

# Kansas Curricular Content Standards for Library/Information and Technology





Education, including schools and school libraries, enables students to become productive citizens. To accomplish this goal, today's children and youth must learn to persist in searching for appropriate information sources necessary to carry out the learning process.

Information and technology literacy skills are embedded in all content standards. These skills have become more complex as the definition of information literacy continues to change. Changes include multiple literacies in digital, visual, and textual skills that are crucial for this century learners. They are important for personal, academic, and career success.

- School libraries are spaces where children and youth can read, think, learn, create, explore and grow either individually or collaboratively.

- In school libraries, what is learned in content areas becomes reinforced and enhanced with informational literacy skills instructed by a school library media professional.

- School librarians are teachers with specialized knowledge and skills for co-teaching with content area teachers. They provide students innovative opportunities to develop intellectual curiosity and deep thinking skills.

- School librarians teach vital 21st century skills useful in academic, nonacademic and career activities.

- School librarians focus on information access and literacy. Informational literacy is defined as a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information sources.

- School librarians use both primary and secondary sources in many modalities, including print, audio and visual resources. Potential resources can include social media sites, podcasts, news footage, articles, music, graphs, visuals, artifacts, personal interviews, and novels.

- School librarians collaborate with other educators to teach reading, writing, thinking, listening, and speaking.

- School librarians, and access to effective school library programs, positively impact student achievement through personalized, rigorous learning experiences, and equitable access to resources for all students.

These standards are designed to provide a framework for school librarians and other coteaching partners to design, implement, and evaluate inquiry based instruction. The instruction can include curriculum, assignments and/or projects that connect content, information, and technology skills toward student success in becoming independent lifelong learners.

Learners who are developing information literate abilities should use cognitive and technical skills, resources, and tools to:

## 1. Information Value: determine the value and purpose of information.

- ➔ Students recognize information as a product or service.
- ➔ Students understand information as a means for education, influence, or entertainment.
- ➔ Students use information as a means of discussing and understanding life-situations to make informed choices.

## 2. Information as Exploration: know the scope of the task required to meet an information need.

- ➔ Students identify and question information experts.
- ➔ Students explore information products for non-academic, academic, or career goals.
- ➔ Students, as independent learners, seek answers to their own questions.

## 3. Information Research as Inquiry: pursue, study, and investigate problems for new understandings.

- ➔ Students develop and refine questions to investigate a problem.
- ➔ Students use appropriate computer technology tools to access, retrieve, evaluate, and use information to create new knowledge across academic disciplines.
- ➔ Students apply an inquiry process for individual or collaborative research.

## 4. Information Authority: identify and evaluate information.

- ➔ Students identify the expertise and credibility of the creators of an information resource.
- ➔ Students critically evaluate information resources based on information need and context for which information is used.

## 5. Information Format: recognize and distinguish uses and limits of products developed through various creative processes.

- ➔ Students use appropriate technology tools and other resources to organize information.
- ➔ Students assess the fit between an information product and a particular information need.

## 6. Information as Conversation: actively engages in non-academic, academic, and professional conversations.

- ➔ Students read and contribute to conversations at an appropriate contextual level.
- ➔ Students correctly cite and refer to evidence from various print and digital sources to support conclusions.

# Pre-K

## By Kindergarten, the student will...

### Information Value

- P1.1. identify the front cover, back cover, and title page of a book.
- P1.2. identify characters, settings, or illustrations to retell major events of the story.
- P1.3. be aware of points-of-view (e.g., who is telling the story; where does the story take place).
- P1.4. compare and contrast adventures and experiences of characters in familiar stories.
- P1.5. interact with different types of text.
- P1.6. identify sources of information (e.g., print, electronic, people).

### Information as Exploration

- P2.1. seek information related to personal interest.
- P2.2. answer questions based on information presented in a text.

### Information Research as Inquiry

- P3.1. gather information from provided resources for a specific topic.
- P3.2. state a simple problem or need for information.

### Information Authority

- P4.1. identify the author and illustrator.
- P4.2. identify an appropriate resource for an information need from presented texts.

### Information Format

- P5.1. ask and answer questions about key details in a text.
- P5.2. use various formats to gain new information.

### Information as Conversation

- P6.1. actively engage in large and small group reading activity with purpose and understanding.
- P6.2. predict and share what will happen next in a story.

# Grades K-2

## By the end of 2nd grade, the student will...

### Information Value

- G2.1.1. recognize information appropriate to a task (e.g., fiction, nonfiction).
- G2.1.2. explain and discuss various examples of fiction.
- G2.1.3. distinguish the roles of author and illustrator.
- G2.1.4. identify characteristics of folklore (e.g., fairy tale, folk tale, and tall tale).
- G2.1.5. identify elements of a story or illustration (e.g., characters, problem, setting, main idea, and sequence of events).
- G2.1.6. listen, view, and interact with media of various types and lengths to gain information for pleasure and personal growth.
- G2.1.7. recognize facts, opinions, and points-of-view in various information sources.
- G2.1.8. describe accurately and completely ideas of characters in a story.
- G2.1.9. compare and contrast personal experiences to experiences of characters in stories.
- G2.1.10. seek and evaluate information related to personal interest.

### Information as Exploration

- G2.2.1. locate the library media center.
- G2.2.2. check out materials with assistance and return materials on time.
- G2.2.3. understand the layout and basic organization of the library.
- G2.2.4. exhibit proper respect for and care of library materials, facilities, and equipment.
- G2.2.5. identify and use parts of a book to gather information (e.g., title page, glossary, index).
- G2.2.6. explain fiction and nonfiction.
- G2.2.7. generally seek and evaluate information for personal interest.

### Information Research as Inquiry

- G2.3.1. formulate broad questions with prompting.
- G2.3.2. recognize the need for information.
- G2.3.3. follow steps of a basic problem solving model in a group setting.
- G2.3.4. demonstrate knowledge and skills to draw conclusions by integrating prior knowledge with new information from materials viewed, read, or heard.

### Information Authority

- G2.4.1. locate and select information appropriate to a problem or question (e.g., fiction, nonfiction).
- G2.4.2. identify simple reference sources (e.g., encyclopedias, maps, bookmarked websites, and local experts).
- G2.4.3. define and give examples of accurate information.

### Information Format

- G2.5.1. understand and demonstrate knowledge of the steps of a basic research model.
- G2.5.2. use and evaluate multiple formats to gain and present new information.
- G2.5.3. with guidance, take notes to gather relevant information from a variety of sources.
- G2.5.4. demonstrate in a group setting the knowledge and basic skills to organize information.
- G2.5.5. create and share information that contribute to the success of the group (e.g., share appropriate text; share appropriate pictures).
- G2.5.6. illustrate, communicate, and publish ideas and original stories using digital tools and media resources.
- G2.5.7. interpret a complex visual and/or aural message in a different format (e.g., write a poem about a picture; illustrate song lyrics).
- G2.5.8. understand and use Internet safety rules.

### Information as Conversation

- G2.6.1. demonstrate knowledge and skills to draw conclusions by integrating prior knowledge with new information from materials viewed, read, or heard.
- G2.6.2. recognize the importance of accurately expressing information in the student's own words.
- G2.6.3. describe other's ideas accurately and completely.
- G2.6.4. understand the basic concept of intellectual freedom.
- G2.6.5. understand the concept of giving credit to the author of an information source with a simple bibliography (e.g., author and title).