NEVADA ACADEMIC CONTENT STANDARDS
K-12 LIBRARY STANDARDS FOR INFORMATION LITERACY

July 2020

The 2020 K-12 Library Standards for Information Literacy were written by contributors from across the state of Nevada, under the direction of the Nevada Department of Education Office of Standards and Instructional Support. These standards will have a companion document that provides the benchmarks for each grade level K-5 and for the grade bands 6-8 and 9-12.

Table of Contents

Acknowledgements

The Nevada Department of Education Office of Standards and Instructional Support greatly appreciates the following members who shared their time and talent to facilitate the framing of these standards for our state. We appreciate your dedication and continued support in ensuring students know and are able to build new knowledge by thinking critically, respect diversity, work effectively with others, collect, organize and make meaning from a variety of sources, reflect to learn, and demonstrate safe, legal and ethical information sharing practices.

K-12 Library Standards for Information Literacy Writing Team

Acknowledgements – Staff

Overview

Introduction

The world is increasingly dependent upon the internet, technology, computers, and the knowledge necessary to effectively and ethically navigate the world of easily accessed information. The Nevada Academic Content Standards - K-12 Library Standards for Information Literacy provide the rigor that students need to become proficient at critical thinking, inquiry, global awareness, collaboration, reflection for learning, exploration, and the safe, legal, and ethical use of information. Information literacy and technology intersects with every subject area students take in school and every career path they may choose to pursue following graduation.

The K-12 Library Standards for Information Literacy were written to replace the Information Literacy Content Standards for K-12 Grades that were last adopted in October of 2003. Information literacy has changed significantly in the past 17 years. These updated standards reflect what students need to know and be able to do to be college and career ready.

Process

The Nevada K-12 Library Standards for Information Literacy are the product of a diverse group of teacher-librarians and library administrators from across the state. The writing team reviewed the Nevada Information Literacy Standards from 2003, the American Association of School Librarians (AASL) Standards Framework for Learners, and example standards from Arkansas, Georgia, Oregon, Pennsylvania, and Washington. The group unanimously decided to adopt the AASL Standards Framework for Learners with very few modifications. It was determined that additional information would be needed for teachers and teacher-librarians to implement the standards well at each grade level. The grade band review teams have collaborated to create a companion document to this one to provide specific benchmarks for each standard at each grade level K-5, the grade band of 6-8, and the grade band of 9-12.

The Standards

The new Nevada K-12 Library Standards for Information Literacy are comprised of six foundational standards: Inquire, Include, Collaborate, Curate, Explore and Engage. These foundational standards interconnect with four domains: Think, Create, Share and Grow. At each

intersection, there are a series of competencies, or actions for learners. Competencies remain the same across the grade levels (K-12), although expectations for mastery are dependent on the learner and grade level.

Competencies are unique to each foundational standard and domain intersection, which develop a series of discrete skills in order to prepare students for college and careers. Student competencies build upon each other, across foundational standards and domains, and are intended to be taught in conjunction with other competencies. In teaching these standards, teacher-librarians and other educators create a safe and equitable library environment in which students:

- Inquire to demonstrate curiosity and problem-solving skills;
- Include to express empathy, as well as seek out and appreciate different perspectives;
- Collaborate to engage in discussions and other learning activities with diverse partners for a shared goal;
- Curate to employ critical thinking to analyze, use, and share resources;
- Explore to demonstrate agency and a growth mindset to interact with content and members of a learning community; and
- Engage with peers and resources to create and share learning products using safe and ethical practices.

How to Read the K-12 Library Standards for Information Literacy

The next several pages contain the Nevada Content Standards – K-12 Library Standards for Information Literacy Foundational Standards, Domains, and Competencies. Examples from the companion benchmark document will follow.

The Foundational Standard is stated at the top of the page followed by a table containing the Domains and Competencies. Each column is labeled with the Domain title and description (e.g. THINK The learner displays curiosity and initiative by being able to:) followed by the Competencies relevant to that domain. Each Competency is given a number. For example, 1.T.1 is 1= Foundational Standard 1, T = THINK Domain, and 1 = Competency 1.

It is important to note that the writers of the standards collaborated to create a companion document to this one to provide specific benchmarks for each standard at each grade level K-5, the grade band of 6-8, and the grade band of 9-12. An example of these benchmarks is at the end of this document.

Draft Standards

Nevada K-12 Library Standards for Information Literacy

Based on the 2018 American Association of School Librarians (AASL) Standards Framework for Learners

Foundational Standard 1 - INQUIRE: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

THINK The learner displays curiosity and initiative by being able to:	CREATE The learner engages with new knowledge by being able to:	SHARE The learner adapts, communicates, and exchanges learning products with others by being able to:	GROW The learner participates in an ongoing inquiry- based process as evidenced by the ability to:
1.T.1 Formulate questions about a personal interest or a curricular topic.	1.C.1 Use evidence to investigate questions.	1.S.1 Interact with content presented by others.	1.G.1 Continually seek knowledge.
1.T.2 Recall prior and background knowledge as a context for new meaning.	1.C.2 Devise and implement a plan to fill knowledge gaps.	1.S.2. Provide constructive feedback.	1.G.2 Engage in sustained inquiry.
	1.C.3 Generate products that illustrate learning.	1.S.3 Act on feedback to improve.	1.G.3 Enact new understanding through real-world connections.
		1.S.4 Share products with an authentic audience.	1.G.4 Use reflection to guide informed decisions.

Foundational Standard 2 - INCLUDE: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

THINK The learner contributes a balanced perspective when participating in a learning community as evidenced by the ability to:	CREATE The learner adjusts their awareness of the global learning community by demonstrating the ability to:	SHARE The learner exhibits empathy with and tolerance for diverse ideas as evidenced by the ability to:	GROW The learner demonstrates empathy and equity in knowledge building within the global learning community as evidenced by the ability to:
2.T.1 Articulate an awareness of the contributions of a range of learners.	2.C.1 Interact with learners who reflect a range of perspectives.	2.S.1 Engage in informed conversation and active debate.	2.G.1 Seek interactions with a range of learners.
2.T.2 Adopt a discerning stance toward points of view and opinions expressed in information resources and learning products.	2.C.2 Evaluate a variety of perspectives during learning activities.	2.S.2 Contribute to discussions in which multiple viewpoints on a topic are expressed.	2.G.2 Demonstrate interest in other perspectives during learning activities.
2.T.3 Describe their understanding of cultural relevancy and placement within the global learning community.	2.C.3 Represent diverse perspectives during learning activities.		2.G.3 Reflect on their own place within the global learning community.

Foundational Standard 3 - COLLABORATE: Work effectively with others to broaden perspectives and work toward common goals.

THINK The learner identifies collaborative opportunities as evidenced by the ability to:	CREATE The learner participates in personal, social, and intellectual networks as evidenced by the ability to:	SHARE The learner works working productively with others to solve problems as evidenced by the ability to:	GROW The learner actively participates with others in learning situations as evidenced by the ability to:
3.T.1 Demonstrate a desire to broaden and deepen understanding.	3.C.1 Use a variety of communication tools and resources.	3.S.1 Solicit and respond to feedback from others.	3.G.1 Actively contribute to group discussions.
3.T.2 Develop new understandings through engagement in a learning group.	3.C.2 Establish connections with other learners to build on their own prior knowledge and create new knowledge.	3.S.2 Involve diverse perspectives in their own inquiry processes.	3.G.2 Recognize learning as a social responsibility.
3.T.3 Decide to solve problems informed by group interaction.			

Foundational Standard 4 - CURATE: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

THINK The learner acts on an information need as evidenced by the ability to:	CREATE The learner gathers information appropriate to the task as evidenced by the ability to:	SHARE The learner exchanges information resources within and beyond their learning community as evidenced by the ability to:	GROW The learner selects and organizes information for a variety of audiences as evidenced by the ability to:
4.T.1 Determine the need to gather information.	4.C.1 Seek a variety of sources.	4.S.1 Access and evaluate collaboratively constructed information sites.	4.G.1 Perform ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
4.T.2 Identify possible sources of information.	4.C.2 Collect information representing diverse perspectives.	4.S.2 Contribute to collaboratively constructed information sites by ethically using and reproducing others' work.	4.G.2 Integrate and depict in a conceptual knowledge network their understanding gained from resources.
4.T.3 Make critical choices about information sources to use.	4.C.3 Systematically question and assess the validity and accuracy of information.	4.S.3 Join with others to compare and contrast information derived from collaboratively constructed information sites.	4.G.3 Openly communicate curation processes for others to use, interpret, and validate.
	4.C.4 Organize information by priority, topic or other systematic scheme.		

Foundational Standard 5 - EXPLORE: Discover and innovate in a growth mindset developed through experience and reflection.

THINK The learner develops and satisfies personal curiosity as evidenced by the ability to:	CREATE The learner constructs new knowledge as evidenced by the ability to:	SHARE The learner engages with the learning community as evidenced by the ability to:	GROW The learner develops through experience and reflections as evidenced by the ability to:
5.T.1 Read widely and deeply in multiple formats and write and create for a variety of purposes.	5.C.1 Problem solve through cycles of design, implementation, and reflection.	5.S.1 Express curiosity about a topic of personal interest or curricular relevance.	5.G.1 Iteratively respond to challenges.
5.T.2 Reflect and question assumptions and possible misconceptions.	5.C.2 Persist through self-directed pursuits by tinkering and making.	5.S.2 Co-construct innovative means of investigation.	5.G.2 Recognize capabilities and skills that can be developed, improved, and expanded.
5.T.3 Engage in inquiry-based processes for personal growth.		5.S.3 Collaboratively identify innovative solutions to a challenge or problem.	5.G.3. Open-mindedly accept feedback for positive and constructive growth.

Foundational Standard 6 - ENGAGE: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

THINK The learner follows ethical and legal guidelines for gathering and using information as evidenced by the ability to:	CREATE The learner uses valid information and reasoned conclusions to make ethical decisions in the creation of knowledge as evidenced by the ability to:	SHARE The learner responsibly, ethically, and legally shares new information with a global community as evidenced by the ability to:	GROW The learner engages with information to extend personal learning as evidenced by the ability to:
6.T.1 Responsibly apply information, technology, and media to learning.	6.C.1 Ethically use and reproduce others' work.	6.S.1 Share information resources in accordance with modification, reuse, and remix policies.	6.G.1 Personalize their use of information and information technologies.
6.T.2 Understand the ethical use of information, technology, and media.	6.C.2 Acknowledge authorship and demonstrate respect for the intellectual property of others.	6.S.2 Disseminate new knowledge through means appropriate for the intended audience.	6.G.2 Reflect on the process of ethical generation of knowledge.
6.T.3 Evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.	6.C.3 Include elements in personal-knowledge products that allow others to credit content appropriately.		6.G.3 Inspire others to engage in safe, responsible, ethical, and legal information behaviors.

Example Benchmarks

Grades K-5 Benchmarks for INQUIRE and THINK

Foundational Standard 1 - INQUIRE: Learners will build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

THINK: The learner displays curiosity and initiative by being able to:

1.T.1 Formulate questions about a personal interest or a curricular topic.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: Formulate simple questions about a personal interest topic.	Independently: • Formulate simple questions about a personal interest topic.	With guidance and support: Formulate simple questions about a personal interest or a curricular topic.	Independently: Formulate simple questions about a personal interest or a curricular topic.	With guidance and support: • Ask open-ended questions. Formulate an essential question about a topic.	Independently: • Ask open-ended questions. Formulate an essential question about a topic.

1.T.2 Recall prior and background knowledge as a context for new meaning.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: • Make connections to prior knowledge.	Independently: • Make connections to prior knowledge.	With guidance and support: • Use resources to gain background knowledge. • Predict answers to questions based on prior knowledge. • Make connections between prior knowledge and new ideas.	Independently: • Use resources to gain background knowledge. • Predict answers to questions based on prior knowledge. • Make connections between prior knowledge and new ideas.	With guidance and support: • Use appropriate sources to gain background knowledge. • Make connections between prior knowledge and new ideas. Formulate questions to help build new meaning.	Independently: • Use appropriate sources to gain background knowledge. • Make connections between prior knowledge and new ideas. • Formulate questions to help build new meaning.

Grades 6-12 Benchmarks for INQUIRE and THINK

Foundational Standard 1 - INQUIRE: Learners will build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

THINK: The learner displays curiosity and initiative by being able to:

1.T.1 Formulate questions about a personal interest or a curricular topic.

Grade 6-8	Grade 9-12
- Write questions independently based on key ideas or areas of focus. - Refine questions based on the type of information needed. - Pose questions that focus on "How do we know what we know?" - Strive for in-depth questions.	- Construct impactful questions combining background knowledge from multiple disciplines to increase understanding of real-world problems. - Refine questions to provide a framework for an inquiry and to fulfill the purpose of the research. - Develop questions that require making connections between ideas and events.

1.T.2 Recall prior and background knowledge as a context for new meaning.

Grade 6-8	Grade 9-12
- State what is known about a topic, problem, or question and make connections to prior knowledge. - Identify keywords about a topic, problem, or question to use as search terms. - Gather background information from a variety of sources.	- Examine prior knowledge to establish a base understanding about a topic and combine with additional information to construct new meaning. - Develop and modify keywords or synonyms to use in research. - Read background information to identify key components of the problem or question. - Develop strategies for expressing the big idea and the relationships among supporting ideas in topics of interest. - Develop questions that require making connections between ideas and events.