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CURRICULUM WRITING TEAM

The Library Media Specialists (LMSs) in Parkway have collaborated to produce the 21st-Century Library Curriculum. All LMSs have studied the American Association of School Librarians (AASL) standards and reviewed the “I Can” statements for graduates. They have assessed the library program goals for alignment with Parkway’s mission and vision. They have contributed to the descriptions of the courses and units and submitted lessons for the Online Curriculum Guide (OCG).

The Curriculum Steering Committee worked with the coordinator to guide this work and synthesize the best thinking of the district school librarians into this document. The fuller version of the library curriculum is documented on the OCG.

Library Curriculum Steering Committee
Shannon Burger – Southwest Middle
Frederica Coleman – Central Middle
Eve Diel – North High
Sheila Driemeyer – Library Services
Katie Pendleton – South High
Patty Roe -- Claymont
Leslie Wolfe – Oak Brook
Kim Wren -- McKelvey
RATIONALE

This rationale is based on draft five of the Parkway Mission statement, which states: “The mission of the Parkway School District is to ensure students are capable, curious and confident learners who are well-equipped to understand and respond to the challenges of an ever-changing world.”

With the Board's permission, this rationale will be updated as necessary after the formal approval of the Mission and Vision Statements by the Board later this year.

In support of the district mission, the current mission of the Library Media program is “to ensure that students are effective users of ideas and information. Students will be critical thinkers, skillful researchers, ethical users of information and self-directed readers.” This echoes the mission statement of our national professional organization, the American Association of School Librarians (AASL, 2009).

The Parkway library program supports the Parkway vision statement. The following three points are particularly relevant to the library program and are explicitly addressed in the Library Curriculum:

We succeed when our students and graduates are:

- literate and critical consumers of information and ideas
- creative, thoughtful and effective problem solvers
- increasingly self-directed, skilled and persistent as learners.

The focus of the library curriculum is on the learner. Research has shown that process skills are best learned in the context of content learning, and content is most effectively learned when the necessary learning skills are taught at the same time (Standards in Action, p. 9). Effective delivery of the curriculum requires the collaboration of the library media specialist (LMS) and classroom/content-area teachers.

The library curriculum is presented in a coherent and spiraling manner. It is explained and documented in terms of four learning standards: to find information, use information, share information, and enjoy/grow (acronym: FUSE).

Guiding Documents
Research and recommendations from local, state and national sources guided the development of the Library Media Curriculum.

- Parkway Library Media Program Evaluation (2009)
- Missouri Show-Me Standards (1996)
- Missouri Information, Communications Technology and Media Literacy Grade-Level and Course-Level Expectations (draft version, 2010)
- AASL, Empowering Learners: Guidelines for School Library Media Programs (2009)

STANDARDS

The Library Media program in Parkway is based on Missouri and national standards.

- Students in Missouri public schools will acquire the knowledge and skills to
  - gather, analyze and apply information and ideas.
  - communicate effectively within and beyond the classroom.
  - recognize and solve problems.
  - make decisions and act as responsible members of society.
Missouri Information, Communications Technology, and Media Literacy Grade-Level and Course-Level Expectations (draft, 2010).

- Students will be able to
  - apply inquiry process to locate, evaluate, and use information
  - determine nature and intent of information needed
  - access information efficiently and effectively
  - evaluate information critically and competently
  - use information effectively and creatively
  - practice safe, legal, and ethical use of information and technology


Learners use skills, resources and tools to
- inquire, think critically, and gain knowledge (Find).
- draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge (Use).
- share knowledge and participate ethically and productively as members of our democratic society (Share).
- pursue personal and aesthetic growth (Enjoy).


Students will
- demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- apply digital tools to gather, evaluate, and use information.
- use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- demonstrate a sound understanding of technology concepts, systems, and operations.

GOALS FOR GRADUATES

The Parkway Library Media program is organized into four strands (1-Find Information, 2-Use Information, 3-Share Information, and 4-Enjoy and Grow), with goals for each strand.

The Parkway Library Media program will ensure that each Parkway graduate can

1 - Find Information: Inquire, think critically, and gain knowledge.
- identify a focused topic for research.
- develop questions to guide research.
- revise research plan as necessary.
- use primary and secondary resources in various formats (books, databases, websites, etc.) to find information.
- evaluate a source for credibility, currency, bias and appropriateness.
- locate and record relevant information from within selected resources.

2 - Use Information: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
- modify a search strategy to better find information in different types of resources.
- seek more information when conflicting information is detected.
- identify misleading information and recognize gaps in information that could lead to inaccurate conclusions.
- make connections between real life and information gathered through research.
- organize information so that it is useful.
- construct new knowledge based on information gathered from a variety of sources.
3 - Share Information: Share knowledge and participate ethically and productively as members of our democratic society.
   · use technology tools to communicate new knowledge.
   · evaluate his/her research process.
   · evaluate the quality of the final product.
   · apply the concepts of intellectual property.
   · apply copyright guidelines when gathering and using information.
   · correctly cite different types of sources.

4 - Enjoy and Grow: Pursue personal and aesthetic growth.
   · select books from various genres for leisure reading.
   · find information to satisfy personal interests and questions.
   · evaluate media messages in daily life.
   · apply copyright guidelines when downloading music, videos or information for personal use.

CONTENT AND PROCESSES RELATED TO EQUITY, TECHNOLOGY, RESEARCH AND WORKPLACE-READINESS

The library curriculum incorporates content and processes related to equity, research, technology and workplace-readiness skills. Particular lessons for each of these targeted areas will be available in the Online Curriculum Guide.

The American Association of School Librarians has recently published a set of Common Beliefs, to which all Parkway library media specialists subscribe. The applicable Common Belief is noted in each section that follows.

**Equity.** Common Belief: “Equitable access is a key component for education.” The library addresses equity in instruction, materials, and accessibility.
   · Instruction in the library is differentiated so that all students learn.
   · Materials are provided in print and online that reflect the diverse populations of our district and the world. Throughout the year these materials are promoted by way of recommended reading lists, displays, bulletin boards, book talks and lessons.
   · Accessibility is achieved by providing materials at many levels of difficulty and in various formats such as print, online, video and audio. Electronic materials can be accessed at school and from home.

**Research.** Common Belief: “The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.” The research process is a crucial component of the library curriculum. At every grade level, library media specialists and classroom teachers collaborate to teach research and problem-solving. The Big6 process model is used. The Six Steps are:
1. Task Definition
2. Information Seeking Strategies
3. Location & Access
4. Use of Information
5. Synthesis
6. Evaluation
For younger students, these six steps are collapsed into the Super3: Plan, Do, Review.

**Technology.** Common Belief: “Technology skills are crucial for future employment needs.” The use of technology permeates the library program. Students are taught how to use the online library catalog. They learn techniques for searching online databases. They become skilled at searching the internet and evaluating what they find. School library media specialists instruct and assist students as they work on projects using computers and other technology.

**Workplace-Readiness Skills.** The library program addresses workplace-readiness in materials and instruction. The libraries provide materials, in print and online, about various careers and how to prepare for them. The library curriculum includes workplace-readiness skills and abilities such as effectively analyzing and solving problems, and assessing process and product.
HISTORICAL PERSPECTIVE

The early history of libraries in Parkway was described in the Parkway Library Information Literacy Framework (June 21, 2000):

Recognizing the need for librarians on both the elementary and secondary level, Parkway added its elementary library program in 1969 by hiring librarians to serve two schools each. In 1971, the district placed a full-time librarian in each elementary school. The previously established system of central ordering and processing was expanded and computerized for the elementary schools, thus providing for more efficient acquisition of materials. …

In the 1970’s, new schools were added and older libraries renovated to meet the growth of the Parkway community. It should be noted that all elementary and secondary schools reached minimum standards set by the Missouri Department of Elementary and Secondary Education within three years of their inception.

In the early 1980’s, support staff for professional librarians was added in some schools. This benefited students and staff because librarians, freed from many clerical tasks, became involved in curriculum planning and assumed leadership roles in those schools.

Much of our attention has turned to the program of the library media center, with primary consideration being given to the instructional role of the librarian and the infusion of the library program into the curriculum of the school. Collaboration between teachers and librarian is essential in fully developing the information literate student.

The traditional card catalog was replaced by a book catalog in the secondary libraries, then in 1979 the book catalog was converted to a COM (Computer Output Microfilm) catalog. …

In 1985, the Winnebago system was piloted with five schools. By 1990 most schools used this system. Winnebago proved to be very limited since it provided only circulation and inventory programs.

In 1993 the Parkway community passed a multi-million dollar bond issue to prepare the district for the challenges of the 21st century. One phase provided funding for the DRA [integrated library automation] system which provides all libraries access to the resources of the entire district and is linked to the Internet.

Parkway libraries used the DRA library system until 2005, when the current SirsiDynix Horizon system was implemented. Horizon is based on more modern data processing technologies, which improved performance. Also, the Horizon online catalog is more user-friendly and attractive, featuring images of book covers, links to book reviews, and other enhanced content.

The Parkway Library Information Literacy Framework, approved by the Board of Education in June 2000, described the library curriculum in general terms. Parkway librarians continued to work with teachers to integrate the library information literacy curriculum into instruction.

In the 2008-2009 school year, the evaluation of the Parkway library program indicated several areas of potential growth. One of the most important was the “need for more explicit expectations for instruction and assessment in the library” (program evaluation report, p. 3). The Library Media Curriculum outlined here fills this need.
CURRICULUM EVALUATION AND REVISION

Evaluation of the library media curriculum is ongoing. It is the responsibility of the district’s library media specialists (LMS), individually and as a group. Individual LMSs submit lessons to the coordinator and the Library Curriculum Committee for inclusion in the Online Curriculum Guide (OCG). Units and lessons are continually reviewed and improved by the LMSs. New lessons are collaboratively developed using the Library Learning Management System (moodle) or one of the library wikis. A formal evaluation of the library program, including a written report to the Board of Education, is undertaken on a regular basis as for all other curricular areas.

MAJOR STRANDS OVERVIEW

The library curriculum can be divided into four learning standards (or strands in the Grade Level Expectations format designed by the Missouri Department of Elementary and Secondary Education). The definitions below are provided by the American Association of School Librarians in Empowering Learners (2009). The acronym FUSE stands for the four strands in the Parkway library curriculum.

1. Inquire, think critically, and gain knowledge. (FIND)
   Learners investigate and gain knowledge. They use an inquiry-based process to seek knowledge in curricular subjects and connect the information to the outside world. They can critically evaluate information and sources, use information presented in a variety of formats, use technology tools, and collaborate with others.

2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (USE)
   Learners continue the inquiry-based research process by applying critical-thinking skills to information and prior knowledge to create and organize new knowledge. They use technology tools to analyze and organize information. They collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. Learners use writing, media and technology skills to create products that express new understandings.

3. Share knowledge and participate ethically and productively as members of our democratic society. (SHARE)
   Learners conclude the inquiry-based research process by sharing their knowledge with others. They can use technology and other information tools to organize and display new knowledge and understandings. They reflect on their learning. They connect learning to community issues. They use information and technology ethically and responsibly.

4. Pursue personal and aesthetic growth. (ENJOY)
   Learners read, view, and listen for pleasure and seek information for personal learning. They connect ideas to their own interests and previous knowledge, organize personal knowledge, and use technology and information tools to gather and share information.
COURSE DESCRIPTIONS

Introduction. Library curriculum is based on four curriculum strands, which are further divided into Big Ideas, then Concepts, then Grade-Level Library Media Expectations. Grade-level expectations from different strands of the library curriculum are often addressed in the same lesson. The four library curriculum strands are

1. Find Information (Think)
2. Use Information (Create)
3. Share Information (Participate)
4. Enjoy (Grow/Lifelong Learning)

As an organizational strategy, the library curriculum is divided into four units at each grade level (except high school and professional development). These units represent areas of library instruction, not a sequence of instruction. The knowledge and skills in these units are taught in the context of content-area learning. The four library units are

1. Library Resources
2. Research Skills
3. Technology Literacy
4. Literature Appreciation

Kindergarten. In Kindergarten, students are introduced to the organization and procedures of the library. Technology is integrated into instruction when appropriate. The foundation is laid for developing research skills and appreciating literature.

1st grade. In first grade, students learn more about the sections of the library. They are introduced to basic research skills. They begin to learn how to select appropriate resources. Students are introduced to nonfiction text features and other organizational tools. The integration of technology continues. Students build on their knowledge of reading strategies as they participate in the state Show Me Readers Award program.

2nd grade. In second grade, students expand their knowledge of research skills. They become more capable of selecting resources to answer their questions. They become more independent in their use of organizational tools. Students learn to independently locate materials in the library and to use technology to locate information. They recognize messages conveyed through various media. Students are introduced to concepts of internet safety. Students continue to participate in the Show Me Readers Award program.

3rd grade. In third grade, students become increasingly independent in locating and selecting resources. They learn to recognize point of view. They are introduced to the concepts of academic honesty. They expand on their knowledge of internet safety. In order to increase their appreciation of literature, they are encouraged to participate in the Show Me Readers Award program.

4th grade. In fourth grade, students are introduced to the navigational features of print and digital sources. They build on their previous knowledge of the research process. They begin to analyze the relevance of information to a topic. Students will use technology tools to share the results of their research. In order to increase their appreciation of literature, they are encouraged to participate in the Mark Twain Readers Award program.

5th grade. In fifth grade, students build on their previous knowledge and experience in order to become critical thinkers and users of information. They are introduced to additional strategies to avoid cyber-bullying. They continue to use technology to locate, organize and share information and ideas. Students are encouraged to participate in the Mark Twain Readers Award program.

6th grade. In sixth grade, as students continue to build and expand on prior learning, they are introduced to the middle school online library catalog and middle school electronic databases via PANDA. Students will expand their knowledge of website evaluation and keyword searching. Students will be introduced to the Truman Readers Award Program and encouraged to continue participation in the Mark Twain Readers Award Program.

7th grade. In seventh grade, students are introduced to the MLA citation format, evaluation of media messages and bias, and evaluation of websites throughout the research process. Students will be encouraged to participate in the Truman Readers Award Program.
8th grade. In eighth grade, students work with primary sources and learn additional concepts of intellectual property, copyright and plagiarism. Students will expand their knowledge of MLA citation format including how to properly cite periodicals. Students will be encouraged to participate in the Truman Readers Award Program.

In high school, students master key skills that will enable them to find and evaluate information for their research needs and provide a foundation for independent learning throughout their lives. All learners must be able to access high-quality information from a variety of perspectives, think critically, draw conclusions, create new knowledge, use resources ethically, and share knowledge with others. In addition to finding information for research, students will read and use fiction and nonfiction to make connections, develop global perspectives, and challenge their own points of view.
### FIND: Inquire, think critically, and gain knowledge.

#### “I Can” Statement

<table>
<thead>
<tr>
<th>“I Can” Statement</th>
<th>Show Me Standards</th>
<th>AASL Standards</th>
<th>NETS’S Standards</th>
<th>Big6 Step</th>
<th>Other GLEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify a focused topic for research.</td>
<td>1.1</td>
<td>1.1.1</td>
<td>3A</td>
<td>1</td>
<td>CA IL 1A</td>
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<tr>
<td></td>
<td>3.1</td>
<td>1.1.3</td>
<td>4A</td>
<td></td>
<td>SS TSSI 7E</td>
</tr>
<tr>
<td>I can develop questions to guide my research.</td>
<td>1.1</td>
<td>1.1.1</td>
<td>3A</td>
<td>1</td>
<td>CA IL 1A</td>
</tr>
<tr>
<td></td>
<td>3.1</td>
<td>1.1.3</td>
<td>4A</td>
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<td></td>
<td>3.3</td>
<td>1.1.3</td>
<td>4B</td>
<td></td>
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<tr>
<td>I can revise my research plan as necessary.</td>
<td>1.1</td>
<td>1.2</td>
<td>4B</td>
<td>1</td>
<td>2</td>
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<td></td>
<td>3.2</td>
<td>1.1.3</td>
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<td>3.3</td>
<td>1.2.5</td>
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<td>4.5</td>
<td>1.4.1</td>
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<td></td>
<td></td>
<td>1.4.3</td>
<td></td>
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<tr>
<td>I can use primary and secondary sources in various formats.</td>
<td>1.2</td>
<td>1.1.4</td>
<td>3B</td>
<td>3</td>
<td>CA IL 1B</td>
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<tr>
<td></td>
<td>1.4</td>
<td>1.1.6</td>
<td></td>
<td>4</td>
<td>CA R 1E</td>
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<td></td>
<td>1.5</td>
<td>1.1.8</td>
<td></td>
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<td>SS TSSI 7A</td>
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<td></td>
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<td>1.2.3</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I can evaluate a source for credibility, currency, bias and appropriateness.</td>
<td>1.2</td>
<td>1.1.4</td>
<td>3C</td>
<td>2</td>
<td>CA IL 1B</td>
</tr>
<tr>
<td></td>
<td>1.7</td>
<td>1.1.5</td>
<td></td>
<td>6</td>
<td>SS TSSI 7C</td>
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<td>1.2.4</td>
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</table>

Missouri **Show Me** Performance (Process) Standards  
**AASL**: American Association of School Librarians, Standards for the 21st-Century Learner  
**NETS’S**: International Society for Technology in Education, National Educational Technology Standards - Students
Appendix A:
Library “I Can” Statements for Graduates
By Curriculum Strand: USE
Correlated to Standards

<table>
<thead>
<tr>
<th>“I Can” Statement</th>
<th>Show Me Standards</th>
<th>AASL Standards</th>
<th>NETS’S Standards</th>
<th>Big6</th>
<th>Other GLEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can modify my search strategy to better find information in different types of resources.</td>
<td>1.1 3.4 3.7 4.5</td>
<td>2.1.1 2.2.1</td>
<td>3A 3B</td>
<td>2</td>
<td>3 CA IL 1A</td>
</tr>
<tr>
<td>I can seek more information when I detect conflicting information and then draw my own conclusions.</td>
<td>1.6 3.6 4.1</td>
<td>2.1.1 2.1.3 2.2.1 2.2.2 2.2.3 2.4.1 2.4.2</td>
<td>4C 4D</td>
<td>3</td>
<td>4 CA IL 1B</td>
</tr>
<tr>
<td>I can identify misleading information and recognize gaps in information that could lead to inaccurate conclusions.</td>
<td>1.5 1.6 1.7</td>
<td>2.1.1 2.3.3 2.4.1</td>
<td>4C</td>
<td>3</td>
<td>4 CA IL 1B CA IL 2A SS TSSI 7C</td>
</tr>
<tr>
<td>I can use various skills and tools to organize information so that it is useful to me.</td>
<td>1.4 1.8</td>
<td>2.1.2 2.1.4</td>
<td>3B 4C</td>
<td>4</td>
<td>5 CA IL 1C</td>
</tr>
<tr>
<td>I can evaluate whether my information need was met.</td>
<td>3.4 3.7</td>
<td>2.4.2 3.4.2</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>I can construct new knowledge based on information gathered from a variety of sources, including collaboration.</td>
<td>2.3 3.2 3.6</td>
<td>2.1.1 2.1.5 2.4.3</td>
<td>3B 4C</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Missouri Show Me Performance (Process) Standards
AASL: American Association of School Librarians, Standards for the 21st-Century Learner
NETS’S: International Society for Technology in Education, National Educational Technology Standards - Students
Appendix A:  
Library “I Can” Statements for Graduates  
By Curriculum Strand: SHARE  
Correlated to Standards

<table>
<thead>
<tr>
<th>SHARE INFORMATION: Share knowledge and participate ethically and productively as members of our democratic society.</th>
<th>“I Can” Statement</th>
<th>Show Me Standards</th>
<th>AASL Standards</th>
<th>NETS*S Standards</th>
<th>Big6 Step</th>
<th>Other GLEs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I can use technology tools to communicate new knowledge.</td>
<td>1.4 2.7</td>
<td>3.1.4</td>
<td>1B 2B 2D 3D 6A 6B</td>
<td>5</td>
<td>CA LS 2A SS TSSI 7D</td>
</tr>
<tr>
<td></td>
<td>I can evaluate my research process.</td>
<td>3.4 3.7</td>
<td>3.4.1</td>
<td></td>
<td>6</td>
<td></td>
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<td></td>
<td>I can evaluate the quality of my final product.</td>
<td>2.2 3.7</td>
<td>3.4.2</td>
<td></td>
<td>6</td>
<td></td>
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<td></td>
<td>I can apply the concepts of intellectual property.</td>
<td>4.1 4.4</td>
<td>1.3.3 3.1.6</td>
<td>5A</td>
<td>4 5</td>
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<td></td>
<td>I can apply copyright guidelines when gathering and using information.</td>
<td>4.4</td>
<td>1.3.1 1.3.3 3.1.6</td>
<td>5A</td>
<td>4 5</td>
<td>CA IL 1D</td>
</tr>
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<td></td>
<td>I can correctly cite different types of sources.</td>
<td>4.4</td>
<td>1.3.1 3.1.6</td>
<td>5A</td>
<td>4 5</td>
<td>CA IL 1D</td>
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</table>

Missouri Show Me Performance (Process) Standards  
AASL: American Association of School Librarians, Standards for the 21st-Century Learner  
NETS*S: International Society for Technology in Education, National Educational Technology Standards - Students
# Appendix A:
Library “I Can” Statements for Graduates
By Curriculum Strand: ENJOY
Correlated to Standards

<table>
<thead>
<tr>
<th><strong>ENJOY and GROW: Pursue personal and aesthetic growth.</strong></th>
<th><strong>“I Can” Statement</strong></th>
<th><strong>Show Me Standards</strong></th>
<th><strong>AASL Standards</strong></th>
<th><strong>NETS’S Standards</strong></th>
<th><strong>Big6 Step</strong></th>
<th><strong>Other GLEs</strong></th>
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<tr>
<td></td>
<td>I can select books from various genres for leisure reading.</td>
<td>1.9</td>
<td></td>
<td>4.1.1 4.1.2 4.1.4 4.2.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can find information to satisfy personal interests and questions.</td>
<td>1.1 – 1.10</td>
<td>4.1.1 4.1.4 4.2.1 4.3.3 4.4.1 4.4.3</td>
<td></td>
<td>5B 5C</td>
<td>2 3</td>
</tr>
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<td></td>
<td>I can evaluate media messages in daily life.</td>
<td>1.5 1.7 2.3</td>
<td>4.3.2 4.4.4</td>
<td></td>
<td>3B</td>
<td>4 CA IL 2A</td>
</tr>
<tr>
<td></td>
<td>I can apply copyright guidelines when downloading music, videos or information for personal use.</td>
<td>4.2 4.4</td>
<td></td>
<td>4.3.4</td>
<td>5C</td>
<td>4</td>
</tr>
</tbody>
</table>

Missouri Show Me Performance (Process) Standards
AASL: American Association of School Librarians, Standards for the 21st-Century Learner
NETS’S: International Society for Technology in Education, National Educational Technology Standards - Students
Appendix A:
Library Media Expectations

Kindergarten

Find Information

1. Inquire
A. Research Topic Selection
   Identify, with assistance, topics of interest.
   Recognize the concept of research

2. Think critically
A. Prior Knowledge
   Share what is known about a topic.
B. Purpose and Audience
   Identify, with assistance, that various audiences require different information.
   Identify, with assistance, the intended use of information.
C. Questions and Keywords
   Recognize that questions are a form of communicating an information need (understand correct uses of who, what, when, where, why, how)
D. Information Sources
   Recognize that there are many types of media, including print and electronic.
E. Evaluation of Sources
   Identify, with assistance, topics of messages conveyed through various media.
   Recognize, with assistance, that some sources better meet a determined information need.
   Identify, with assistance, materials that are fiction and non-fiction.

3. Gain knowledge
A. Information Location and Recording
   Use, with assistance, the navigational features of print and digital sources (eg: table of contents, index, search engines, glossary, headings, captions).
   Record relevant information, with assistance, in at least one format (eg: writing, pictures, audio recordings, photos)

Use Information

1. Draw conclusions and make informed decisions
A. Evaluation of results
   Develop critical thinking skills to adapt process, as necessary, to fulfill purpose.
B. Evaluation of product
   Evaluate whether the information need was met.

2. Apply knowledge to new situations and create new knowledge
A. New knowledge
   Construct new knowledge based on information gathered from a variety of sources including collaboration.
B. & C. not present in Kindergarten
D. Connections
   Make connections between real life and information gathered through research.

Share Information

1. Share knowledge
A. Information Communication
   Recognize that there are a variety of ways to share information.
   Effectively share information.
   Use technology tools to communicate new knowledge.
   Use a developmentally-appropriate system for self-assessment of the final product.

2. Participate ethically and productively as members of our democratic society
A. Academic Honesty
   Develop awareness that it is important to give credit to the creator of an idea.
B. Collaboration and Working in Groups
   Develop appropriate library behavior.
   Demonstrate the ability to work collaboratively and cooperatively in an inquiry process.
   Listen for information in group settings.
Enjoy and Grow

1. Pursue personal growth
   A. Digital Citizenship
      Demonstrate ethical behaviors (personal and social) when using information and technology.
   B. Personal Information Seeking
      Select, with assistance, appropriate sources based on the relationships between the type of media and the information needed.
      Select materials for leisure reading, with assistance, appropriate to student's reading ability.
   C. Reading Connections
      Make connections between literature and self, other texts, and the world.
   D. Cyber safety
      Discuss what information is personal and private.
   E. Media Messages
      Evaluate media messages in daily life.

2. Pursue aesthetic growth
   A. Genres
      Recognize, with assistance, that there are different genres of literature.
   B. Award books
      Share books that have won or been nominated for various state and national awards.
   C. Listening for enjoyment
      Listen for enjoyment in group settings.

First Grade

Find Information

1. Inquire
   A. Research Topic Selection
      Identify topics of interest.
      Explain what research means.

2. Think critically
   A. Prior Knowledge
      With assistance, use prior knowledge to determine the information needed.
   B. Purpose and Audience
      Identify, with assistance, the audience for whom the information is intended.
      Identify, with assistance, the intended use of information.
      Select, with assistance, a format/tool appropriate for the intended audience and purpose.
   C. Questions and Keywords
      Develop, with assistance, questions to answer an information need.
   D. Information Sources
      Select, with assistance, appropriate sources based on the relationships between the type of media and the information needed (ie: PANDA, fiction/non-fiction, print magazines).
      Select informational materials, with assistance, appropriate to student's reading ability.
      Recognize, with assistance, that there are organizational tools (eg, Dewey Decimal System, online catalog, search engines, etc) for location sources.
   E. Evaluation of Sources
      Identify, with assistance, simple messages conveyed through various media.
      Recognize, with assistance, that media techniques are used to convey messages.
      Recognize, with assistance, that some sources better meet a determined information need.
      Recognize, with assistance, that timeliness may affect the value of information.
      Recognize, with assistance, that the copyright date can affect the value of information.
      Identify materials that are fiction and non-fiction.

3. Gain knowledge
   A. Information Location and Recording
      Use, with assistance, the navigational features of print and digital sources (eg: table of contents, index, search engines, glossary, headings, captions).
      Identify, with assistance, key parts of information and/or supporting details.
      Record relevant information, with assistance, in at least one format (eg: writing, pictures, audio recordings, photos).
Use Information
1. Draw conclusions and make informed decisions
   A. Evaluation of results
      Develop critical thinking skills to adapt process, as necessary, to fulfill purpose.
   B. Evaluation of product
      Evaluate whether the information need was met.
2. Apply knowledge to new situations and create new knowledge
   A. New knowledge
      Construct new knowledge based on information gathered from a variety of sources including collaboration.
   B. & C. not present at this grade level
   D. Connections
      Make connections between real life and information gathered through research.

Share Information
1. Share knowledge
   A. Information Communication
      Recognize that there are a variety of ways to share information.
      Effectively share information.
      Use technology tools to communicate new knowledge.
      Use a developmentally-appropriate system for self-assessment of the final product.

2. Participate ethically and productively as members of our democratic society
   A. Academic Honesty
      Document, with assistance, each source referenced using appropriate citation format (e.g., author, title, URL).
   B. Collaboration and Working in Groups
      Develop appropriate library behavior.
      Demonstrate the ability to work collaboratively and cooperatively in an inquiry process.
      Listen for information in group settings.

Enjoy and Grow
1. Pursue personal growth
   A. Digital Citizenship
      Demonstrate ethical behaviors (personal and social) when using information and technology.
   B. Personal Information Seeking
      Select, with assistance, appropriate sources based on the relationships between the type of media and the information needed.
      Select materials for leisure reading, with assistance, appropriate to student’s reading ability.
   C. Reading Connections
      Make connections between literature and self, other texts, and the world.
   D. Cybersafety
      Discuss what information is personal and private.
   E. Media Messages
      Evaluate media messages in daily life.
2. Pursue aesthetic growth
   A. Genres
      Identify, with assistance, different genres of literature.
   B. Award books
      Share books that have won or been nominated for various state and national awards.
   C. Listening for enjoyment
      Listen for enjoyment in group settings.

Find Information
1. Inquire
   A. Research Topic Selection
      Select, with assistance, a topic of interest for research.
      Explain what research means.

Second Grade
2. Think critically
   A. Prior Knowledge
      Use prior knowledge to determine the information needed.
   B. Purpose and Audience
      Identify the audience for whom the information is intended.
      Identify the intended use of information.
      Select, with assistance, a format/tool appropriate for the intended audience and purpose.
   C. Questions and Keywords
      Develop questions to answer an information need.
      Generate, with assistance, key words to investigate a topic.
   D. Information Sources
      Select, with assistance, appropriate sources based on the relationships between the type of
      media and the information needed (ie: Culturegrams, online periodicals).
      Select informational materials, with minimal assistance, appropriate to student's reading ability.
      Recognize that there are organizational tools (eg, Dewey Decimal System, online catalog, search
      engines, etc) for location sources.
   E. Evaluation of Sources
      Identify, with assistance, messages conveyed through various media.
      Recognize that media techniques are used to convey messages.
      Identify information, with assistance, to determine the relevance in relationship to the topic (eg,
      information, persuasion, entertainment, bias, viewpoint, opinion, etc.).
      Identify, with assistance, that timeliness may affect the value of information.
      Identify, with assistance, that the copyright date can affect the value of information.
      Explain the difference between fiction and non-fiction.
      Recognize, with assistance, that not all sources are credible.
      Assess, with assistance, for gaps in gathered information from teacher-selected sources.
3. Gain knowledge
   A. Information Location and Recording
      Use, with assistance, the navigational features of print and digital sources (eg: table of contents,
      index, search engines, glossary, headings, captions).
      Identify, with minimal assistance, key parts of information and/or supporting details.
      Record relevant information in at least one format (eg: writing, pictures, audio recordings, photos,
      highlighting, sticky notes, graphic organizers, etc.).

Use Information
1. Draw conclusions and make informed decisions
   A. Evaluation of results
      Develop critical thinking skills to adapt process, as necessary, to fulfill purpose.
   B. Evaluation of product
      Evaluate whether the information need was met.
2. Apply knowledge to new situations and create new knowledge
   A. New knowledge
      Construct new knowledge based on information gathered from a variety of sources including
      collaboration.
   B. & C. not present at this grade level.
   D. Connections
      Make connections between real life and information gathered through research.

Share Information
1. Share knowledge
   A. Information Communication
      Recognize that there are a variety of ways to share information.
      Effectively share information.
      Use technology tools to communicate new knowledge.
      Use a developmentally-appropriate system for self-assessment of the final product.
2. Participate ethically and productively as members of our democratic society
   A. Academic Honesty
      Document, with assistance, each source referenced using appropriate citation format (eg.,
      author, title, URL, copyright).
B. Collaboration and Working in Groups
   Develop appropriate library behavior.
   Demonstrate the ability to work collaboratively and cooperatively in an inquiry process.
   Listen for information in group settings.

Enjoy and Grow
1. Pursue personal growth
   A. Digital Citizenship
      Demonstrate ethical behaviors (personal and social) when using information and technology.
   B. Personal Information Seeking
      Select, with assistance, appropriate sources based on the relationships between the type of
      media and the information needed.
      Select, with assistance, appropriate sources based on the relationships between the type of
      media and the information needed.
   C. Reading Connections
      Make connections between literature and self, other texts, and the world.
   D. Cyber safety
      Recognize, with assistance, what information is personal and private.
   E. Media Messages
      Evaluate media messages in daily life.

2. Pursue aesthetic growth
   A. Genres
      Identify different genres of literature.
   B. Award books
      Share books that have won or been nominated for various state and national awards.
   C. Listening for enjoyment
      Listen for enjoyment in group settings.

Find Information
1. Inquire
   A. Research Topic Selection
      Select a topic of interest for research.

2. Think critically
   A. Prior Knowledge
      Develop, with assistance, questions based on prior knowledge.
   B. Purpose and Audience
      Identify the audience for whom the information is intended.
      Identify the intended use of information.
      Select, with minimal assistance, the format/tool appropriate for the intended audience and
      purpose.
   C. Questions and Keywords
      Develop questions to answer an information need.
      Generate key words to investigate a topic.
      Revise or clarify, with assistance, focus questions and/or key words as information is gathered.
   D. Information Sources
      Identify types of sources, including oral, print, and digital, appropriate for the information needed.
      Select informational materials appropriate to student's reading ability.
      Locate, with assistance, information sources using appropriate organizational tools (Dewey
      Decimal System, databases, search engines) based on the information needed.
   E. Evaluation of Sources
      Identify messages conveyed through various media.
      Identify, with assistance, media techniques used to convey messages.
      Identify information, with minimal assistance, to determine the relevance in relationship to the
      topic.
      Recognize that timeliness may affect the value of information.
      Identify the effect of the copyright date on the value of the information.
      Recognize that not all sources are credible.
      Recognize, with assistance, that sources may contradict or verify other sources.
Identify varying viewpoints in multiple sources.
Assess, with minimal assistance, for gaps in information gathered.

3. Gain knowledge
   A. Information Location and Recording
      Select and use, with assistance, the navigational features of print and digital sources (eg: table of contents, index, search engines, glossary, headings, captions).
      Identify key parts of information and/or supporting details.
      Record relevant information using a variety of note-taking or organizational strategies (eg: summarizing, paraphrasing, webbing, etc.).

Use Information
1. Draw conclusions and make informed decisions
   A. Evaluation of results
      Develop critical thinking skills to adapt process, as necessary, to fulfill purpose.
   B. Evaluation of product
      Evaluate whether the information need was met.

2. Apply knowledge to new situations and create new knowledge
   A. New knowledge
      Construct new knowledge based on information gathered from a variety of sources including collaboration.
   B. not present at this grade level.
   C. Information Organization
      Organize information so that it is useful.
   D. Connections
      Make connections between real life and information gathered through research.

Share Information
1. Share knowledge
   A. Information Communication
      Recognize that there are a variety of ways to share information.
      Effectively share information.
      Use technology tools to communicate new knowledge.
      Use a developmentally-appropriate system for self-assessment of the final product.

2. Participate ethically and productively as members of our democratic society
   A. Academic Honesty
      Document, with assistance, each source referenced using appropriate citation format (eg., author, title, URL, copyright, publisher, and place of publication).
   B. Collaboration and Working in Groups
      Demonstrate appropriate library behavior.
      Demonstrate the ability to work collaboratively and cooperatively in an inquiry process.
      Listen for information in group settings.

Enjoy and Grow
1. Pursue personal growth
   A. Digital Citizenship
      Demonstrate ethical behaviors (personal and social) when using information and technology.
      Follow school district policies and other regulations while accessing and using sources, including print and digital.
   B. Personal Information Seeking
      Select appropriate sources based on the relationships between the type of media and the information needed.
      Select materials for leisure reading appropriate to student's reading ability.
   C. Reading Connections
      Make connections between literature and self, other texts, and the world.
   D. Cybersafety
      Recognize what information is personal and private.
      Develop, with assistance, strategies to avoid cyber-bullying.
      Discuss safe behaviors in personal electronic communication and interaction (e.g. response to cyber-bullying, inappropriate contact, solicitation, etc.)
E. Media Messages
Evaluate media messages in daily life.

2. Pursue aesthetic growth
A. Genres
Identify different genres of literature.
B. Award books
Share books that have won or been nominated for various state and national awards.
C. Listening for enjoyment
Listen for enjoyment in group settings.

Fourth Grade

Find Information
1. Inquire
   A. Research Topic Selection
      Select a topic of interest for research.

2. Think critically
   A. Prior Knowledge
      Develop, with assistance, questions based on prior knowledge.
Predit, with assistance, answers to inquiry questions based on background knowledge and observation.
   B. Purpose and Audience
      Identify, with assistance, how audience and purpose affect the information needed.
Select the format/tool appropriate for the intended audience and purpose.
   C. Questions and Keywords
      Develop questions to answer an information need.
Generate key words to investigate a topic.
Revise or clarify, with assistance, focus questions and/or key words as information is gathered.
   D. Information Sources
      Identify types of sources, including oral, print, and digital, appropriate for the information needed.
Select informational materials appropriate to student's reading ability.
Locate, with assistance, information sources using appropriate organizational tools (Dewey Decimal System, databases, search engines) based on the information needed.
Identify, with assistance, whether a source is primary or secondary.
   E. Evaluation of Sources
      Identify messages conveyed through various media.
Identify, with assistance, media techniques used to convey messages.
Identify information to determine the relevance in relationship to the topic.
Explain, with assistance, how timeliness impacts source selection.
Evaluate, with assistance, the effect of the copyright date on the value of the information.
Recognize the credibility of the source based on fact and opinion.
Recognize whether the information contradicts or verifies other sources.
Explain how viewpoint affects bias.
Assess for gaps in information gathered.

3. Gain knowledge
   A. Information Location and Recording
      Select and use the navigational features of print and digital sources (eg: table of contents, index, search engines, glossary, headings, captions) using critical thinking skills.
Identify key parts of information and/or supporting details.
Record relevant information using a variety of note-taking or organizational strategies (eg: summarizing, paraphrasing, webbing, etc.).

Use Information
1. Draw conclusions and make informed decisions
   A. Evaluation of results
      Use critical thinking skills to adapt process, as necessary, to fulfill purpose.
   B. Evaluation of product
      Evaluate whether the information need was met.
2. Apply knowledge to new situations and create new knowledge
   A. New knowledge
      Construct new knowledge based on information gathered from a variety of sources including collaboration.
   B. not present at this grade level.
   C. Information Organization
      Organize information so that it is useful.
   D. Connections
      Make connections between real life and information gathered through research.

Share Information
1. Share knowledge
   A. Information Communication
      Recognize that there are a variety of ways to share information.
      Effectively share information.
      Use technology tools to communicate new knowledge.
      Use a developmentally-appropriate system for self-assessment of the final product.

2. Participate ethically and productively as members of our democratic society
   A. Academic Honesty
      Document, with assistance, each source referenced using appropriate citation format (e.g., author, title, URL, copyright, publisher, and place of publication).
   B. Collaboration and Working in Groups
      Demonstrate appropriate library behavior.
      Demonstrate the ability to work collaboratively and cooperatively in an inquiry process.
      Listen for information in group settings.

Enjoy and Grow
1. Pursue personal growth
   A. Digital Citizenship
      Demonstrate ethical behaviors (personal and social) when using information and technology.
      Follow school district policies and other regulations while accessing and using sources, including print and digital.
   B. Personal Information Seeking
      Select appropriate primary and secondary sources based on the relationships between the type of media and the information needed.
      Select materials for leisure reading appropriate to student’s reading ability.
   C. Reading Connections
      Make connections between literature and self, other texts, and the world.
   D. Cybersafety
      Recognize consequences of online behavior, such as sharing personal information.
      Develop, with assistance, strategies to avoid cyber-bullying.
      Practice safe behaviors in personal electronic communication and interaction (e.g., response to cyber-bullying, inappropriate contact, solicitation, etc.)
   E. Media Messages
      Evaluate media messages in daily life.

2. Pursue aesthetic growth
   A. Genres
      Identify different genres of literature.
   B. Award books
      Share books that have won or been nominated for various state and national awards.
   C. Listening for enjoyment
      Listen for enjoyment in group settings.

Find Information
1. Inquire
   A. Research Topic Selection
      Select a topic of interest for research.

Fifth Grade
2. Think critically
   A. Prior Knowledge
      Develop questions based on prior knowledge.
      Predict, with assistance, answers to inquiry questions based on background knowledge and observation.
   B. Purpose and Audience
      Identify, with assistance, how audience and purpose affect the information needed.
      Select the format/tool appropriate for the intended audience and purpose.
   C. Questions and Keywords
      Develop questions to answer an information need.
      Generate key words to investigate a topic.
      Revise or clarify, with assistance, focus questions and/or key words as information is gathered.
   D. Information Sources
      Identify types of sources, including oral, print, and digital, appropriate for the information needed.
      Select informational materials appropriate to student's reading ability.
      Locate, with assistance, information sources using appropriate organizational tools (Dewey Decimal System, databases, search engines) based on the information needed.
      Explain, with assistance, whether a primary or secondary source is the best choice for the information needed.
   E. Evaluation of Sources
      Identify messages conveyed through various media.
      Identify media techniques used to convey messages.
      Analyze information, with assistance, to determine the relevance in relationship to the topic.
      Explain how timeliness impacts source selection.
      Evaluate the effect of the copyright date on the value of the information.
      Recognize that the origin of a source affects a source's credibility.
      Identify whether the information contradicts or verifies other sources.
      Explain, with assistance, bias within a source.
      Assess for gaps in information gathered.

3. Gain knowledge
   A. Information Location and Recording
      Select and use the navigational features of print and digital sources (eg: table of contents, index, search engines, glossary, headings, captions) using critical thinking skills.
      Identify key parts of information and/or supporting details.
      Record relevant information using a variety of note-taking or organizational strategies (eg: summarizing, paraphrasing, webbing, etc.).

Use Information
   1. Draw conclusions and make informed decisions
      A. Evaluation of results
         Use critical thinking skills to adapt process, as necessary, to fulfill purpose.
      B. Evaluation of product
         Evaluate whether the information need was met.
   2. Apply knowledge to new situations and create new knowledge
      A. New knowledge
         Construct new knowledge based on information gathered from a variety of sources including collaboration.
      B. is not present at this grade level.
      C. Information Organization
         Organize information so that it is useful.
      D. Connections
         Make connections between real life and information gathered through research.

Share Information
   1. Share knowledge
      A. Information Communication
         Recognize that there are a variety of ways to share information.
         Effectively share information.
         Use technology tools to communicate new knowledge.
         Use a developmentally-appropriate system for self-assessment of the final product.
2. Participate ethically and productively as members of our democratic society
   A. Academic Honesty
      Document, with assistance, each source referenced using appropriate citation format (eg.,
      author, title, URL, copyright, publisher, and place of publication).
   B. Collaboration and Working in Groups
      Demonstrate appropriate library behavior.
      Demonstrate the ability to work collaboratively and cooperatively in an inquiry process.
      Listen for information in group settings.

Enjoy and Grow
1. Pursue personal growth
   A. Digital Citizenship
      Demonstrate ethical behaviors (personal and social) when using information and technology.
      Follow school district policies and other regulations while accessing and using sources, including
      print and digital.
   B. Personal Information Seeking
      Select appropriate primary and secondary sources based on the relationships between the type
      of media and the information needed.
      Select materials for leisure reading appropriate to student's reading ability.
   C. Reading Connections
      Make connections between literature and self, other texts, and the world.
   D. Cybersafety
      Recognize consequences of online behavior, such as sharing personal information.
      Develop strategies to avoid cyber-bullying.
      Practice safe behaviors in personal electronic communication and interaction (e.g., response to
      cyber-bullying, inappropriate contact, solicitation, etc.)
   E. Media Messages
      Evaluate media messages in daily life.

2. Pursue aesthetic growth
   A. Genres
      Identify different genres of literature.
   B. Award books
      Share books that have won or been nominated for various state and national awards.
   C. Listening for enjoyment
      Listen for enjoyment in group settings.

Sixth Grade

Find Information
1. Inquire
   A. Research Topic Selection
      Select a topic of interest for research.

2. Think critically
   A. Prior Knowledge
      Develop questions based on prior knowledge.
   B. Purpose and Audience
      Identify and locate, with assistance, relevant sources to meet information need.
   C. Questions and Keywords
      Develop, with assistance, questions to guide research.
      Generate key words to investigate a topic.
      Revise or clarify, with assistance, focus questions and/or key words as information is gathered.
   D. Information Sources
      Identify and use resources in various formats to find information.
      Select informational materials appropriate to student's reading ability.
      Locate, with assistance, information sources using appropriate organizational tools (Dewey
      Decimal System, databases, search engines) based on the information needed.
      Explain, with assistance, whether a primary or secondary source is the best choice for the
      information needed.
   E. Evaluation of Sources
      Evaluate information for relevance in relationship to the topic.
Evaluate the effect of the copyright date on the value of the information.
Evaluate a source for credibility.
Identify whether the information contradicts or verifies other sources.
Explain, with assistance, bias within a source.

3. Gain knowledge
   A. Information Location and Recording
      Select and use the navigational features of print and digital sources (e.g., table of contents, index, search engines, glossary, headings, captions) using critical thinking skills.
      Locate relevant information from a selected resource with assistance.
      Record relevant information from a selected resource.

Use Information
1. Draw conclusions and make informed decisions
   A. Evaluation of results
      Use critical thinking skills to adapt process, as necessary, to fulfill purpose.
   B. Evaluation of product
      Evaluate whether the information need was met.
2. Apply knowledge to new situations and create new knowledge
   A. New knowledge
      Construct new knowledge based on information gathered from a variety of sources including collaboration.
   B. not present at this grade level
   C. Information Organization
      Organize information so that it is useful.
      Use technology tools to organize new information.
   D. Connections
      Make connections between real life and information gathered through research.

Share Information
1. Share knowledge
   A. Information Communication
      Use technology tools to communicate new knowledge.
      Use a developmentally-appropriate system for self-assessment of the final product.
      Self-assess the research process.
2. Participate ethically and productively as members of our democratic society
   A. Academic Honesty
      Cite different types of sources using appropriate citation format.
      Apply the concepts of intellectual property.
      Apply copyright guidelines when gathering, using and sharing information.

Enjoy and Grow
1. Pursue personal growth
   A. Digital Citizenship
      Apply copyright guidelines when downloading music, videos or information for personal use.
      Follow school district policies and other regulations while accessing and using sources, including print and digital.
   B. Personal Information Seeking
      Find information to satisfy personal interests and questions.
      Select materials for leisure reading appropriate to student’s reading ability.
   C. & D. not present at this grade level
   E. Media Messages
      Evaluate media messages in daily life.
2. Pursue aesthetic growth
   A. Genres
      Select books from various genres for leisure reading.
Grade 7

Find Information
1. Inquire
   A. Research Topic Selection
      Select a topic of interest for research.

2. Think critically
   A. Prior Knowledge
      Develop questions based on prior knowledge.
   B. Purpose and Audience
      Identify and locate relevant sources to meet information need.
   C. Questions and Keywords
      Develop, with assistance, questions to guide research.
      Generate key words to investigate a topic.
      Revise or clarify, with assistance, focus questions and/or key words as information is gathered.
   D. Information Sources
      Identify and use resources in various formats to find information.
      Select informational materials appropriate to student's reading ability.
      Locate information sources using appropriate organizational tools (Dewey Decimal System, databases, search engines) based on the information needed.
      Explain whether a primary or secondary source is the best choice for the information needed.
   E. Evaluation of Sources
      Evaluate information for relevance in relationship to the topic.
      Evaluate the effect of the copyright date on the value of the information.
      Evaluate a source for credibility.
      Evaluate accuracy of information by determining whether it contradicts or verifies other sources.
      Explain, with assistance, bias within a source.

3. Gain knowledge
   A. Information Location and Recording
      Select and use the navigational features of print and digital sources (eg: table of contents, index, search engines, glossary, headings, captions) using critical thinking skills.
      Locate relevant information from a selected resource.
      Record relevant information from a selected resource.

Use Information
1. Draw conclusions and make informed decisions
   A. Evaluation of results
      Use critical thinking skills to adapt process, as necessary, to fulfill purpose.
      Detect conflicting information
   B. Evaluation of product
      Evaluate whether the information need was met.

2. Apply knowledge to new situations and create new knowledge
   A. New knowledge
      Construct new knowledge based on information gathered from a variety of sources including collaboration.
   B. Search Modification
      Modify a search strategy to better find information in different types of resources.
   C. Information Organization
      Organize information so that it is useful.
      Use technology tools to organize new information.
   D. Connections
      Make connections between real life and information gathered through research.

Share Information
1. Share knowledge
   A. Information Communication
      Use technology tools to communicate new knowledge.
      Use a developmentally-appropriate system for self-assessment of the final product.
      Self-assess the research process.
2. Participate ethically and productively as members of our democratic society
   A. Academic Honesty
      Cite different types of sources using appropriate citation format.
      Apply the concepts of intellectual property.
      Apply copyright guidelines when gathering, using and sharing information.

Enjoy and Grow

1. Pursue personal growth
   A. Digital Citizenship
      Apply copyright guidelines when downloading music, videos or information for personal use.
      Follow school district policies and other regulations while accessing and using sources, including print and digital.
   
   B. Personal Information Seeking
      Find information to satisfy personal interests and questions.
      Select materials for leisure reading appropriate to student’s reading ability.
   
   C. & D. not present at this grade level

   E. Media Messages
      Evaluate media messages in daily life.

2. Pursue aesthetic growth
   A. Genres
      Select books from various genres for leisure reading.

Grade Eight

Find Information

1. Inquire
   A. Research Topic Selection
      Identify a focused topic for research.

2. Think critically
   A. Prior Knowledge
      Develop questions based on prior knowledge.
   
   B. Purpose and Audience
      Locate relevant sources to meet information need.
   
   C. Questions and Keywords
      Develop, with assistance, questions to guide research.
      Generate key words to investigate a topic.
      Revise or clarify, with assistance, focus questions and/or key words as information is gathered.

   D. Information Sources
      Identify and use resources in various formats to find information.
      Locate information sources using appropriate organizational tools (Dewey Decimal System, databases, search engines) based on the information needed.
      Locate primary sources in various formats.

   E. Evaluation of Sources
      Evaluate information for relevance in relationship to the topic.
      Evaluate the effect of the copyright date on the value of the information.
      Evaluate a source for credibility.
      Evaluate accuracy of information by determining whether it contradicts or verifies other sources.
      Evaluate a source for bias by analyzing viewpoint(s) conveyed in the source.

3. Gain knowledge
   A. Information Location and Recording
      Select and use the navigational features of print and digital sources (eg: table of contents, index, search engines, glossary, headings, captions) using critical thinking skills.
      Locate relevant information from a selected resource.
      Record relevant information from a selected resource.

Use Information

1. Draw conclusions and make informed decisions
   A. Evaluation of results
      Use critical thinking skills to adapt process, as necessary, to fulfill purpose.
      Detect conflicting information
      Seek more information when detecting conflicting information and draw conclusions.
B. Evaluation of product
Evaluate whether the information need was met.

2. Apply knowledge to new situations and create new knowledge
A. New knowledge
Construct new knowledge based on information gathered from a variety of sources including collaboration.

B. Search Modification
Modify a search strategy to better find information in different types of resources.

C. Information Organization
Organize information so that it is useful.
Use technology tools to organize new information.

D. Connections
Make connections between real life and information gathered through research.

Share Information
1. Share knowledge
A. Information Communication
Use technology tools to communicate new knowledge.
Use a developmentally-appropriate system for self-assessment of the final product.
Self-assess the research process.

2. Participate ethically and productively as members of our democratic society
A. Academic Honesty
Cite different types of sources using appropriate citation format.
Apply the concepts of intellectual property.
Apply copyright guidelines when gathering, using and sharing information.

Enjoy and Grow
1. Pursue personal growth
A. Digital Citizenship
Apply copyright guidelines when downloading music, videos or information for personal use.
Follow school district policies and other regulations while accessing and using sources, including print and digital.

B. Personal Information Seeking
Find information to satisfy personal interests and questions.
Choose materials appropriate to student reading ability.

C. & D. not present at this grade level

E. Media Messages
Evaluate media messages in daily life.

2. Pursue aesthetic growth
A. Genres
Select books from various genres for leisure reading.

High School

Find Information
1. Inquire
A. Research Topic Selection
Identify a focused topic for research.

2. Think critically
B. Purpose and Audience
Locate relevant sources to meet information need.

C. Questions and Keywords
Develop questions to guide research.

D. Information Sources
Identify and use resources in various formats to find information.
Locate primary sources in various formats.

E. Evaluation of Sources
Evaluate information for relevance in relationship to the topic.
Evaluate the effect of the copyright date on the value of the information.
Evaluate a source for credibility.
Evaluate accuracy of information by determining whether it contradicts or verifies other sources. Evaluate a source for bias by analyzing viewpoint(s) conveyed in the source.

3. Gain knowledge
   A. Information Location and Recording
      Locate relevant information from a selected resource.
      Record relevant information from a selected resource.

Use Information
1. Draw conclusions and make informed decisions
   A. Evaluation of results
      Use critical thinking skills to adapt process, as necessary, to fulfill purpose.
      Detect conflicting information
      Seek more information when detecting conflicting information and draw conclusions.
   B. Evaluation of product
      Evaluate whether the information need was met.
      Identify misleading information that could lead to inaccurate conclusions.
      Recognize gaps in information that could lead to inaccurate conclusions.

2. Apply knowledge to new situations and create new knowledge
   A. New knowledge
      Construct new knowledge based on information gathered from a variety of sources including collaboration.
   B. Search Modification
      Modify a search strategy to better find information in different types of resources.
   C. Information Organization
      Organize information so that it is useful.
      Use technology tools to organize new information.
   D. Connections
      Make connections between real life and information gathered through research.

Share Information
1. Share knowledge
   A. Information Communication
      Use technology tools to communicate new knowledge.
      Use a developmentally-appropriate system for self-assessment of the final product.
      Self-assess the research process.

2. Participate ethically and productively as members of our democratic society
   A. Academic Honesty
      Cite different types of sources using appropriate citation format.
      Apply the concepts of intellectual property.
      Apply copyright guidelines when gathering, using and sharing information.

Enjoy and Grow
1. Pursue personal growth
   A. Digital Citizenship
      Apply copyright guidelines when downloading music, videos or information for personal use.
      Follow school district policies and other regulations while accessing and using sources, including print and digital.
   B. Personal Information Seeking
      Find information to satisfy personal interests and questions.
   C. Media Messages
      Evaluate media messages in daily life.
   D. not present at this grade level
   E. Media Messages

2. Pursue aesthetic growth
   A. Genres
      Select books from various genres for leisure reading.
The Show-Me Standards
Performance (Process) Standards

Goal 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

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<tbody>
<tr>
<td>1</td>
<td>develop questions and ideas to initiate and refine research</td>
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<td>2</td>
<td>conduct research to answer questions and evaluate information and ideas</td>
</tr>
<tr>
<td>3</td>
<td>design and conduct field and laboratory investigations to study nature and society</td>
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<tr>
<td>4</td>
<td>use technological tools and other resources to locate, select and organize information</td>
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<tr>
<td>5</td>
<td>comprehend and evaluate written, visual and oral presentations and works</td>
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<tr>
<td>6</td>
<td>discover and evaluate patterns and relationships in information, ideas and structures</td>
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<td>7</td>
<td>evaluate the accuracy of information and the reliability of its sources</td>
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<tr>
<td>8</td>
<td>organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</td>
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<tr>
<td>9</td>
<td>identify, analyze and compare the institutions, traditions and art forms of past and present societies</td>
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<tr>
<td>10</td>
<td>apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</td>
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Goal 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

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<tbody>
<tr>
<td>1</td>
<td>plan and make written, oral and visual presentations for a variety of purposes and audiences</td>
</tr>
<tr>
<td>2</td>
<td>review and revise communications to improve accuracy and clarity</td>
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<td>3</td>
<td>exchange information, questions and ideas while recognizing the perspectives of others</td>
</tr>
<tr>
<td>4</td>
<td>present perceptions and ideas regarding works of the arts, humanities and sciences</td>
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<td>5</td>
<td>perform or produce works in the fine and practical arts</td>
</tr>
<tr>
<td>6</td>
<td>apply communication techniques to the job search and to the workplace</td>
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<tr>
<td>7</td>
<td>use technological tools to exchange information and ideas</td>
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The Show-Me Standards
Performance (Process) Standards

Goal 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

*Students will demonstrate within and integrate across all content areas the ability to*

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<tr>
<td>1</td>
<td>identify problems and define their scope and elements</td>
</tr>
<tr>
<td>2</td>
<td>develop and apply strategies based on ways others have prevented or solved problems</td>
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<tr>
<td>3</td>
<td>develop and apply strategies based on one’s own experience in preventing or solving problems</td>
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<tr>
<td>4</td>
<td>evaluate the processes used in recognizing and solving problems</td>
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<tr>
<td>5</td>
<td>reason inductively from a set of specific facts and deductively from general premises</td>
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<td>6</td>
<td>examine problems and proposed solutions from multiple perspectives</td>
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<tr>
<td>7</td>
<td>evaluate the extent to which a strategy addresses the problem</td>
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<tr>
<td>8</td>
<td>assess costs, benefits and other consequences of proposed solutions</td>
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Goal 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

*Students will demonstrate within and integrate across all content areas the ability to*

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<tbody>
<tr>
<td>1</td>
<td>explain reasoning and identify information used to support decisions</td>
</tr>
<tr>
<td>2</td>
<td>understand and apply the rights and responsibilities of citizenship in Missouri and the United States</td>
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<tr>
<td>3</td>
<td>analyze the duties and responsibilities of individuals in societies</td>
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<tr>
<td>4</td>
<td>recognize and practice honesty and integrity in academic work and in the workplace</td>
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<tr>
<td>5</td>
<td>develop, monitor and revise plans of action to meet deadlines and accomplish goals</td>
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<td>6</td>
<td>identify tasks that require a coordinated effort and work with others to complete those tasks</td>
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<tr>
<td>7</td>
<td>identify and apply practices that preserve and enhance the safety and health of self and others</td>
</tr>
<tr>
<td>8</td>
<td>explore, prepare for and seek educational and job opportunities</td>
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</table>
Reading is a window to the world.

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

Inquiry provides a framework for learning.

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

Ethical behavior in the use of information must be taught.

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

Technology skills are crucial for future employment needs.

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

Equitable access is a key component for education.

All children deserve equitable access to books and reading, to information, and to information technology in an environment that is safe and conducive to learning.
The definition of information literacy has become more complex as resources and technologies have changed.

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

The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.

The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively.

Learning has a social context.

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

School libraries are essential to the development of learning skills.

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

LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

1. Inquire, think critically, and gain knowledge.

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

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

4. Pursue personal and aesthetic growth.
Inquire, think critically, and gain knowledge.

1. **Skills**

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

1.1.2 Use prior and background knowledge as context for new learning.

1.1.3 Develop and refine a range of questions to frame the search for new understanding.

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

1.1.9 Collaborate with others to broaden and deepen understanding.

1.2 **Dispositions in Action**

1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

1.2.3 Demonstrate creativity by using multiple resources and formats.

1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.

1.2.6 Display emotional resilience by persisting in information searching despite challenges.

1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.

1.3 **Responsibilities**

1.3.1 Respect copyright/intellectual property rights of creators and producers.

1.3.2 Seek divergent perspectives during information gathering and assessment.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.3.5 Use information technology responsibly.

1.4 **Self-Assessment Strategies**

1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

1.4.3 Monitor gathered information, and assess for gaps or weaknesses.

1.4.4 Seek appropriate help when it is needed.
LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

2.1 Skills

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2 Dispositions in Action

2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3 Responsibilities

2.3.1 Connect understanding to the real world.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

2.4 Self-Assessment Strategies

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.2 Reflect on systematic process, and assess for completeness of investigation.

2.4.3 Recognize new knowledge and understanding.

2.4.4 Develop directions for future investigations.
3.1 Skills

3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.1.5 Connect learning to community issues.

3.1.6 Use information and technology ethically and responsibly.

3.2 Dispositions in Action

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working productively with others.

3.3 Responsibilities

3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

3.3.4 Create products that apply to authentic, real-world contexts.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

3.3.6 Use information and knowledge in the service of democratic values.

3.3.7 Respect the principles of intellectual freedom.

3.4 Self-Assessment Strategies

3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

3.4.2 Assess the quality and effectiveness of the learning product.

3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.
LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

Pursue personal and aesthetic growth.

4.1 Skills
4.1.1 Read, view, and listen for pleasure and personal growth.
4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
4.1.4 Seek information for personal learning in a variety of formats and genres.
4.1.5 Connect ideas to own interests and previous knowledge and experience.
4.1.6 Organize personal knowledge in a way that can be called upon easily.
4.1.7 Use social networks and information tools to gather and share information.
4.1.8 Use creative and artistic formats to express personal learning.

4.2 Dispositions in Action
4.2.1 Display curiosity by pursuing interests through multiple resources.
4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

4.3 Responsibilities
4.3.1 Participate in the social exchange of ideas, both electronically and in person.
4.3.2 Recognize that resources are created for a variety of purposes.
4.3.3 Seek opportunities for pursuing personal and aesthetic growth.
4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

4.4 Self-Assessment Strategies
4.4.1 Identify own areas of interest.
4.4.2 Recognize the limits of own personal knowledge.

4.4.3 Recognize how to focus efforts in personal learning.
4.4.4 Interpret new information based on cultural and social context.
4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.
4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.
Key abilities needed for understanding, learning, thinking, and mastering subjects.

**key question**
Does the student have the right proficiencies to explore a topic or subject further?

Ongoing beliefs and attitudes that guide thinking and intellectual behavior that can be measured through actions taken.

**key question**
Is the student disposed to higher-level thinking and actively engaged in critical thinking to gain and share knowledge?

Common behaviors used by independent learners in researching, investigating, and problem solving.

**key question**
Is the student aware that the foundational traits for 21st-century learning require self-accountability that extends beyond skills and dispositions?

Reflections on one’s own learning to determine that the skills, dispositions, and responsibilities are effective.

**key question**
Can the student recognize personal strengths and weaknesses over time and become a stronger, more independent learner?
What is the Big6?
Posted on October 9th, 2007 in About Big6 by Mike Eisenberg

“Data collected from thousands of students showed that students who were taught informative nonfiction using the Big6 approach with a combination of analytical, creative, and practical activities, outperformed students who were taught two alternative approaches (see materials at: www.yale.edu/pace).” — Linda Jarvin, Ph.D., Associate Director, PACE Center, Yale University

Developed by educators Mike Eisenberg and Bob Berkowitz, the Big6 is the most widely-known and widely-used approach to teaching information and technology skills in the world. The Big6 is an information and technology literacy model and curriculum, implemented in thousands of schools – K through higher education. Some people call the Big6 an information problem-solving strategy because with the Big6, students are able to handle any problem, assignment, decision or task. Here are the six stages we call the BIG6. Two sub-stages are part of each main category in the Big6 model:

1. Task Definition
   1.1 Define the information problem
   1.2 Identify information needed

2. Information Seeking Strategies
   2.1 Determine all possible sources
   2.2 Select the best sources

3. Location and Access
   3.1 Locate sources (intellectually and physically)
   3.2 Find information within sources

4. Use of Information
   4.1 Engage (e.g., read, hear, view, touch)
   4.2 Extract relevant information

5. Synthesis
   5.1 Organize from multiple sources
   5.2 Present the information

6. Evaluation
   6.1 Judge the product (effectiveness)
   6.2 Judge the process (efficiency)

People go through these Big6 stages—consciously or not—when they seek or apply information to solve a problem or make a decision. It’s not necessary to complete these stages in a linear order, and a given stage doesn’t have to take a lot of time. We have found that almost all successful problem-solving situations address all stages.

The Super3 contains the same basic elements as the Big6, but is written for younger students to understand.

1. Plan - (Beginning)
When students get an assignment or a task, BEFORE they start doing anything, they should think:
- What am I supposed to do?
- What will it look like if I do a really good job?
- What do I need to find out to do the job?

Big6 Steps:
- Task Definition
- Information Seeking Strategies

2. Do - (Middle)
In the Middle the students DO the activity. This is where they read, view, tell, make a picture, etc.

Big6 Steps:
- Location and Access
- Use of Information
- Synthesis

3. Review - (End)
Before finishing the product and turning it in, students should stop and think—Is this done?
- Did I do what I was supposed to do?
- Do I feel ok about this?
- Should I do something else before I turn it in?

Big6 Steps:
- Evaluation

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Super3 information from http://academic.wsc.edu/redl/classes/tami/super3.html
created by Tami J. Little. Handout created by: Barbara J. Shoemaker, School Media Specialist, Mill Road Elementary, K-2 Red Hook Central School District, Red Hook, NY

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The ISTE
National Educational Technology Standards (NETS•S)
and Performance Indicators for Students

1. Creativity and Innovation
   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.

2. Communication and Collaboration
   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   c. develop cultural understanding and global awareness by engaging with learners of other cultures.
   d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency
   Students apply digital tools to gather, evaluate, and use information. Students:
   a. plan strategies to guide inquiry.
   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
   d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making
   Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
   a. identify and define authentic problems and significant questions for investigation.
   b. plan and manage activities to develop a solution or complete a project.
   c. collect and analyze data to identify solutions and/or make informed decisions.
   d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship
   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
   a. advocate and practice safe, legal, and responsible use of information and technology.
   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
   c. demonstrate personal responsibility for lifelong learning.
   d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts
   Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
   a. understand and use technology systems.
   b. select and use applications effectively and productively.
   c. troubleshoot systems and applications.
   d. transfer current knowledge to learning of new technologies.