

# K – 12 Information Literacy Framework

Kent School District - 2002-2003



## Task Definition

The first step in the information problem-solving process is to recognize that an information need exists, to define the problem, and to identify the types and amount of information needed.

Students will be able to:

Define the information problem	K	1	2	3	4	5	6	7	8	9	10	11	12
Explain information need/restate the problem	I	I	I	D	D	D	D	D	D	U	U	U	U
Formulate questions to guide problem solving		I	I	I	D	D	D	D	D	U	U	U	U
Focus/refine topic				I	I	D	D	D	D	U	U	U	U
Identify keywords in an information problem				I	I	D	D	D	U	U	U	U	U
Organize reasonable plan for completion				I	I	I	D	D	D	U	U	U	U
<b>Identify information needed to complete the task</b>													
Consider audience, availability of production resources, and appropriate formats				I	I	I	D	D	D	U	U	U	U

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## Information Seeking Strategies

Once the information problem has been formulated, the student must consider all possible sources and develop a plan for searching.

Students will be able to:

Determine the range of available information resources	K	1	2	3	4	5	6	7	8	9	10	11	12
Know scope and depth of various types of resources				I	I	I	I	D	D	U	U	U	U
Select the best sources													
Identify the parts of a book	I	I	I	I	D	D	D	D	U	U	U	U	U
Understand library media center	I	I	I	D	D	D	U	U	U	U	U	U	U
Understand resource classification or arrangement				I	I	I	D	D	D	D	U	U	U
Locate resources by call number				I	I	D	D	D	D	U	U	U	U
Predict which resources will be most useful					I	I	I	D	D	U	U	U	U
Use print and electronic reference sources				I	I	I	I	D	D	D	U	U	U

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## *Location and Access*

After students determine their priorities for information seeking, they must locate information from a variety of resources and access specific information found within individual resources.

Students will be able to:

Locate sources	K	1	2	3	4	5	6	7	8	9	10	11	12
Read, view, listen to the information	I	I	I	D	D	D	U	U	U	U	U	U	U
<b>Use organizational systems to find information within sources</b>													
Distinguish fiction from nonfiction		I	I	I	D	D	D	U	U	U	U	U	U
Table of contents				I	D	D	D	U	U	U	U	U	U
Index				I	I	D	D	U	U	U	U	U	U
Chapter headings and subheadings				I	I	I	D	D	D	U	U	U	U
Automated library catalogue			I	I	I	D	D	U	U	U	U	U	U
Electronic resources				I	I	I	D	D	D	U	U	U	U
Scan, screen, and select appropriate resources		I	I	I	I	D	D	D	D	U	U	U	U

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## *Use of Information*

After finding potentially useful resources, students must engage (read, view, hear) the information to determine its relevance and then extract the important information.

Students will be able to:

<b>Engage</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Read, view, listen to the information				I	D	D	D	D	U	U	U	U	U
Use features within the information				I	I	D	D	D	U	U	U	U	U
Distinguish fact and opinion			I	I	D	D	D	U	U	U	U	U	U
Evaluate relevance and usefulness: availability, currency, point of view, bias, reliability					I	I	I	D	D	U	U	U	U
<b>Extract</b>													
Identify main idea(s)		I	I	I	D	D	D	D	U	U	U	U	U
Summarizing/paraphrasing			I	I	I	D	D	D	U	U	U	U	U
Note taking			I	I	I	D	D	D	D	U	U	U	U
Copy/pasting			I	I	D	D	D	D	U	U	U	U	U
Interviewing			I	I	I	D	D	D	D	U	U	U	U
Downloading				I	I	D	D	D	U	U	U	U	U
Collecting/harvesting			I	I	I	D	D	D	D	U	U	U	U
Ethical Use			I	I	I	D	D	D	D	U	U	U	U

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## Synthesis

Students must organize and apply the results of the information problem-solving effort.

Students will be able to:

<b>Organize information</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Graphic organizational techniques	I	I	I	I	D	D	D	D	U	U	U	U	U
Logical sequence				I	I	I	I	D	D	U	U	U	U
Outlining				I	I	I	D	D	D	U	U	U	U
Citation			I	I	I	I	I	D	D	U	U	U	U
Bibliography				I	I	I	I	D	D	U	U	U	U
<b>Create and present a product using information effectively</b>													
Interpret ideas and information from multiple sources			I	I	D	D	D	D	U	U	U	U	U
Oral, printed, multimedia presentation			I	I	I	D	D	D	U	U	U	U	U

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## Evaluation

Evaluation focuses on how well the final product meets the original task (effectiveness) and the process of how well students carried out the information problem-solving process (efficiency). Students may evaluate their own work and process or be evaluated by others (i.e., classmates, teachers, library media staff, parents).

Students will be able to:

Judge the product	K	1	2	3	4	5	6	7	8	9	10	11	12
Assess product for completeness, quality, strengths and weaknesses			I	I	I	D	D	D	D	U	U	U	U
Judge the process													
Assess the efficiency of the information problem-solving process to identify strengths and set goals for improvement			I	I	I	D	D	D	D	U	U	U	U
Determine the need for further information				I	I	I	D	D	D	D	U	U	U

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