

Oregon School Library

Level 13

INFORMATION LITERACY
Use strategies for locating, selecting, organizing, understanding, evaluating, using, and producing information, within physical and digital information environments

Standard 1 Use skills, resources, and tools to inquire, think critically, and gain knowledge

- A Follow an inquiry-based process to seek knowledge **LIB 1.1.A**
 - 13. Develop a researchable question which demonstrates curiosity about a topic **LIB 1.1.A.13**
- B Apply prior knowledge to new learning **LIB 1.1.B**
 - 13. Use divergent thinking (brainstorming, lateral thinking) and metacognitive reflection to surface prior knowledge, identify points of personal connection to apply to new knowledge, consider accuracy of prior knowledge, and to extend perceptions to include additional perspectives for next steps in research **LIB 1.1.B.13**
- C Develop, select, clarify, and use questions to search for information **LIB 1.1.C**
 - 13. Generate questions related to as well as embedded within a focused topic statement, evaluate those questions for perspective and point of view, identify research questions that practitioners or scholars are studying on the topic, and synthesize to a researchable question which addresses a problem or issue **LIB 1.1.C.13**
- D Develop, select, clarify, and use strategies to search for information **LIB 1.1.D**
 - 13. Use advanced search strategies and different types of search language (controlled vocabulary, natural or colloquial language, keywords) for different applications **LIB 1.1.D.13**
- E Find, evaluate, and select appropriate sources to answer questions **LIB 1.1.E**
 - 13. Read laterally to evaluate the reliability of information, and evaluate sources for usefulness, relevance, author's expertise **LIB 1.1.E.13**
- F Select and use tools within sources to access content **LIB 1.1.F**
 - 13. With support, select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources **LIB 1.1.F.13**
- G Evaluate information for accuracy, validity, importance, and bias **LIB 1.1.G**
 - 13. Evaluate information for accuracy, validity, importance, and bias, using increasingly complex qualifiers **LIB 1.1.G.13**
- H Read, view, and listen to information in a variety of formats **LIB 1.1.H**
 - 13. Compare and use sources from a variety of digital formats and select the most appropriate for a specific purpose **LIB 1.1.H.13**
- I Collaborate to broaden and deepen understanding **LIB 1.1.I**

- 13. Collaborate with others within digital and physical environments to build and improve content, develop new knowledge, and improve metaliteracies **LIB 1.1.I.13**
- J Assess the effectiveness of questions, strategies, and processes used in research to find information **LIB 1.1.J**
 - 13. Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a researchable question **LIB 1.1.J.13**

Standard 2 Use skills, resources, and tools to draw conclusions, make informed decisions, create new knowledge and apply knowledge to new situations

- A** Analyze and evaluate information to draw conclusions **LIB 1.2.A**
13. Analyze subtleties, complexities, varying views, and reasoning, from multiple sources to draw conclusions **LIB 1.2.A.13**
- B** Analyze and evaluate information to make informed decisions **LIB 1.2.B**
13. To make an informed decision, evaluate information, examine multiple positions, points of view, forms of argument, and challenge one's assumptions including confirmation bias **LIB 1.2.B.13**
- C** Analyze, organize, and synthesize information using a variety of tools **LIB 1.2.C**
13. Use tools to concurrently organize, analyze, and synthesize information **LIB 1.2.C.13**
- D** Use information to answer questions and inspire further investigation **LIB 1.2.D**
13. Answer questions using information (quoted or paraphrased correctly) in proper context, providing attribution using varied and multiple sources **LIB 1.2.D.13**
- E** Use information to solve real-world problems and inspire further investigation **LIB 1.2.E**
13. Make personal connections to topics of interest (personal experience, expertise, interest in new ideas and for academic or personal development) in order to locate and use information from credible sources, to extend complexity in thinking about a current event, social issue or other real-world problem, and to generate solutions with insight and synthesis **LIB 1.2.E.13**
- F** Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems **LIB 1.2.F**
13. Share experiences, participate in decision-making, and collaboratively identify methods of assessing the usefulness of ideas and sources, to build new knowledge, create new works, and solve problems **LIB 1.2.F.13**
- G** Reach and defend informed conclusions based on best evidence **LIB 1.2.G**
13. Make and defend informed conclusions based on complex criteria, including exploring multiple points of view, setting aside personal prejudices and assumptions, locating best evidence, and considering criteria specific to a topic **LIB 1.2.G.13**
- H** Evaluate the effectiveness of the skills and tools used to create new knowledge **LIB 1.2.H**

13. Reflect on the development of new knowledge in a topic, and evaluate the effectiveness of the strategies and tools used in a research process **LIB 1.2.H.13**
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Standard 3 Use skills, resources, and tools to create and share work that expresses and demonstrates new understandings

- A** Analyze delivery formats for sharing understanding **LIB 1.3.A**

13. Analyze delivery formats for clarity of communication, accessibility, audience, purpose, ease of use, and modes of learning to select the most appropriate format for sharing understanding **LIB 1.3.A.13**

- B** Use appropriate tools to create and share new work **LIB 1.3.B**

13. Select the most appropriate tools to create and share work based on purpose and audience **LIB 1.3.B.13**

- C** Collaborate with others to create original products and share new understanding **LIB 1.3.C**

13. Set up a shared plan, use project management skills to equitably share new understandings, and create and share content in collaborative groups **LIB 1.3.C.13**

- D** Reflect on a product's effectiveness in expressing and demonstrating new understandings **LIB 1.3.D**

13. Identify and use specific criteria to track the acquisition of new understanding and to evaluate the effectiveness of a created product **LIB 1.3.D.13**
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READING ENGAGEMENT
Read to pursue lifelong
intellectual, personal,
and emotional growth

Standard 1 Develop an appreciation for reading

- A** Read, listen to, and view a variety of genres and formats **LIB 2.1.A**
- 13.** Select and read increasingly complex text from a variety of genres and formats, and develop a reading literacy agenda (increase range of selection, self-challenge to stretch abilities) **LIB 2.1.A.13**
- B** Identify, reflect upon and respond to works which exemplify the human experience **LIB 2.1.B**
- 13.** Recognize universal themes and trace their development in information sources **LIB 2.1.B.13**
- C** Read to answer questions, make decisions, or solve problems **LIB 2.1.C**
- 13.** Recognize that information sources invite inference and interpretation within and across texts and experiences, to consider others' evidence-based inferences and interpretations, and to synthesize relationships among personal ideas, ideas from texts, and ideas from discussions **LIB 2.1.C.13**
- D** Explore text to text, text to self, and text to world connections **LIB 2.1.D**
- 13.** Reflect in discussions, and in writing, personal growth as a reader, and recognize how information sources may incorporate or promote social, historical, economic, political, and cultural commentary **LIB 2.1.D.13**
- E** Appreciate and evaluate author's craft and use of literary devices **LIB 2.1.E**
- 13.** Identify the features of the author's craft including language choices, or scientific names and labels, that shape meaning, and identify the narrative voice and the authorial voice (including historical contextualization where relevant), which shape the relationship between author and reader **LIB 2.1.E.13**
- F** Read to seek multiple diverse and inclusive perspectives **LIB 2.1.F**
- 13.** Seek diverse and inclusive perspectives, be open to new ideas, recognize how selection of reading material affects the reader and can be empowering both personally and globally **LIB 2.1.F.13**

Standard 2 Comprehend, interpret and evaluate informational and fictional text

- A** Read, listen to, view, and integrate information to build background knowledge **LIB 2.2.A**
 - 13.** Surface background knowledge that will connect to new information, in order to revise schema, and develop a clearer understanding **LIB 2.2.A.13**
- B** Demonstrate reading for meaning by finding the main and supporting details **LIB 2.2.B**
 - 13.** Monitor reading processes and identify problems, ask questions about the author's ideas, use strategies to repair comprehension, summarize key points and reflect on important information in the text **LIB 2.2.B.13**
- C** Demonstrate reading for meaning by evaluating evidence, drawing conclusions, and forming opinions **LIB 2.2.C**
 - 13.** Critically analyze and evaluate the information presented in an information source, to locate evidence for building and supporting comprehension of texts, use comparisons to identify similarities or differences, ask inquiry questions when something from the text inspires seeking new knowledge **LIB 2.2.C.13**
- D** Read to understand history, current events, and to make personal decisions **LIB 2.2.D**
 - 13.** Set a reading purpose for reading a particular text, and vary the reading strategies to fit the purpose **LIB 2.2.D.13**
- E** Evaluate text for author's purpose **LIB 2.2.E**
 - 13.** Identify how an author or authors, including organizations and companies as authors, write with a variety of purposes and for particular audiences, and evaluate effectiveness of text to purpose **LIB 2.2.E.13**

Standard 3 Build reading skills and behaviors for lifelong learning

- A Apply reading strategies across the content areas **LIB 2.3.A**
 - 13. Apply reading strategies to text structures and standard formats found in scholarly research studies across content areas **LIB 2.3.A.13**
- B Contribute to a reading and learning community **LIB 2.3.B**
 - 13. Participate in reading and learning communities, to develop skills for increased academic conversations, and to further research and inquiry **LIB 2.3.B.13**
- C Self-select reading materials from a variety of genres and formats **LIB 2.3.C**
 - 13. Recognize one's identity as a reader, and extend reading experiences through a variety of genres and formats **LIB 2.3.C.13**
- D Make personal and global connections to the real world when reading a variety of texts **LIB 2.3.D**
 - 13. Make connections from a wide variety of texts to personal, academic, or professional experience and knowledge **LIB 2.3.D.13**
- E Demonstrate resiliency, perseverance, and stamina when reading a variety of texts **LIB 2.3.E**
 - 13. Set a reading purpose applicable to the reading task and type of genre. Use metacognition to track changes and development in one's reading identity **LIB 2.3.E.13**

SOCIAL RESPONSIBILITY: Share knowledge and participate ethically and productively as members of a democratic society**Standard 1 Practice ethical behavior to share knowledge**

- A Use appropriate language when communicating with others **LIB 3.1.A**
 - 13. Contribute to topical conversations at the appropriate level using accepted vocabulary and discourse; monitor reactions, and adjust participation as necessary **LIB 3.1.A.13**
- B Participate in and advocate for safe and ethical communication **LIB 3.1.B**
 - 13. As a contributor of information, decide how and where best to contribute; demonstrate an understanding of the safety and ethics involved with commodification of personal information and tracking of online interactions, and share content and interests appropriate to the forum **LIB 3.1.B.13**
- C Practice accuracy and consider bias when sharing information **LIB 3.1.C**
 - 13. Critically evaluate contributions made (including one's own) in a variety of information environments, identifying biases, and evaluating the value of various perspectives **LIB 3.1.C.13**

Standard 2 Practice ethical behavior when using print and digital resources

- A** Use a variety of authoritative sources, considering multiple perspectives and points of view **LIB 3.2.A**
 - 13.** Seek accuracy, legitimacy, and reliability in sources, and be objective when searching and reading, and demonstrate an understanding of how particular sources, including crowdsourced, contribute to general knowledge **LIB 3.2.A.13**
- B** Generate accurate source citations **LIB 3.2.B**
 - 13.** With support provide proper attribution and citations for sources, including identifying all necessary components for a complete citation within each source used, as required by the citation style for the field of study, constructing citations in proper format, using citation generators, and checking for accuracy **LIB 3.2.B.13**
- C** Avoid plagiarism when gathering, presenting, or publishing information **LIB 3.2.C**
 - 13.** Use strategies to avoid plagiarism, use subject-specific citation styles, and demonstrate an understanding of the rights and permissions for use of intellectual property, including public domain, and Creative Commons licenses **LIB 3.2.C.13**
- D** Respect the intellectual property of others and copyright law when gathering, presenting, or publishing information **LIB 3.2.D**
 - 13.** With support, demonstrate an understanding of the concepts of intellectual property and originality, and use sources within the limitations of copyright law, the allowances of public domain, copyleft (open public copyright), or Creative Commons licenses, and read sources closely to understand the context for the given information to accurately represent the ideas in context **LIB 3.2.D.13**

Standard 3 Participate collaboratively, respectfully and productively as a member of a democratic society

A Collaborate as members of a social and intellectual community LIB
3.3.A

13. Set and use normative behavior agreements with ground rules and roles when working in groups, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek guidance from experts LIB 3.3.A.13

B Advocate for intellectual freedom and uphold the rights of others LIB
3.3.B

13. Demonstrate an understanding that diverse ideas and world views which challenge a researcher are necessary for informed participation in the social interchange within information ecosystems LIB 3.3.B.13

C Demonstrate responsible citizenship in use of materials and resources LIB 3.3.C

13. Demonstrate an understanding that responsible information users draw reasonable conclusions based on analysis and interpretation of information, follow policies when using shared resources, take the initiative to suggest improvements, and recognize that choices impact how the information will be used and by whom LIB 3.3.C.13