- Peer tutoring
- Vary expectations: chunk/tier assignments in smaller units for struggling students

- Provide extend activity for high achieving students. Activity example: student teaches a lesson to the class,
- Students solve a problem using the Internet : explore the elements of a WebQuest: <http://edweb.sdsu.edu/people/bdodge/webquest/buildingblocks.html>
- Product incorporates a variety of learning styles. Activity example: role play historical figures (loyalist, patriot, neutralist) and lobby others to their viewpoint and cause
- Provide a range of reading level materials

Teacher reference documents available to all teachers

- Anderson and Krathwohl. The New Bloom's Taxonomy: A Taxonomy for Learning, Teaching and Assessing, A Revision of Bloom's Taxonomy of Educational Objectives.
- Tomlinson, Carol Ann. The Differentiated Classroom: Responding to the Needs of All Learners.
- Newtown K-12 District Information Literacy Standards
- Model research assignments used by teachers filed in curriculum binders in the LMC

Suggestions for coordinating with parents

- Refer parents to teacher's web page for assignments, rubrics, and other related information and also to the school's web page for more links: www.K12.ct.us/~nms
- Access library media specialist's web page found on school's web page under "Departments"
- Nottage, Cindy and Virginia Morse. Parent's Guide to Raising Researchers,
- School newsletter, *The Lion's Roar* is sent home monthly

Student Resources

- School web page: <http://www.k12.ct.us/~nms>
- Teacher's web site
- Library Media Center's web page
- OPAC (online public access catalog)
- Cyrenius H.Booth Public Library
- Connecticut Digital Library:<http://www.iconn.org>
- Library Media Center Database/Software sheet with school and home access codes (grade 9).

INFORMATION LITERACY Rubric for grades 7, 8 & 9

Standard 1: The student demonstrates strategies to identify, locate, and interpret information.

Standard 2: The student relates and applies new knowledge using a variety of resources including technology.

	Developing Standard 1	Near Standard 2	Meets Standard 3	Exceeds Standard 4
Accesses resources	Locates a limited range of resources.	Locates fewer than 3 various print or no print resources that do not provide required depth of information.	Locates 3 to 4 various appropriate print and nonprint resources that meet the information need.	Locates 5 or more various print and nonprint resources, including professional media, containing accurate, relevant information.
Selects information	Selects information from a limited range of general resources.	Selects information from a variety of print and /or non print resources whose validity is questionable.	Selects information from valid print and nonprint resources that relates to the research purpose.	Selects information relevant to the research purpose from intellectually challenging print and nonprint resources.
Interprets information	Includes limited information, some may be out of context.	Includes accurate information from various resources.	Integrates accurate and relevant information from a range of reliable resources.	Makes inferences that can be supported from the information gathered.
Applies information	Attempts to summarize ideas with little understanding of content.	Summarizes or illustrates ideas with some understanding of content.	Communicates ideas and information in a format that shows an understanding of content.	Communicates ideas and information in an appropriate and creative format that promotes a new perspective or interpretation of content.
Cites resources	Acknowledges resources in a works consulted/ cited page.	Attempts to cite resources in a works consulted/ cited page in proper format (MLA)	Cites resources in a works consulted/cited page in proper format (MLA)	Cites complex resources in a works consulted/cited page in proper format (MLA)

Description of the Task	Objective(s) Assessed	Performance Standard That Represents Mastery
<p>Students create and support a thesis based on works of literature and write a research paper with historical, biographical and critical information.</p> <p>Example: “Animal Kingdom Project” (Grade 10, 9) Students create powerpoint and oral presentations about creatures in the animal kingdom, linking diversity to evolution and the environment.</p>	<p>resources.</p> <ul style="list-style-type: none"> • Make inferences that can be supported from the information gathered. • Create an original interpretation of information that properly credits the ideas of others. <ul style="list-style-type: none"> - Use internal citation. - Consult an MLA authority to document all print/non-print sources. • Reflect on the process used. 	<p>Assignment Standard Sheet</p> <p>Graduation Standards Information Literacy</p> <p>Graduation Standards Spoken Communication</p>
<p>Example: “Visions of America” (American Studies and U.S. History) Students generate and support an essential question about the period between 1787 and 1840 in an oral presentation.</p> <p>Example: “Political Action Project” (American Government) Students complete a political action project that includes community involvement, an interview, and written report.</p> <p>Example: “AP Biology Summer Assignment” Students critique the research presented from both professional and general science journals in written abstracts. They examine the content of the journals with respect to writing style, types of research published, and degree of reputability.</p>	<ul style="list-style-type: none"> • Generate guiding questions about a topic <ul style="list-style-type: none"> - Connect with other issues, disciplines, and/or personal experience. • Develop a research plan <ul style="list-style-type: none"> - Vary elements based on audience and purpose. - Organize and narrow the search. • Use a variety of resources to independently gather information. <ul style="list-style-type: none"> - Use primary and secondary resources when appropriate. - Cross-reference resources for accuracy and validity • Integrate accurate and relevant information from a variety of resources. • Make inferences that can be supported from the information gathered • Communicate ideas and information in a format that promotes a new perspective or interpretation of content • Create an original interpretation of information that properly credits the ideas of others <ul style="list-style-type: none"> - Consult an MLA or APA authority to document all print/non-print sources. • Reflect on the process used. Reflect on how process directly affected the quality of the product. 	<p>Graduation Standards Information Literacy</p> <p>Graduation Standards Spoken Communication</p> <p>Assignment Standard Sheet</p> <p>Assignment Standard Sheet</p>

GRADUATION STANDARDS INFORMATION LITERACY

Standard 1: The student demonstrates strategies to identify, locate, and interpret information.

Standard 2: The student relates and applies new knowledge using a variety of resources including technology.

	Developing Standard 1	Near Standard 2	Meets Standard 3	Exceeds Standard 4
Accesses resources	Locates a limited range of resources.	Locates fewer than 3 various print or nonprint resources that do not provide required depth of information.	Locates 3 to 5 various appropriate print and nonprint resources that meet the information need.	Locates 6 or more various print and nonprint resources, including professional media, containing accurate, relevant information.
Selects information	Selects information from a limited range of general resources.	Selects information from a variety of print and /or nonprint resources whose validity is questionable.	Selects information from valid print and nonprint resources that relates to the research purpose.	Selects information relevant to the research purpose from intellectually challenging print and nonprint resources authored by experts in the field.
Interprets information	Includes limited information, some may be out of context.	Includes accurate information from various resources.	Integrates accurate and relevant information from a range of reliable resources.	Makes inferences that can be supported from the information gathered.
Applies information	Attempts to summarize ideas with little understanding of content.	Summarizes or illustrates ideas with some understanding of content.	Communicates ideas and information in an appropriate format that shows an understanding of content.	Communicates ideas and information in an appropriate format that promotes a new perspective or interpretation of content.
Cites resources	Acknowledges resources in a works consulted/ cited page.	Attempts to cite resources in a works consulted/ cited page in proper format (MLA, APA).	Cites resources in a works consulted/cited page in proper format (MLA, APA).	Cites complex resources in a works consulted/cited page in proper format (MLA, APA).

Please return one copy for each student to the Assistant Principals' office.
Attach a copy of student work if they have not met standard.

11/10/03

**GRADUATION STANDARDS
WRITTEN PERFORMANCE**

Standard 1: The student is able to take and support a position on information and ideas.

Standard 2: The student is able to convey information and ideas in a given written format.

Developing Standard 1	Near Standard 2	Meets Standard 3	Exceeds Standard 4
Takes a position, but it may not be clearly developed.	States a position or topic.	States a persuasive position, thesis, or topic; awareness of audience is evident.	Develops a clear, thoughtful position, thesis, or topic; keen awareness of audience.
Language use is generic.	Attempts to use language/specific terminology to express ideas.	Uses language/terminology appropriate to purpose, audience, and discipline.	Consistently selects language/terminology that enriches the expression of ideas.
Use of transitions is lacking.	Use of transitions is only somewhat evident.	Uses transitions to move the reader along.	Uses transitions effectively; highly fluent and polished.
Attempts to organize response, but abrupt shifts in thinking interfere with meaning.	Organizes ideas or information within paragraph level.	Uses an organizational strategy or strategies (i.e., topic sentences, chronology, least to greatest, etc.).	Employs organizational strategies (cause/effect, compare/contrast, process analysis, etc.) appropriate to audience and purpose.
Tends to rely exclusively on personal experience.	Makes references to outside sources, prior knowledge, and/or experiences.	Makes solid reference to outside sources, prior knowledge and/or experiences.	Integrates a variety of sources, knowledge, or experiences to enrich position or topic.
Ideas and information are somewhat developed, but information may be inaccurate.	Ideas and information are adequate but not thoroughly developed; minor inaccuracies may still exist.	Ideas and information are generally well developed, and accurate.	Ideas and information are thoroughly developed; details are accurate and relevant.
Fails to proofread so that errors in punctuation, grammar, spelling interfere with meaning.	Proofreads for punctuation, grammar, spelling; errors may still exist but do not interfere with meaning.	Proofreads for punctuation, grammar and spelling; few errors exist.	Proofreads for proper use of punctuation, grammar, spelling; errors are rare.

Please return one copy for each student to the Assistant Principals' office.

Attach a copy of student work if they have not met standard.

3/11/04

Resources

Professional Resources

Suggested activities or model units, suggestions for working with students

- ALA. Information Power: Building Partnerships for Learning.
- Classroom Connect. Connected Newsletter: The K-12 Guide to Technology Integration.
- Ercegovic, Zorana. Information Literacy: Search Strategies, Tools and Resources for High School Students.
- Gibaldi, Joseph. MLA Handbook for Writers of Research Papers 6th Edition.
- Nottage, Cindy and Virginia Morse. Independent Investigation Method: 7 Easy Steps to Successful Research for Students in Grades K-12.
- November, Alan. Empowering Students with Technology.
- Tomlinson, Carol Ann. The Differentiated Classroom: Responding to the Needs of All Learners.
- Collaboration with the library media specialist to locate resources, select information, evaluate websites, and cite resources. (e.g. create an electronic catalog book bag for Independent Reading; select information from Discovering Collection and Literature Resource Center for poetry and short story research; and work with a website evaluation rubric.

Ways to differentiate to meet the needs of students

- Peer collaboration
 - Students teach students (e.g. peer tutoring, presenting lessons to class)
 - Cooperative learning groups
- Choice of research topic and/or product that reflect students' various interests, abilities, and learning styles.
- Variety of resources (e.g. graphic novels, posters, photo documentaries, microfiche, dvds, videos, audiotapes)
- Range of reading levels from intermediate to post high school
- APA citation for science students
- Varying expectations of process and product

Teacher reference documents that all teachers should have access to

- Model research assignments used by teachers that are filed in the LMC office by department
- Library Media Center Databases/Software sheet with school and home access codes
- Library Media Center web page <http://www.newtown.k12.ct.us/~nhslmc>
- Professional library

Suggestions for coordinating with parents

- Library/Media Center web page-- <http://www.newtown.k12.ct.us/~nhslmc>

- Parent News Letter

Student Resources

- Library Media Center web page-- <http://www.newtown.k12.ct.us/~nhslmc>
- Library Media Center Databases/Software sheet with school and home access codes
- Student Handbook
- Electronic catalog (OPAC)

Works Citation Guidelines

Newtown Public Schools

Background Information

The National Standards for “Information Literacy” emphasize a student’s ethical responsibility with regard to information use. Schools should require that a student learn to be both effective and efficient in information access, evaluation and use.

We believe

- Students should be taught at an early age to cite sources (avoid plagiarism) as well as the importance of evaluating and using a wide variety of resources.
- The concept of citing sources should not be held in isolation. Once introduced to the concept of giving credit for information obtained from outside sources, the student will include such information with all projects throughout the year.
- Students should know that while we are teaching one format (MLA) here in Newtown there are different formats for “works cited.” (APA, MLA, Chicago, Turabien)

Guidelines

1. In order to provide for consistency and clarity all papers that require citations should follow the MLA format. (This format is available on www.mla.org)
2. To prepare students to create “Works Cited” page following MLA format in the eighth grade, students need to begin to record information about sources they have used beginning in first grade. The amount of information recorded needs to be appropriate for the developmental level of the students. Each successive grade builds upon previous knowledge.

Kindergarten

- Recognize the author, title and illustrator of a book from cover and title page.

1st Grade

- Copy the author and title of a book from the title page.

2nd Grade

- Copy the author and title of a book from the title page.
- Select a source of information by its media format: computer, reference book, non-fiction book, magazine/newspaper, video, or other (interview, television or radio program)

3rd Grade

- Identify copyright page
- Use the last name first order for writing
- Collect author and title information from each source used to gather information on a prepared form
- Arrange forms alphabetically by author/title or title if there is no author

4th Grade

- Collect author, title and copyright information from each source used to gather information onto a prepared form
- Create a written list of sources arranged alphabetically
Underline the title

5th Grade

- Collect author, title and copyright information from each source used to gather information onto a prepared form
- Create a written list of sources arranged alphabetically by author/title or title if there no author
- Underline the title of a book

6th Grade

- 7th
 - Create an alphabetical list of sources used, that includes all components of the MLA “works cited” format, as appropriate to the format of the information resource. (a model is provided)
- 8th
 - Use MLA guidelines to independently create a “Works Cited” page when completing any project.
 - Explain internal citation when seen in works created by others
- 9th-12 Grade
 - Use internal citation for all research assignments and when supporting opinions with evidence
 - Include a “Works Cited” page.
 - Include a “Works Cited” page and use internal citation following MLA guidelines for all research and analytical “products.”