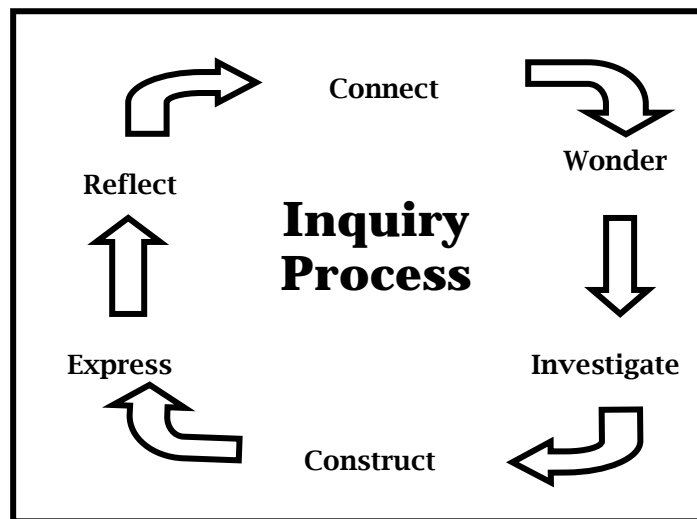


Libraries Build Independent Learners Through
Information Literacy and Inquiry
Benchmark Skills

Inquiry is an essence of teaching and learning that empowers students to follow their sense of wonder into new discoveries and insights about the way the world works. The empowered learner calls upon information/inquiry skills to connect with what he or she knows, ask intriguing questions about what is not known, investigate the answers, construct new understandings, and communicate to share those understandings with others.

A collaborative approach by the librarian and the classroom teacher is the most effective way to teach information fluency skills and strategies; students need to use the skills of inquiry to learn essential content. Instruction is designed around an inquiry framework to generate active learning and the formation of new understandings.

The Cycle of Inquiry and Learning



The information fluency skills required for in-depth learning must follow a coherent development continuum of instruction and practice throughout the years of schooling, K-12 and beyond, to enable all of our children to become independent learners.

Grade K

The information-literate student in Grade K has developed the following skills:

- Connects ideas to own interests
- Understands how books are organized
- Distinguishes between fiction and nonfiction books
- Presents facts and simple answers to questions
- Reads a variety of fiction and nonfiction for enjoyment and information

Grade 1

The information-literate student in Grade 1 has developed the following skills:

- Shares what is already known about a topic
- Recognizes facts
- Finds facts to answer specific questions
- Draws conclusions about main idea of a story
- Reads a variety of fiction and nonfiction for enjoyment and information

Grade 2

The information-literate student in Grade 2 has developed the following skills:

- Asks “I wonder” questions about the research topic
- Follows a modeled inquiry process during each visit to the library to do research
- Writes, draws, or verbalizes the main idea and supporting details
- Presents information in a variety of ways
- Demonstrates comprehension of stories read independently and stories read by the librarian

Grade 3

The information-literate student in Grade 3 has developed the following skills:

- Connects ideas in text to own interests
- Formulates questions about the topic with guidance
- Understands the 10 major Dewey areas of the library and what main topics are included in each
- Searches the online catalog with assistance to locate materials
- Uses Web sites selected by the librarian to find appropriate information
- States the main idea
- Creates a product with beginning, middle, and end
- Discusses problems and solutions in a story

Grade 4

The information-literate student in Grade 4 has developed the following skills:

- Predicts answers to inquiry questions based on background knowledge
- Selects and uses appropriate sources to answer questions
- Paraphrases and summarizes information
- Identifies facts and details that support main ideas
- Presents information clearly so that main points are evident

- Selects and presents creative products in a variety of formats
- Identifies story elements in various fiction genres
- Recognizes features of various genres and uses different reading strategies for understanding

Grade 5

The information-literate student in Grade 5 has developed the following skills:

- Uses sources to gather background information
- Assesses questions to determine which can be answered by simple facts, which cannot be answered and which would lead to an interesting inquiry
- Uses multiple resources, including print, electronic, and human resources, to locate information
- Evaluates print and electronic information for usefulness
- Uses various notetaking strategies
- Forms opinion and uses evidence from text to back it up
- Modifies and revises own work based on feedback from others
- Draws conclusions about the theme of a story
- Understands literal meanings and identifies the main points
- Observes Internet safety procedures including safeguarding personal information

Grade 6

The information-literate student in Grade 6 has developed the following skills:

- Writes questions independently based on key ideas or areas of focus
- Uses online catalog independently to locate specific books, get classification numbers, and browse
- Uses different formats, including Web sites and subscription databases, as sources of information
- Identifies main ideas and supporting details
- Combines information and inferences to draw conclusions and create meaning
- Presents conclusions and supporting facts in a variety of ways
- Reads a variety of genres
- Reads independently
- Observes Internet safety procedures, including safeguarding personal information

Grade 7

The information-literate student in Grade 7 has developed the following skills:

- Uses background information to predict answers to inquiry questions
- Refines questions to lead to gathering of different types of information
- Evaluates and selects information based on usefulness, currency, and accuracy
- Uses both facts and opinions responsibly by identifying them and verifying them
- Uses common organization patterns (chronological order, cause and effect) in order to draw conclusions
- Interprets information and ideas by defining, classifying, and inferring
- Cites all sources used

- Recognizes the author's point of view; considers alternative perspectives
- Reads a variety of genres
- Reads independently
- Uses programs and Internet sites responsibly, efficiently, and ethically

Grade 8

The information-literate student in Grade 8 has developed the following skills:

- Revises the question or problem as needed to arrive at a manageable topic
- Uses a variety of search engines to do advanced searching
- Recognizes the effect of different perspectives on the information
- Draws conclusions based on explicit and implied information
- Uses information to create original and creative products
- Shares reading experiences in a variety of ways and formats
- Reads a variety of genres
- Reads independently
- Seeks information from diverse sources to get balanced view
- Demonstrates understanding of intellectual freedom and intellectual property rights by respecting and observing guidelines for using information sources
- Abides by the Acceptable Use Policy by accessing only appropriate information

Grade 9

The information-literate student in Grade 9 has developed the following skills:

- Identifies key words and synonyms, both stated and implied, for topic and uses them to further research
- Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest
- Conducts advanced Web searches using Boolean logic and other sophisticated search functions
- Takes notes using one or more of a variety of notetaking strategies
- Recognizes relationships among ideas by using an outline or graphic organizer
- Cites all sources used according to style formats
- Shares reading experiences in a variety of ways and formats
- Seeks and locates information about personal interests and usually finds it independently
- Reads a variety of fiction and nonfiction materials
- Observes Internet safety procedures including safeguarding personal information
- Uses programs and Internet sites responsibly, efficiently, and ethically

Grade 10

The information-literate student in Grade 10 has developed the following skills:

- Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic
- Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research

- Considers various points of view and the merits of resources before choosing the best ones for the information needed
- Selects information carefully to give an accurate picture of the research topic
- Expresses own ideas through creative products in a variety of formats
- Participates in literary discussions and book clubs
- Reads to explore new ideas beyond the required curriculum. Reads for pleasure, to learn, to solve problems, and to explore many different ideas
- Uses tools/Web sites to collaborate, publish, and interact with peers, experts and other audiences
- Gives credit for all quotes, citing them properly in notes and bibliography
- Observes Internet safety procedures including safeguarding personal information

Grade 11

The information-literate student in Grade 11 has developed the following skills:

- Plans inquiry to test hypothesis systematically or to validate thesis
- Pursues balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability
- Develops own point of view and supports with evidence
- Uses different organization structures as appropriate for point of view and conclusions
- Expresses own ideas through creative products in a variety of formats
- Participates in literary discussions and book clubs
- Uses print and nonprint information resources for information and personal needs; actively seeks answers to questions
- Understands concept and role Freedom of Information plays in democracy
- Demonstrates understanding of intellectual freedom and intellectual property rights by respecting and observing guidelines for using information sources
- Observes Internet safety procedures including safeguarding personal information

Grade 12

The information-literate student in Grade 12 has developed the following skills:

- Explores problems or questions for which there are multiple answers or no “best” answer
- Uses electronic resources effectively to answer questions by applying search strategies
- Challenges ideas in text and makes notes of questions to pursue in additional sources
- Interprets information
- Builds a conceptual framework by synthesizing ideas gathered from multiple texts
- Presents complex ideas and original conclusions very effectively
- Participates in literary discussions and book clubs
- Understands text on both a literal and an abstract level
- Extends respect for intellectual property and copyright by giving credit for ideas as well as directly quoted material
- Observes Internet safety procedures including safeguarding personal information