

Oregon School Library

Level 14

**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**
 - 14. Develop a research question for inquiry within a particular discipline or professional/technical area **LIB 1.1.A.14**
- B Apply prior knowledge to new learning **LIB 1.1.B**
 - 14. Use divergent thinking (brainstorming, lateral thinking) and metacognitive reflection to surface prior knowledge related to a new rhetorical or discipline specific problem, 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.14**
- C Develop, select, clarify, and use questions to search for information **LIB 1.1.C**
 - 14. Generate questions related to as well as embedded within a focused topic statement, relevant to a particular discourse community or discipline, and evaluate those questions for perspective and point of view, and synthesize to a researchable question which addresses a problem or issue **LIB 1.1.C.14**
- D Develop, select, clarify, and use strategies to search for information **LIB 1.1.D**
 - 14. Use advanced search strategies and different types of search language (controlled vocabulary, natural or colloquial language, keywords) for different applications in discipline specific, technical area, or discourse community **LIB 1.1.D.14**
- E Find, evaluate, and select appropriate sources to answer questions **LIB 1.1.E**
 - 14. Read laterally to evaluate the reliability of information, and evaluate sources for usefulness, reliability, author's expertise, frequency of citation, and position within the scholarly conversation **LIB 1.1.E.14**
- F Select and use tools within sources to access content **LIB 1.1.F**
 - 14. 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.14**
- G Evaluate information for accuracy, validity, importance, and bias **LIB 1.1.G**
 - 14. Evaluate information for accuracy, validity, importance, and bias, using increasingly complex qualifiers for professional/technical focus **LIB 1.1.G.14**
- H Read, view, and listen to information in a variety of formats **LIB 1.1.H**

- 14. Compare and use sources from a variety of digital formats and select the most appropriate for a specific purpose within a discipline-specific or professional/technical context **LIB 1.1.H.14**
- I Collaborate to broaden and deepen understanding **LIB 1.1.I**
 - 14. Collaborate with others within digital and physical environments to create content, developing discipline-specific or professional/technical knowledge by working through threshold concepts and metaliteracies **LIB 1.1.I.14**
- J Assess the effectiveness of questions, strategies, and processes used in research to find information **LIB 1.1.J**
 - 14. Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a disciplinary or professional/technical researchable question **LIB 1.1.J.14**

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**
14. Analyze subtleties, complexities, varying views, reasoning, discipline specific or professional/technical discussion, results, and evidence to draw conclusions **LIB 1.2.A.14**
- B** Analyze and evaluate information to make informed decisions **LIB 1.2.B**
14. To make an informed decision, evaluate information, examine multiple positions, points of view, forms of argument, and challenge one's assumptions including confirmation bias and to change a thesis when the predominance of evidence from reliable sources contradicts one's initial hypothesis **LIB 1.2.B.14**
- C** Analyze, organize, and synthesize information using a variety of tools **LIB 1.2.C**
14. Use tools to concurrently organize, analyze, and synthesize information in a discipline specific or professional/technical context **LIB 1.2.C.14**
- D** Use information to answer questions and inspire further investigation **LIB 1.2.D**
14. Answer questions using information (quoted or paraphrased correctly) in proper context, providing attribution using varied and multiple sources in a discipline or professional/technical area **LIB 1.2.D.14**
- E** Use information to solve real-world problems and inspire further investigation **LIB 1.2.E**
14. 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 more than one discipline specific or professional/technical level source, to extend complexity in thinking about a current event, social issue or other real-world problem, to generate solutions with insight and synthesis **LIB 1.2.E.14**
- F** Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems **LIB 1.2.F**
14. 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, informed by the norms and expectations of a discipline or professional/technical area, in order to build new knowledge and solve problems **LIB 1.2.F.14**
- G** Reach and defend informed conclusions based on best evidence **LIB 1.2.G**

- 14. Make and defend informed conclusions based on complex criteria including rigorous research methods, locating corroborative and tested evidence, and considering criteria specific to a discipline or professional/technical area [LIB 1.2.G.14](#)
 - H Evaluate the effectiveness of the skills and tools used to create new knowledge [LIB 1.2.H](#)
 - 14. Reflect on the development of new knowledge in a topic from a discipline specific, or professional/technical area, and evaluate the effectiveness of the strategies and tools used in a research process [LIB 1.2.H.14](#)
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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](#)
 - 14. Analyze delivery formats for usefulness, adaptability, and appropriate format to communicate demonstrate an understanding in a discipline specific or professional/technical area [LIB 1.3.A.14](#)
 - B Use appropriate tools to create and share new work [LIB 1.3.B](#)
 - 14. Select the most appropriate tools to create and to share work, based on purpose and audience, for online or in-person presentation [LIB 1.3.B.14](#)
 - C Collaborate with others to create original products and share new understanding [LIB 1.3.C](#)
 - 14. Within a field of study, rhetorical or discipline specific content group, 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.14](#)
 - D Reflect on a product's effectiveness in expressing and demonstrating new understandings [LIB 1.3.D](#)
 - 14. Use a discipline specific or professional/technical framework to track the acquisition of new understanding and to evaluate the effectiveness of a created product [LIB 1.3.D.14](#)
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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**
- 14.** Select and read increasingly complex text within the field of study, or discipline specific content, and develop a reading literacy agenda **LIB 2.1.A.14**
- B** Identify, reflect upon and respond to works which exemplify the human experience **LIB 2.1.B**
- 14.** Recognize universal themes within the field of study, or discipline specific content, and trace their development in information sources **LIB 2.1.B.14**
- C** Read to answer questions, make decisions, or solve problems **LIB 2.1.C**
- 14.** Recognize and demonstrate an understanding 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.14**
- D** Explore text to text, text to self, and text to world connections **LIB 2.1.D**
- 14.** Reflect in discussions, and in writing, personal growth as a reader within a discipline specific or professional/technical context, and demonstrate an understanding of how information sources may incorporate or promote social, historical, economic, political and cultural commentary **LIB 2.1.D.14**
- E** Appreciate and evaluate author's craft and use of literary devices **LIB 2.1.E**
- 14.** Demonstrate an understanding 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.14**
- F** Read to seek multiple diverse and inclusive perspectives **LIB 2.1.F**
- 14.** Seek diverse and inclusive perspectives, be open to new ideas, demonstrate an understanding of how selection of reading material within the field of study, or discipline specific content, affects the reader and can be empowering both personally and globally **LIB 2.1.F.14**

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**
- 14.** Surface background knowledge that will connect to new information, in order to revise schema, develop a clearer understanding, and build reading fluency within the field of study or discipline specific content **LIB 2.2.A.14**
- B** Demonstrate reading for meaning by finding the main and supporting details **LIB 2.2.B**
- 14.** 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, within the field of study or discipline specific content **LIB 2.2.B.14**
- C** Demonstrate reading for meaning by evaluating evidence, drawing conclusions, and forming opinions **LIB 2.2.C**
- 14.** Critically analyze and evaluate the information presented in an information source, to locate evidence for building and supporting demonstrate an understandings of texts, use comparisons to identify similarities or differences, ask inquiry questions when something from the text inspires seeking new knowledge within the field of study or discipline specific content **LIB 2.2.C.14**
- D** Read to understand history, current events, and to make personal decisions **LIB 2.2.D**
- 14.** Set a reading purpose for reading a particular text, and vary the reading strategies to fit the purpose within the field of study or discipline specific content **LIB 2.2.D.14**
- E** Evaluate text for author's purpose **LIB 2.2.E**
- 14.** 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 within the field of study or discipline specific content **LIB 2.2.E.14**

Standard 3 Build reading skills and behaviors for lifelong learning

- A Apply reading strategies across the content areas **LIB 2.3.A**
 - 14. Apply reading strategies to text structures and standard formats found in scholarly research studies across content areas within the field of study or academic discipline **LIB 2.3.A.14**
 - B Contribute to a reading and learning community **LIB 2.3.B**
 - 14. Participate in reading and learning communities, to develop skills for increased academic conversations, and to further research and inquiry within the field of study or discipline specific content **LIB 2.3.B.14**
 - C Self-select reading materials from a variety of genres and formats **LIB 2.3.C**
 - 14. Recognize one's identity as a reader, and extend reading experiences through a variety of genres and formats within the field of study or academic discipline **LIB 2.3.C.14**
 - D Make personal and global connections to the real world when reading a variety of texts **LIB 2.3.D**
 - 14. Make connections from a wide variety of texts within a discipline specific or professional/technical context to personal, academic, or professional experience and knowledge **LIB 2.3.D.14**
 - E Demonstrate resiliency, perseverance, and stamina when reading a variety of texts **LIB 2.3.E**
 - 14. Set a reading purpose applicable to the reading task and type of genre in materials specific to the field of study or academic discipline. Use metacognition to track changes and development in one's reading identity **LIB 2.3.E.14**
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**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](#)
 - 14. Contribute to topical conversations at the appropriate level for the field of study, using accepted vocabulary and discourse; monitor reactions, and adjust participation as necessary [LIB 3.1.A.14](#)
- B Participate in and advocate for safe and ethical communication [LIB 3.1.B](#)
 - 14. In a field of study, 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.14](#)
- C Practice accuracy and consider bias when sharing information [LIB 3.1.C](#)
 - 14. Critically evaluate contributions made (including one's own) in a variety of information environments within a field of study, identifying biases, and evaluating the value of various perspectives [LIB 3.1.C.14](#)

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**
 - 14.** 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 knowledge within a field of study **LIB 3.2.A.14**
- B** Generate accurate source citations **LIB 3.2.B**
 - 14.** 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, differentiating between citation styles, using citation generators, and checking for accuracy **LIB 3.2.B.14**
- C** Avoid plagiarism when gathering, presenting, or publishing information **LIB 3.2.C**
 - 14.** Within a field of study, 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.14**
- D** Respect the intellectual property of others and copyright law when gathering, presenting, or publishing information **LIB 3.2.D**
 - 14.** 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.14**

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**

14. Demonstrate an understanding of and use the normative behavior agreements of the particular discourse community when working in a group for a certain field of study, 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.14**

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

14. Pursue diverse ideas and world views which challenge a researcher, and which are necessary for informed participation in the social interchange within information ecosystems; and support public disclosure and free access to information **LIB 3.3.B.14**

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

14. 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, recognize that choices impact how the information will be used and by whom, and follow up with additional research when inconsistencies are encountered **LIB 3.3.C.14**