

## District 204 3rd Grade Information Literacy Learning Standards

Learning Standard 1	Learning Standard 2	Learning Standard 3	Learning Standard 4	Learning Standard 5	Learning Standard 6
The student determines information needs	The student plans strategies for research	The student accesses information	The student evaluates information	The student uses information	The student evaluates the process and product
<i>With guidance, for personal or classroom use, the student will...</i>					
<p><b>Identify information needed</b></p> <ul style="list-style-type: none"> <li>State the topic, <i>problem or question</i></li> </ul> <p><b>Relate the question/problem to what is already known</b></p> <ul style="list-style-type: none"> <li>State what is known about the topic, question or problem, e.g., name and describe, access prior knowledge</li> </ul> <p><b>Refine the question/problem</b></p> <ul style="list-style-type: none"> <li>Determine information needed</li> <li>Consider possible product requirements</li> </ul>	<p><b>Identify possible information sources</b></p> <ul style="list-style-type: none"> <li>Use an overall plan and timeline for research</li> <li>Identify basic information sources including print, non-print, realia, manipulatives, electronic, human, community resources, etc.</li> </ul> <p><b>Prioritize possible sources of information</b></p> <ul style="list-style-type: none"> <li>Decide which resources are best to use</li> </ul> <p><b>Identify subject headings and key words</b></p> <ul style="list-style-type: none"> <li>Brainstorm search terms related to the topic, general and specific.</li> </ul>	<p><b>Recognize and use a variety of systems that organize information</b></p> <ul style="list-style-type: none"> <li>Understand an information classification system's categories and their sequence.</li> <li>Locate resources in a classification system (i.e. Dewey Decimal)</li> <li>Locate information using alphabetic and numeric ordering systems</li> <li>Read the information for relevance</li> </ul> <p><b>Apply search terms when using indexes to access information</b></p>	<p><b>Use strategies to determine the value of information accessed</b></p> <ul style="list-style-type: none"> <li>Use data gathering strategies that include note taking, summarizing, webbing, listing, quotes, etc.</li> <li>Show connection between notes and citations.</li> <li>Distinguish among fact and fiction and opinion</li> </ul> <p><b>Consider and prioritize selected sources of information and access more if needed</b></p> <ul style="list-style-type: none"> <li>Determine whether information gathered satisfied information need.</li> <li>Revise search and locate additional information as needed.</li> </ul>	<p><b>Know and apply ethical practices</b></p> <ul style="list-style-type: none"> <li>Locate basic bibliographic components or a resource</li> <li>Understand concept of plagiarism</li> </ul> <p><b>Use a system to organize information</b></p> <ul style="list-style-type: none"> <li>Use organizing techniques (mind-maps, outlines, columns, cards)</li> </ul> <p><b>Synthesize ideas and information from various sources</b></p> <ul style="list-style-type: none"> <li>Use information gathered to address the question or problem.</li> <li>Integrate new information into personal knowledge</li> <li>Use relevant information to support generalizations (e.g. topic sentence and supporting details)</li> </ul> <p><b>Create and present a product using information effectively</b></p> <ul style="list-style-type: none"> <li>Decide presentation format based on audience</li> <li>Use a process to create a product</li> <li>Make a clear presentation that includes citation of sources.</li> </ul>	<p><b>Evaluate the process</b></p> <ul style="list-style-type: none"> <li>Self-assess the process to identify strengths and weaknesses and set goals for improvement</li> </ul> <p><b>Evaluate the product</b></p> <ul style="list-style-type: none"> <li>Self assess the product according to specific criteria</li> </ul>