

Information Literacy Standards and Benchmarks Kindergarten

Standard 1: Reads widely both for information and in pursuit of personal interests.

Indicators:

- *Is a competent and self-motivated reader*
- *Reads both fiction and non-fiction fluently*
- *Uses a variety of reading strategies to understand non-fiction and informational text*
- *Develops a background in types of literature and literary elements*
- *Connects ideas to personal interests and previous knowledge and experience*
- *Applies critical thinking skills when reading, viewing and listening*
- *Responds to literature and other creative expressions of information in many formats*

Key

- Black** – State Recommended Standards and Benchmarks
- Black*** - Added Grade Level Benchmarks
- Red** – ISTE
- Green** – Math
- Blue** – Reading (Treasures)
- Orange** – Social Studies
- Brown** - Science

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
<p>A. Selects a picture book to share with family</p>	<ul style="list-style-type: none"> • Picture Book • Summarize • Predictions • Inferences, • Main idea • Visualize • Details • Retell • Compare/contrast • Draw conclusions • Think aloud • Classify • Categorize 	<ul style="list-style-type: none"> • Identifies literary elements of character, beginning, middle, end and setting, summarize, predictions, inferences, main idea, visualize, main idea, details, retell, compare/contrast, draw conclusions, think aloud, classify, categorize • Increases understanding of literature by participating in discussion (opinions & responses, compare/contrast, inferences, predictions). • Appreciates literature. 	<ul style="list-style-type: none"> • Reads or listens to traditional world literature/folklore (nursery rhymes, fairy tales, trickster tales, fables, tall tales, legends, myths) • Reads or listens to types of fiction in picture book and novel format (realistic fiction, historical fiction, fantasy, science fiction) • Reads or listens to nonfiction (biography, information books, poetry) • Reads or listens to a variety of authors and illustrators • Responds to literature by participating in a variety of activities such as storytelling, drama, puppetry, finger plays, songs, poetry, reader's theater or visual arts 	<ul style="list-style-type: none"> • Graphic organizers • Reading First Strategies --www.starfall.com --Lexia --Just Right Bookmark • Treasures Reading Program (refer to information literacy maps) • Poetry (1,3, 4, 6, 7, 8, 10) • Fable (1, 2, 3, 9) • Photographs (1) • Realistic Fiction (1) • Fiction (2, 5, 7) • Nonfiction (1, 2, 3, 5, 7, 8, 9) • Folktales (3, 4, 6, 7, 8, 9, 10) • Picture Dictionary (5) • Nursery Rhymes (5) • Magazine article (5,6,9)

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				<ul style="list-style-type: none"> • Realistic Fiction (6, 9) • Legends (7) • Fantasy (7) • Fairytales (9) • Alliteration (4) • Rhymes (1) • Compare/contrast
B. Is able to check out books	<ul style="list-style-type: none"> • Circulation • Responsibility • Overdue • Check in • Check out 	<ul style="list-style-type: none"> • Understand the different areas of the library* • Understands the concepts of book care.* 	<ul style="list-style-type: none"> • Applies the concept of responsibility when checking out books.* • Demonstrates proper book care* • Independently check out books* 	<ul style="list-style-type: none"> • Library Checkout Station • Everybody Book Section

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Standard 2: Uses inquiry and critical thinking skills to acquire, evaluate, use and create information.

Power Benchmark 1: *The learner accesses information efficiently and effectively.*

Indicators:

- Recognizes the need for information
- Formulates questions based on information needs
- Identifies a variety of potential sources of information
- Develops and uses successful strategies for locating information
- Uses technology effectively to locate information
- Uses a variety of print and electronic tools to find information

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
A. Understands basic organizational pattern of library	<ul style="list-style-type: none"> • Fiction • Nonfiction • Call number • Author 	<ul style="list-style-type: none"> • Recognizes call number and begins to understand grouping of materials by call number • Understands that books are shelved alphabetically by author's last name. 	<ul style="list-style-type: none"> • Defines difference between fiction and nonfiction. • Asks questions about finding books • Recognizes call number and begins to understand grouping of materials by call number 	<ul style="list-style-type: none"> • Library Layout • Signage (letters on shelf)
B. Locates parts of a book	<ul style="list-style-type: none"> • Author • Illustrator • Spine • Title • Cover • Labels • Graphs • Captions • Lists • Illustrations 	<ul style="list-style-type: none"> • Understands parts of a book, • Understands that labels, graphs, lists and captions help comprehend text. • Understands that illustrations help tell the story. 	<ul style="list-style-type: none"> • Identifies author, title, illustrator, cover, spine • Use labels, graphs and captions in reading to understand text. • Use lists in reading to understand text. • Uses illustrations to understand text. 	<ul style="list-style-type: none"> • Various library books • Big Books • Graph Club
C. Uses a variety of resources*	<ul style="list-style-type: none"> • Picture Dictionary 	<ul style="list-style-type: none"> • Understands the need to find information in a variety of places. 	<ul style="list-style-type: none"> • Uses a variety of resources to understand text. 	<ul style="list-style-type: none"> • Picture dictionary • PWIM • Lexia

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<p>D. Awareness of the research process.</p>	<ul style="list-style-type: none"> • <i>Appreciation</i> • <i>Presearch</i> • <i>Notes</i> 	<ul style="list-style-type: none"> • Understands how to locate information in a nonfiction book. • Understands how to form a question. • Understands note taking using pictures. • Understands the Pathways to Knowledge Model (appreciation and Presearch) 	<ul style="list-style-type: none"> • Finds facts on a related subject. • Formulates questions. • Supports answers to questions about the text using text information. • Uses words and pictures to take notes. 	<ul style="list-style-type: none"> • <i>Pathways to Knowledge Research Model Poster for Presearch and appreciation</i> • QAR • Treasures Reading Program (e.g. habitats, animals, weather, plants, water conservation, friendships) • Big Books
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Standard 3: Seeks multiple perspectives, shares information and ideas with others and uses information and resources ethically.

Indicators:

- Seeks information from diverse sources, contexts, disciplines and cultures
- Respects intellectual property rights and understands the need for documenting sources
- Uses technology and resources responsibly
- Works independently and in groups to pursue information to solve problems
- Participates and collaborates as a member of a team of learners

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
A. Listens attentively	<ul style="list-style-type: none"> • Rules 	<ul style="list-style-type: none"> • Understands school/library rules. 	<ul style="list-style-type: none"> • Listens to others 	<ul style="list-style-type: none"> • School and Library Rules
B. Takes part in discussions	<ul style="list-style-type: none"> • Active Listening 	<ul style="list-style-type: none"> • Understands importance of making eye contact. • Understand the concept of active listening. • Knows the difference between varieties of communication types (e.g. email, cell phone, regular phone, computers, radio, television, movies, eBooks intercom). 	<ul style="list-style-type: none"> • Demonstrate basic knowledge of current technologies used in kindergarten (Cd Player, computer) • Communicates about technology using developmentally appropriate and accurate terminology 	<ul style="list-style-type: none"> • Second Step Curriculum
C. Works cooperatively with others	<ul style="list-style-type: none"> • Collaboration • Active Listening 	<ul style="list-style-type: none"> • Understands the concept of working with others in a group.* 	<ul style="list-style-type: none"> • Works cooperatively in large and small groups. • Use technology independently and collaboratively. 	<ul style="list-style-type: none"> • Second Step Curriculum

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<p>E. Respects library facility, resources and policies</p>	<ul style="list-style-type: none"> • Paint • Toolbar • Delete • Spacebar • Return Key • CD • CD player • Computer • Graphics • Paintbrush • Tool • Icon • Digital camera • Display screen • Tape Recorder 	<ul style="list-style-type: none"> • Understands that changes in technology affect the workplace and society. • Understands how to use a CD player properly. 	<ul style="list-style-type: none"> • Respects library rules and procedures • Use a mouse and keyboard to operate software • Uses a CD player. • Uses the computer to play CDs. • Practices respectful and responsible use of technology through abiding by the school technology, Internet Acceptable Use Policy (AUP), as well as the positive use of technology in the home (chat rooms, blogs, instant messages, emails) • Exhibits responsibility by quitting applications and logging off network resources • Uses draw, paint or graphic software to create visuals that will enhance a document. 	<ul style="list-style-type: none"> • Library Rules/policies • Paint (word) • CD Player • Computer • Digital camera • Tape recorder • Numeric Keypad
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This is the Iowa *Sample Information Literacy Curriculum Framework* whose standards are based on *Information Power: Building Partnerships for Learning*. Chicago: American Library Association, 1998, and incorporates ideas from the revised standards of the American Association of School Librarians (in progress), *Framework for 21st Century Learning* and the *Model Core Curriculum* developed by the Iowa Department of Education and other documents. Benchmarks, objectives and other documents are based on the curriculum in use in the Iowa City Community School District and are used with permission.