Nevada Department
of Education

Nevada Ready!

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.

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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.

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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 adopted by the State Board of Education at the July 23, 2020 meeting, 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 and are outlined in the benchmarks for each grade span.

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 followed by the Benchmarks for grades K-5 and 6-12.

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 Foundational Standard 1, T = THINK Domain, and 1 = Competency 1. Examples are shown in the figure below:

Label	Foundational Standard	Domain	Competency
1.T.1 =	1	THINK	1
2.S.3 =	2	SHARE	3

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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.

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.S.4 Share products with an authentic audience.	1.G.4 Use reflection to guide informed decisions.

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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.

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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 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.			

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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.		

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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.

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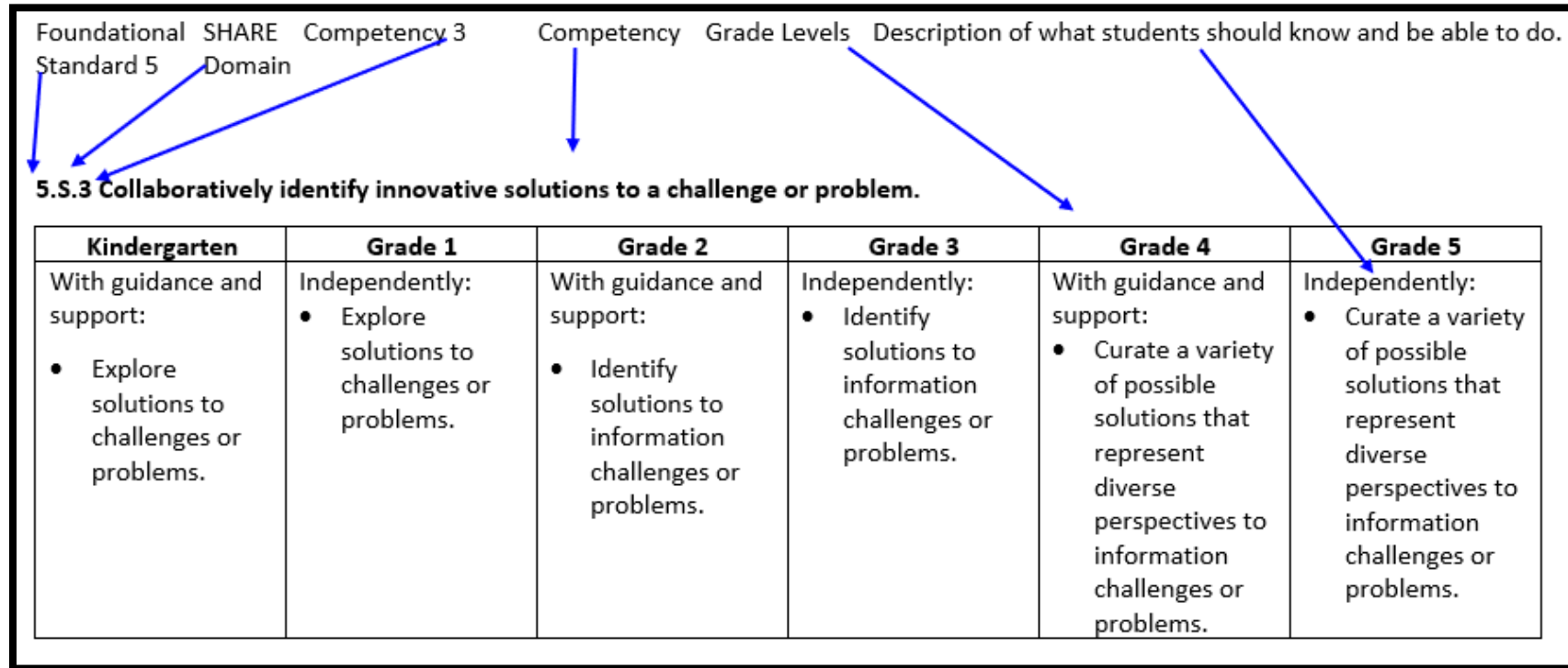
Foundational Standard 6 - ENGAGE: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

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.

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Benchmarks

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

The writers of the standards collaborated to provide specific benchmarks for each standard at each grade level K-5, the grade bands of 6-8, and 9-12. The figure below shows how to read the benchmarks.

	Foundational SHARE Competency 3		Competency Grade Levels	Description of what students should know and be able to do.	
	Standard 5 Domain				

5.S.3 Collaboratively identify innovative solutions to a challenge or problem.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: • Explore solutions to challenges or problems.	Independently: • Explore solutions to challenges or problems.	With guidance and support: • Identify solutions to information challenges or problems.	Independently: • Identify solutions to information challenges or problems.	With guidance and support: • Curate a variety of possible solutions that represent diverse perspectives to information challenges or problems.	Independently: • Curate a variety of possible solutions that represent diverse perspectives to information challenges or problems.

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Benchmarks – Grades K-5

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

I can THINK by displaying curiosity and initiative:

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 or curricular topic.	Independently: ▪ Formulate simple questions about a personal interest or curricular 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 essential questions about curricular topics.	Independently: ▪ Ask open-ended questions. ▪ Formulate essential questions about curricular topics.

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	Independently: ▪ Use appropriate sources to gain background knowledge. ▪ Make connections between prior knowledge and new ideas. ▪ Formulate questions to help

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
				build new meaning.	build new meaning.

I can CREATE by engaging with new knowledge by following a process:

1.C.1 Use evidence to investigate questions.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Ask and answer questions. ▪ Use evidence from one or more sources to answer questions.	Independently: ▪ Ask and answer questions. ▪ Use evidence from one or more sources to answer questions.	With guidance and support: ▪ Explore different ways to answer questions. ▪ Identify and use evidence from one or more sources to support answers.	Independently: ▪ Explore different ways to answer questions. ▪ Identify and use evidence from one or more sources to support answers.	With guidance and support: ▪ Identify and access a variety of informational sources to answer questions. ▪ Identify and use evidence from one or more sources to support answers.	Independently: ▪ Identify and access a variety of informational sources to answer questions. ▪ Identify and use evidence from one or more sources to support answers.

1.C.2 Devise and implement a plan to fill knowledge gaps.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Recognize that information can help fill knowledge gaps. ▪ Compare and contrast information from one or more sources.	Independently: ▪ Recognize that information can help fill knowledge gaps. ▪ Compare and contrast information from one or more sources.	With guidance and support: ▪ Use keywords to search. ▪ Identify more than one source to meet informational needs. ▪ Compare and contrast information from	Independently: ▪ Use keywords to search. ▪ Identify more than one source to meet informational needs. ▪ Compare and contrast information from	With guidance and support: ▪ Identify and use keywords to search. ▪ Identify multiple sources to best meet informational needs. • Compare and contrast	Independently: ▪ Identify and use keywords to search. ▪ Identify multiple sources to best meet informational needs. ▪ Compare and contrast

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		more than one source.	more than one source.	information from multiple sources.	information from multiple sources.

1.C.3 Generate products that illustrate learning.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Express ideas and opinions. ▪ Create simple learning products.	Independently: ▪ Express ideas and opinions. ▪ Create simple learning products.	With guidance and support: ▪ Express ideas and opinions that connect prior and new knowledge. ▪ Create learning products.	Independently: ▪ Express ideas and opinions that connect prior and new knowledge. ▪ Create learning products.	With guidance and support: ▪ Express ideas and opinions that demonstrate new knowledge. ▪ Create learning products using one or more tools.	Independently: ▪ Express ideas and opinions that demonstrate new knowledge. ▪ Create learning products using one or more tools.

I can SHARE by adapting, communicating, and exchanging learning products with others:

1.S.1 Interact with content presented by others.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Acknowledge that other people can express ideas and opinions. ▪ Recall information from presented content.	Independently: ▪ Acknowledge that other people can express ideas and opinions. ▪ Recall information from presented content.	With guidance and support: ▪ Acknowledge that different people express different ideas and opinions. ▪ Use simple note-taking tools to record presented content.	Independently: ▪ Acknowledge that different people express different ideas and opinions. ▪ Use simple note-taking tools to record presented content.	With guidance and support: ▪ Recognize different ideas and opinions. ▪ Use one or more note-taking strategies and tools to record presented content.	Independently: ▪ Recognize different ideas and opinions. ▪ Use one or more note-taking strategies and tools to record presented content.

1.S.2 Provide constructive feedback.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Recognize that feedback helps improve the work of others. ▪ Provide feedback on the work of others.	Independently: ▪ Recognize that feedback helps improve the work of others. ▪ Provide feedback on the work of others.	With guidance and support: ▪ Recognize that constructive feedback helps improve the work of others. ▪ Provide feedback on at least one area of improvement for the ideas or products of others.	Independently: ▪ Recognize that constructive feedback helps improve the work of others. ▪ Provide feedback on at least one area of improvement for the ideas or products of others.	With guidance and support: ▪ Provide respectful feedback on one or more areas of improvement for the ideas or products of others.	Independently: ▪ Provide respectful feedback on one or more areas of improvement for the ideas or products of others.

1.S.3 Act on feedback to improve.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Recognize that feedback helps improve work. ▪ Revise work based on the feedback of others.	Independently: ▪ Recognize that feedback helps improve work. ▪ Revise work based on the feedback of others.	With guidance and support: ▪ Recognize that constructive feedback from others helps improve work. ▪ Use simple rubrics and/or feedback from others to revise work.	Independently: ▪ Recognize that constructive feedback from others helps improve work. ▪ Use simple rubrics and/or feedback from others to revise work.	With guidance and support: ▪ Use rubrics and/or feedback from others to revise and improve work.	Independently: ▪ Use rubrics and/or feedback from others to revise and improve work.

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1.S.4 Share products with an authentic audience.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Define audience. ▪ Share ideas and opinions in simple learning products to an authentic audience.	Independently: ▪ Define audience. ▪ Share ideas and opinions in simple learning products to an authentic audience.	With guidance and support: ▪ Recognize that different audiences may impact how ideas and opinions are shared. ▪ Share ideas and opinions in simple learning products to an authentic audience.	Independently: ▪ Recognize that different audiences may impact how ideas and opinions are shared. ▪ Share ideas and opinions in simple learning products to an authentic audience.	With guidance and support: ▪ Identify the audience and purpose before selecting a learning product format or tool. ▪ Share ideas and opinions in learning products to an authentic audience.	Independently: ▪ Identify the audience and purpose before selecting a learning product format or tool. ▪ Share ideas and opinions in learning products to an authentic audience.

I can GROW by participating in an ongoing inquiry-based process:

1.G.1 Continually seek knowledge.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Acknowledge that reading is a learning tool. ▪ Select at least one source that matches topics of interest.	Independently: ▪ Acknowledge that reading is a learning tool. ▪ Select at least one source that matches topics of interest.	With guidance and support: ▪ Select two or more sources that match topics of interest.	Independently: ▪ Select two or more sources that match topics of interest.	With guidance and support: ▪ Select from a variety of sources that match topics of interest.	Independently: ▪ Select from a variety of sources that match topics of interest.

1.G.2 Engage in sustained inquiry.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Recognize that inquiry is a process to help answer questions. ▪ Follow an inquiry process for a grade level topic.	Independently: ▪ Recognize that inquiry is a process to help answer questions. ▪ Follow an inquiry process for a grade level topic.	With guidance and support: ▪ Recognize that inquiry is a continuous and non-linear process to help answer questions. ▪ Follow an inquiry process for a grade level topic.	Independently: ▪ Recognize that inquiry is a continuous and non-linear process to help answer questions. ▪ Follow an inquiry process for a grade level topic.	With guidance and support: ▪ Demonstrate that inquiry is a continuous and non-linear process to help answer questions. ▪ Follow an inquiry process for a grade level topic. ▪ Engage in multiple inquiry experiences.	Independently: ▪ Demonstrate that inquiry is a continuous and non-linear process to help answer questions. ▪ Follow an inquiry process for a grade level topic. ▪ Engage in multiple inquiry experiences.

1.G.3 Enact new understanding through real-world connections.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Recognize that new understanding comes from real-world experiences.	Independently: ▪ Recognize that new understanding comes from real-world experiences.	With guidance and support: ▪ Make connections between prior learning and real-world experiences.	Independently: ▪ Make connections between prior learning and real-world experiences.	With guidance and support: ▪ Apply learning to real-world experiences.	Independently: ▪ Apply learning to real-world experiences.

1.G.4 Use reflection to guide informed decisions.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Recognize that reflection means to	Independently: ▪ Recognize that reflection means to think about ideas	With guidance and support: ▪ Recognize that reflection can	Independently: ▪ Recognize that reflection can	With guidance and support: ▪ Reflect on how learning applies to	Independently: ▪ Reflect on how learning applies to new situations or

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
think about ideas or decisions to learn. ▪ Reflect on ideas and decisions.	or decisions to learn. ▪ Reflect on ideas and decisions.	change ideas or decisions. ▪ Reflect on how ideas and decisions have changed.	change ideas or decisions. ▪ Reflect on how ideas and decisions have changed.	new situations or real-world experiences.	real-world experiences.

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

I can THINK by contributing a balanced perspective when participating in a learning community:

2.T.1 Articulate an awareness of the contributions of a range of learners.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Acknowledge that others have different ideas.	Independently: ▪ Acknowledge that others have different ideas.	With guidance and support: ▪ Acknowledge that others have different opinions and points of view.	Independently: ▪ Acknowledge that others have different opinions and points of view.	With guidance and support: ▪ Acknowledge and communicate that others have different opinions and points of view.	Independently: ▪ Acknowledge and communicate that others have different opinions and points of view.

2.T.2 Adopt a discerning stance toward points of view and opinions expressed in information resources and learning products.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Recognize the difference between fact and opinion.	Independently: ▪ Recognize the difference between fact and opinion.	With guidance and support: ▪ Recognize the difference between fact and opinion. ▪ Identify the author's point of view.	Independently: ▪ Recognize the difference between fact and opinion. ▪ Identify the author's point of view.	With guidance and support: ▪ Distinguish between fact and opinion. ▪ Identify the author's point of view. ▪ Identify relevance and accuracy in information sources. ▪ Recognize misconceptions when new information	Independently: ▪ Distinguish between fact and opinion. ▪ Identify the author's point of view. ▪ Identify relevance and accuracy in information sources. ▪ Recognize misconceptions when new information conflicts with

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
				conflicts with previously held opinions.	previously held opinions.

2.T.3 Describe their understanding of cultural relevancy and placement within the global learning community.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ■ Listen to diverse texts to learn about self and community. ■ Make connections between content and personal experiences.	Independently: ■ Listen to diverse texts to learn about self and community. ■ Make connections between content and personal experiences.	With guidance and support: ■ Listen to or read diverse texts to learn about self and community. ■ Make connections between content and personal or cultural experiences.	Independently: ■ Listen to or read diverse texts to learn about self and community. ■ Make connections between content and personal or cultural experiences.	With guidance and support: ■ Seek diverse texts to learn about self and community. ■ Compare and contrast connections between content and personal or cultural experiences.	Independently: ■ Seek diverse texts to learn about self and community. ■ Compare and contrast connections between content and personal or cultural experiences.

I can CREATE by adjusting my awareness of the global learning community:

2.C.1 Interact with learners who reflect a range of perspectives.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ■ Listen to the ideas and opinions of others.	Independently: ■ Listen to the ideas and opinions of others.	With guidance and support: ■ Acknowledge the ideas and opinions of others.	Independently: ■ Acknowledge the ideas and opinions of others.	With guidance and support: ■ Seek out and acknowledge diverse ideas and opinions of others.	Independently: ■ Seek out and acknowledge diverse ideas and opinions of others.

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2.C.2 Evaluate a variety of perspectives during learning activities.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Evaluate the ideas and opinions of others within the classroom.	Independently: ▪ Evaluate the ideas and opinions of others within the classroom.	With guidance and support: ▪ Evaluate the ideas and opinions of others within the community.	Independently: ▪ Evaluate the ideas and opinions of others within the community.	With guidance and support: ▪ Evaluate the diverse ideas and opinions of others within the global community.	Independently: ▪ Evaluate the diverse ideas and opinions of others within the global community.

2.C.3 Represent diverse perspectives during learning activities.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Recall and restate the ideas and opinions of others.	Independently: ▪ Recall and restate the ideas and opinions of others.	With guidance and support: ▪ Accurately restate the ideas and opinions of others. ▪ Represent the ideas and opinions of others.	Independently: ▪ Accurately restate the ideas and opinions of others. ▪ Represent the ideas and opinions of others.	With guidance and support: ▪ Accurately restate the ideas and opinions of others as they relate to the topic. ▪ Represent the diverse ideas and opinions of others.	Independently: ▪ Accurately restate the ideas and opinions of others as they relate to the topic. ▪ Represent the diverse ideas and opinions of others.

I can SHARE by exhibiting empathy with and tolerance for diverse ideas:

2.S.1 Engage in informed conversation and active debate.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Discuss information based on a shared grade level topic.	Independently: ▪ Discuss information based on a shared grade level topic.	With guidance and support: ▪ Discuss information based on evidence from at least one source	Independently: ▪ Discuss information based on evidence from at least one source	With guidance and support: ▪ Discuss information based on evidence from more than one	Independently: ▪ Discuss information based on evidence from more than one

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		from a shared grade level topic.	from a shared grade level topic.	source on a shared grade level topic.	source on a shared grade level topic.

2.S.2 Contribute to discussions in which multiple viewpoints on a topic are expressed.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Share opinions, ideas and questions.	Independently: ▪ Share opinions, ideas and questions.	With guidance and support: ▪ Share opinions, ideas and questions from at least one source.	Independently: ▪ Share opinions, ideas and questions from at least one source.	With guidance and support: ▪ Share opinions, ideas and questions from two or more sources.	Independently: ▪ Share opinions, ideas and questions from two or more sources.

I can GROW by demonstrating empathy and equity in knowledge building within the global learning community:

2.G.1 Seek interactions with a range of learners.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Ask questions about a variety of grade level topics. ▪ Seek information from the classroom community.	Independently: ▪ Ask questions about a variety of grade level topics. ▪ Seek information from the classroom community.	With guidance and support: ▪ Ask questions about a variety of grade level topics. ▪ Seek information from the community.	Independently: ▪ Ask questions about a variety of grade level topics. ▪ Seek information from the community.	With guidance and support: ▪ Ask questions about a variety of grade level topics. ▪ Seek information from a local or global community.	Independently: ▪ Ask questions about a variety of grade level topics. ▪ Seek information from a local or global community.

2.G.2 Demonstrate interest in other perspectives during learning activities.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Ask questions and demonstrate	Independently: ▪ Ask questions and demonstrate curiosity about grade level topics.	With guidance and support: ▪ Ask questions and demonstrate	Independently: ▪ Ask questions and demonstrate curiosity about grade level topics.	With guidance and support: ▪ Ask questions and demonstrate	Independently: ▪ Ask questions and demonstrate curiosity about grade level topics.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
curiosity about grade level topics.		curiosity about grade level topics. ▪ Make relevant comments on ideas shared by others.	▪ Make relevant comments on ideas shared by others.	curiosity about grade level topics. ▪ Make relevant comments and/or challenge ideas when perspectives differ.	▪ Make relevant comments and/or challenge ideas when perspectives differ.

2.G.3 Reflect on their own place within the global learning community.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Reflect on the question "Where do I fit within my classroom community?	Independently: ▪ Reflect on the question "Where do I fit within my classroom community?	With guidance and support: ▪ Reflect on the questions "Where do I fit within my community?" and "How can I include others in my learning?"	Independently: ▪ Reflect on the questions "Where do I fit within my community?" and "How can I include others in my learning?"	With guidance and support: ▪ Reflect on the questions "Where do I fit within the global learning community?" and "How has my thinking changed from my interaction with others who have different opinions and insights?"	Independently: ▪ Reflect on the questions "Where do I fit within the global learning community?" and "How has my thinking changed from my interaction with others who have different opinions and insights?"

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

I can THINK by identifying collaborative opportunities:

3.T.1 Demonstrate a desire to broaden and deepen understanding.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Select from and share a variety of materials related to personal interests or curricular needs. ▪ Listen to the ideas and opinions of others to gain understanding.	Independently: ▪ Select from and share a variety of materials related to personal interests or curricular needs. ▪ Listen to the ideas and opinions of others to gain understanding.	With guidance and support: ▪ Request, select from, and share a variety of materials from various genres related to personal interests or curricular needs. ▪ Recognize that listening to the ideas and opinions of others leads to understanding.	Independently: ▪ Request, select from, and share a variety of materials from various genres related to personal interests or curricular needs. ▪ Recognize that listening to the ideas and opinions of others leads to understanding.	With guidance and support: ▪ Identify new or related ideas that would be interesting to pursue. ▪ Work in teams to explore print, digital, and other resources to find information on a topic of personal interest or curricular needs.	Independently: ▪ Identify new or related ideas that would be interesting to pursue. ▪ Work in teams to explore print, digital, and other resources to find information on a topic of personal interest or curricular needs.

3.T.2 Develop new understandings through engagement in a learning group.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Acknowledge the ideas and opinions of others on a grade level topic.	Independently: ▪ Acknowledge the ideas and opinions of others on a grade level topic.	With guidance and support: ▪ Acknowledge the ideas and opinions of others on a grade level topic.	Independently: ▪ Acknowledge the ideas and opinions of others on a grade level topic.	With guidance and support: ▪ Demonstrate active listening and questioning in order to connect ideas.	Independently: ▪ Demonstrate active listening and questioning in order to connect ideas.

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		▪ Use others' ideas to create new understandings.	▪ Use others' ideas to create new understandings.	▪ Modify point of view or conclusion based on new information presented.	▪ Modify point of view or conclusion based on new information presented.

3.T.3 Decide to solve problems informed by group interaction.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Share ideas to solve grade level problems.	Independently: ▪ Share ideas to solve grade level problems.	With guidance and support: ▪ Participate in groups to solve grade level problems.	Independently: ▪ Participate in groups to solve grade level problems.	With guidance and support: ▪ Participate in groups to solve grade level problems. ▪ Work toward a group consensus after all members have shared ideas.	Independently: ▪ Participate in groups to solve grade level problems. ▪ Work toward a group consensus after all members have shared ideas.

I can CREATE by participating in personal, social, and intellectual networks:

3.C.1 Use a variety of communication tools and resources.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Use a variety of oral, written, nonverbal, or technology tools to communicate grade level	Independently: ▪ Use a variety of oral, written, nonverbal, or technology tools to communicate grade level concepts and ideas.	With guidance and support: ▪ Use a variety of oral, written, nonverbal, or technology tools to communicate grade level	Independently: ▪ Use a variety of oral, written, nonverbal, or technology tools to communicate grade level concepts and ideas.	With guidance and support: ▪ Use a variety of oral, written, nonverbal, or technology tools, to communicate grade level	Independently: ▪ Use a variety of oral, written, nonverbal, or technology tools, to communicate grade level concepts and ideas.

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
concepts and ideas.		concepts and ideas. • Search an online catalog to locate grade level materials.	• Search an online catalog to locate grade level materials.	concepts and ideas. • Search an online catalog to locate grade level materials.	• Search an online catalog to locate grade level materials.

3.C.2 Establish connections with other learners to build on their own prior knowledge and create new knowledge.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: • Discuss and share information and ideas on grade level topics.	Independently: • Discuss and share information and ideas on grade level topics.	With guidance and support: • Engage in a range of collaborative discussions with diverse partners on grade level topics. • Ask questions to check understanding, stay on topic, and comment on the remarks of others.	Independently: • Engage in a range of collaborative discussions with diverse partners on grade level topics. • Ask questions to check understanding, stay on topic, and comment on the remarks of others.	With guidance and support: • Engage in a range of collaborative discussions with diverse partners on grade level topics. • Ask questions to check understanding, stay on topic, and elaborate on the remarks of others. • Review the key ideas expressed and draw conclusions gained from the discussions.	Independently: • Engage in a range of collaborative discussions with diverse partners on grade level topics. • Ask questions to check understanding, stay on topic, and elaborate on the remarks of others. • Review the key ideas expressed and draw conclusions gained from the discussions.

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I can SHARE by working productively with others to solve problems:

3.S.1 Solicit and respond to feedback from others.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Request feedback from others. ▪ Listen to and discuss feedback from others.	Independently: ▪ Request feedback from others. ▪ Listen to and discuss feedback from others.	With guidance and support: ▪ Request feedback from others to solve grade level problems. ▪ Use feedback to improve ideas.	Independently: ▪ Request feedback from others to solve grade level problems. ▪ Use feedback to improve ideas.	With guidance and support: ▪ Request feedback from others to solve grade level problems. ▪ Use feedback to improve ideas.	Independently: ▪ Request feedback from others to solve grade level problems. ▪ Use feedback to improve ideas.

3.S.2 Involve diverse perspectives in their own inquiry processes.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Recognize that inquiry is a process to help answer questions. ▪ Listen to the ideas of others to answer questions.	Independently: ▪ Recognize that inquiry is a process to help answer questions. ▪ Listen to the ideas of others to answer questions.	With guidance and support: ▪ Recognize that inquiry is a continuous and non-linear process. ▪ Seek information from one or more sources. ▪ Engage in a range of collaborative discussions with diverse ideas.	Independently: ▪ Recognize that inquiry is a continuous and non-linear process. ▪ Seek information from one or more sources. ▪ Engage in a range of collaborative discussions with diverse ideas.	With guidance and support: ▪ Engage in multiple inquiry experiences. ▪ Seek information from multiple sources. ▪ Engage effectively in a range of collaborative discussions with diverse ideas.	Independently: ▪ Engage in multiple inquiry experiences. ▪ Seek information from multiple sources. ▪ Engage effectively in a range of collaborative discussions with diverse ideas.

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I can GROW by actively participating with others in learning situations:

3.G.1 Actively contribute to group discussions.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Participate in group discussions.	Independently: ▪ Participate in group discussions.	With guidance and support: ▪ Explain ideas and understanding related to discussion.	Independently: ▪ Explain ideas and understanding related to discussion.	With guidance and support: ▪ Formulate relevant, informed, and thoughtful responses to others during discussion.	Independently: ▪ Formulate relevant, informed, and thoughtful responses to others during discussion.

3.G.2. Recognize learning as a social responsibility.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Participate in group discussions.	Independently: ▪ Participate in group discussions.	With guidance and support: ▪ Participate in group discussions by following grade level agreed upon rules.	Independently: ▪ Participate in group discussions by following grade level agreed upon rules.	With guidance and support: ▪ Participate in group discussions by following grade level agreed upon rules and carry out assigned roles.	Independently: ▪ Participate in group discussions by following grade level agreed upon rules and carry out assigned roles.

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

I can THINK by acting on an information need:

4.T.1 Determine the need to gather information.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Recognize situations in which additional information (beyond one's own knowledge) is needed to resolve a problem or question.	Independently: ▪ Recognize situations in which additional information (beyond one's own knowledge) is needed to resolve a problem or question.	With guidance and support: ▪ Determine whether additional information (beyond one's own knowledge) is needed to resolve a problem or question.	Independently: ▪ Determine whether additional information (beyond one's own knowledge) is needed to resolve a problem or question.	With guidance and support: ▪ Assess whether a range of problems or questions can be resolved based on one's own knowledge or whether additional information is required.	Independently: ▪ Assess whether a range of problems or questions can be resolved based on one's own knowledge or whether additional information is required.

4.T.2 Identify possible sources of information.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Explore a variety of sources and the kind of information found in each.	Independently: ▪ Explore a variety of sources and the kind of information found in each.	With guidance and support: ▪ Brainstorm a range of sources that will meet an information need.	Independently: ▪ Brainstorm a range of sources that will meet an information need.	With guidance and support: ▪ Use a full range of sources to meet differing information needs.	Independently: ▪ Use a full range of sources to meet differing information needs.

4.T.3. Make critical choices about information sources to use.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Recognize fact and opinion. ▪ Recognize inaccurate or misleading information in information sources and products.	Independently: ▪ Recognize fact and opinion. ▪ Recognize inaccurate or misleading information in information sources and products.	With guidance and support: ▪ Recognize information that is applicable to a specific information problem or question. ▪ Distinguish between fact, fiction, and point of view. ▪ Recognize inaccurate, biased, and misleading information.	Independently: ▪ Recognize information that is applicable to a specific information problem or question. ▪ Distinguish between fact, fiction, and point of view. ▪ Recognize inaccurate, biased, and misleading information.	With guidance and support: ▪ Evaluate sources related to a topic, from media, data, or other resources, to determine which are more accurate, relevant, and comprehensive.	Independently: ▪ Evaluate sources related to a topic, from media, data, or other resources, to determine which are more accurate, relevant, and comprehensive.

I can CREATE by gathering information appropriate to the task:

4.C.1 Seek a variety of sources.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Recognize that the library has an organizational scheme. ▪ Seek information about aspects of	Independently: ▪ Recognize that the library has an organizational scheme. ▪ Seek information about aspects of personal interests or curricular needs.	With guidance and support: ▪ Identify and access the library's organizational scheme. ▪ Recognize the purpose of a library catalog.	Independently: ▪ Identify and access the library's organizational scheme. ▪ Recognize the purpose of a library catalog.	With guidance and support: ▪ Utilize the library catalog and digital sources to find appropriate resources by conducting author, title, subject,	Independently: ▪ Utilize the library catalog and digital sources to find appropriate resources by conducting author, title, subject,

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
personal interests or curricular needs.		▪ Seek information about aspects of personal interests or curricular needs.	▪ Seek information about aspects of personal interests or curricular needs.	keyword, and/or Boolean searches. ▪ Seek information about aspects of personal interests or curricular needs.	keyword, and/or Boolean searches. ▪ Seek information about aspects of personal interests or curricular needs.

4.C.2. Collect information representing diverse perspectives.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Recognize that diverse perspectives come from using sources. ▪ Collect information on a grade level topic from shared resources.	Independently: ▪ Recognize that diverse perspectives come from using sources. ▪ Collect information on a grade level topic from shared resources.	With guidance and support: ▪ Engage with diverse perspectives from one or more sources. ▪ Collect information on a grade level topic.	Independently: ▪ Engage with diverse perspectives from one or more sources. ▪ Collect information on a grade level topic.	With guidance and support: ▪ Engage with diverse perspectives from multiple sources. ▪ Collect information on a grade level topic.	Independently: ▪ Engage with diverse perspectives from multiple sources. ▪ Collect information on a grade level topic.

4.C.3 Systematically question and assess the validity and accuracy of information.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Recognize inaccurate and misleading information in various information	Independently: ▪ Recognize inaccurate and misleading information in various information sources and products.	With guidance and support: ▪ Explain why inaccurate, bias, and misleading information can lead to faulty conclusions.	Independently: ▪ Explain why inaccurate, bias, and misleading information can lead to faulty conclusions.	With guidance and support: ▪ Assess and support judgements as to the degree of inaccuracy, bias, or misleading information and	Independently: ▪ Assess and support judgements as to the degree of inaccuracy, bias, or misleading information and information products.

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
sources and products.				information products.	

4.C.4 Organize information by priority, topic, or other systematic scheme.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Describe simple ways to organize information, (e.g., pictures, web, lists).	Independently: ▪ Describe simple ways to organize information, (e.g., pictures, web, lists).	With guidance and support: ▪ Organize information in different ways according to an information problem or question.	Independently: ▪ Organize information in different ways according to an information problem or question.	With guidance and support: ▪ Organize an information product that presents different types of information.	Independently: ▪ Organize an information product that presents different types of information.

I can SHARE by exchanging information resources within and beyond my learning community:

4.S.1 Access and evaluate collaboratively constructed information sites.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Explore information sites (e.g., selected websites) with a collaborative group. ▪ Interpret information represented in pictures,	Independently: ▪ Explore information sites (e.g., selected websites, Google Classroom) with a collaborative group. ▪ Interpret information represented in pictures,	With guidance and support: ▪ Access information from a provided list of information sites for specific research with a collaborative group. ▪ Interpret information taken from text features,	Independently: ▪ Access information from a provided list of information sites for specific research with a collaborative group. ▪ Interpret information taken from text features, such as maps,	With guidance and support: ▪ Access information from information sites for specific research with a collaborative group. ▪ Interpret information taken from a variety of text features.	Independently: ▪ Access information from information sites for specific research with a collaborative group. ▪ Interpret information taken from a variety of text features.

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
illustrations, and simple charts.	illustrations, and simple charts.	such as maps, graphs, charts, and other visuals.	graphs, charts, and other visuals.		

4.S.2 Contribute to collaboratively constructed information sites by ethically using and reproducing others' work.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Discuss examples of what it means to respect intellectual property rights. ▪ Name sources of information.	Independently: ▪ Discuss examples of what it means to respect intellectual property rights. ▪ Name sources of information.	With guidance and support: ▪ Determine the steps necessary to respect intellectual property rights. ▪ Cite sources of information.	Independently: ▪ Determine the steps necessary to respect intellectual property rights. ▪ Cite sources of information.	With guidance and support: ▪ Follow copyright guidelines when making copies and for using all print and digital sources (e.g., images, audio, video, and text) when creating information products. ▪ Accurately cite sources of information.	Independently: ▪ Follow copyright guidelines when making copies and for using all print and digital sources (e.g., images, audio, video, and text) when creating information products. ▪ Accurately cite sources of information.

4.S.3 Join with others to compare and contrast information derived from collaboratively constructed information sites.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Compare and contrast information on a given topic.	Independently: ▪ Compare and contrast information on a given topic.	With guidance and support: ▪ Collect information from two or more sources to compare and	Independently: ▪ Collect information from two or more sources to compare and contrast the information.	With guidance and support: ▪ Collect information from a variety of sources to compare and	Independently: ▪ Collect information from a variety of sources to compare and contrast the information.

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		contrast the information. ■ Recognize when facts from two different sources conflict and seek additional sources to verify accuracy.	■ Recognize when facts from two different sources conflict and seek additional sources to verify accuracy.	contrast the information. ■ Recognize when facts from multiple sources conflict and seek additional sources to verify accuracy.	■ Recognize when facts from multiple sources conflict and seek additional sources to verify accuracy.

I can GROW by selecting and organizing information for a variety of audiences:

4.G.1 Perform ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ■ Use a simple rubric to evaluate one or more resources.	Independently: ■ Use a simple rubric to evaluate one or more resources.	With guidance and support: ■ Use a rubric to evaluate a variety of provided resources.	Independently: ■ Use a rubric to evaluate a variety of provided resources.	With guidance and support: ■ Select the most credible, relevant, and useful sources from a given list.	Independently: ■ Select the most credible, relevant, and useful sources from a given list.

4.G.2 Integrate and depict in a conceptual knowledge network their understanding gained from resources.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ■ Use simple note-taking strategies. ■ Retell key points.	Independently: ■ Use simple note-taking strategies. ■ Retell key points.	With guidance and support: ■ Use various note-taking strategies (e.g., outlining, highlighting, graphic organizers). ■ Summarize key points.	Independently: ■ Use various note-taking strategies (e.g., outlining, highlighting, graphic organizers). ■ Summarize key points.	With guidance and support: ■ Use various note-taking strategies (e.g., outlining, highlighting, graphic organizers). ■ Paraphrase and/or summarize	Independently: ■ Use various note-taking strategies (e.g., outlining, highlighting, graphic organizers). ■ Paraphrase and/or summarize

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		▪ Draw conclusions based on facts and premises.	▪ Draw conclusions based on facts and premises.	information in various formats. ▪ Draw conclusions based on facts and premises. ▪ Make inferences.	information in various formats. ▪ Draw conclusions based on facts and premises. ▪ Make inferences.

4.G.3 Openly communicate curation processes for others to use, interpret, and validate.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Explain the basic organizational structure of a book. ▪ Explain personal criteria for selecting a particular resource. ▪ Use tools to organize and share ideas.	Independently: ▪ Explain the basic organizational structure of a book. ▪ Explain personal criteria for selecting a particular resource. ▪ Use tools to organize and share ideas.	With guidance and support: ▪ Explain the basic organizational structure of a book and how it enables one to locate specific information. ▪ Describe the organizational scheme of a library and how it functions to locate information. ▪ Explain personal criteria for selecting one or more resources. ▪ Use tools to organize and share ideas.	Independently: ▪ Explain the basic organizational structure of a book and how it enables one to locate specific information. ▪ Describe the organizational scheme of a library and how it functions to locate information. ▪ Explain personal criteria for selecting one or more resources. ▪ Use tools to organize and share ideas.	With guidance and support: ▪ Explain how text features and illustrations help determine which resources to use and why. ▪ Explain personal criteria for selecting a variety of resources. ▪ Use a variety of technology tools to retrieve and organize information. ▪ Share a list of resources as a collaborative document.	Independently: ▪ Explain how text features and illustrations help determine which resources to use and why. ▪ Explain personal criteria for selecting a variety of resources. ▪ Use a variety of technology tools to retrieve and organize information. ▪ Share a list of resources as a collaborative document.

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

I can THINK by developing and satisfying personal curiosity:

5.T.1 Read widely and deeply in multiple formats and write and create for a variety of purposes.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Read, listen to, view, and respond to a variety of literature and informational text. ▪ Select materials to pursue personal interest or curricular needs.	Independently: ▪ Read, listen to, view, and respond to a variety of literature and informational text. ▪ Select materials to pursue personal interest or curricular needs.	With guidance and support: ▪ Read, listen to, view, and respond to a variety of literature and informational text. ▪ Select materials to pursue personal interest or curricular needs. ▪ Express information and ideas creatively in information products on grade level topics.	Independently: ▪ Read, listen to, view, and respond to a variety of literature and informational text. ▪ Select materials to pursue personal interest or curricular needs. ▪ Express information and ideas creatively in information products on grade level topics.	With guidance and support: ▪ Read, listen to, view, and respond to a variety of literature and informational text. ▪ Select materials to pursue personal interest or curricular needs. ▪ Express information and ideas creatively in information products on grade level topics.	Independently: ▪ Read, listen to, view, and respond to a variety of literature and informational text. ▪ Select materials to pursue personal interest or curricular needs. ▪ Express information and ideas creatively in information products on grade level topics.

5.T.2 Reflect and question assumptions and possible misconceptions.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Recognize facts. ▪ Recognize inaccurate or misleading	Independently: ▪ Recognize facts. ▪ Recognize inaccurate or misleading information in	With guidance and support: ▪ Recognize when facts from different sources conflict and seek additional	Independently: ▪ Recognize when facts from different sources conflict and seek additional	With guidance and support: ▪ Recognize when facts from two or more different sources conflict	Independently: ▪ Recognize when facts from two or more different sources conflict and seek additional

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
information in sources and products.	information sources and products.	sources to verify accuracy. ▪ Reflect when new information conflicts with previously held opinions.	sources to verify accuracy. ▪ Reflect when new information conflicts with previously held opinions.	and seek additional sources to verify accuracy. ▪ Question misconceptions and inaccuracies when new information conflicts with previously held opinions.	sources to verify accuracy. ▪ Question misconceptions and inaccuracies when new information conflicts with previously held opinions.

5.T.3 Engage in inquiry-based processes for personal growth.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Recognize that inquiry is a process to help answer questions. ▪ Engage in inquiry experiences on grade level topics. ▪ Identify criteria to meet personal learning needs.	Independently: ▪ Recognize that inquiry is a process to help answer questions. ▪ Engage in inquiry experiences on grade level topics. ▪ Identify criteria to meet personal learning needs.	With guidance and support: ▪ Recognize that inquiry is a continuous and nonlinear process. ▪ Engage in inquiry experiences on grade level topics. ▪ Explain criteria to meet personal learning needs.	Independently: ▪ Recognize that inquiry is a continuous and nonlinear process. ▪ Engage in inquiry experiences on grade level topics. ▪ Explain criteria to meet personal learning needs.	With guidance and support: ▪ Recognize that inquiry is a continuous and nonlinear process. ▪ Engage in inquiry experiences on grade level topics. ▪ Apply criteria to meet personal learning needs.	Independently: ▪ Recognize that inquiry is a continuous and nonlinear process. ▪ Engage in inquiry experiences on grade level topics. ▪ Apply criteria to meet personal learning needs.

I can CREATE by constructing new knowledge:

5.C.1 Problem-solve through cycles of design, implementation, and reflection.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Follow a design-based inquiry process to solve a problem, based on grade level interests or curricular needs.	Independently: ▪ Follow a design-based inquiry process to solve a problem, based on grade level interests or curricular needs.	With guidance and support: ▪ Follow a design-based inquiry process to solve a problem, based on grade level interests or curricular needs.	Independently: ▪ Follow a design-based inquiry process to solve a problem, based on grade level interests or curricular needs.	With guidance and support: ▪ Follow a design-based inquiry process to solve a problem, based on grade level interests or curricular needs.	Independently: ▪ Follow a design-based inquiry process to solve a problem, based on grade level interests or curricular needs.

5.C.2 Persist through self-directed pursuits by tinkering and making.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Pursue information or solve a problem despite challenges based on grade level interests or curricular needs. ▪ Explore different tools, materials, or strategies when the first solution does not work.	Independently: ▪ Pursue information or solve a problem despite challenges based on grade level interests or curricular needs. ▪ Explore different tools, materials, or strategies when the first solution does not work.	With guidance and support: ▪ Pursue information or solve a problem despite challenges based on grade level interests or curricular needs. ▪ Select different tools, materials, or strategies when the first solution does not work. ▪ Recognize how challenges and overcoming obstacles can	Independently: ▪ Pursue information or solve a problem despite challenges based on grade level interests or curricular needs. ▪ Select different tools, materials, or strategies when the first solution does not work. ▪ Recognize how challenges and overcoming obstacles can deepen the	With guidance and support: ▪ Pursue information or solve a problem despite challenges based on grade level interests or curricular needs. ▪ Distinguish between different tools, materials, or strategies when the first solution does not work. ▪ Describe how challenges and overcoming	Independently: ▪ Pursue information or solve a problem despite challenges based on grade level interests or curricular needs. ▪ Distinguish between different tools, materials, or strategies when the first solution does not work. ▪ Describe how challenges and overcoming obstacles can

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		deepen the learning experience.	learning experience.	obstacles can deepen the learning experience.	deepen the learning experience.

I can SHARE by engaging with the learning community:

5.S.1 Express curiosity about a topic of personal interest or curricular relevance.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Formulate and share simple questions about a personal interest or curricular topic. ▪ Pursue answers to self-generated questions.	Independently: ▪ Formulate and share simple questions about a personal interest or curricular topic. ▪ Pursue answers to self-generated questions.	With guidance and support: ▪ Formulate and share questions about a personal interest or curricular topic. ▪ Pursue answers to self-generated and collaborative questions.	Independently: ▪ Formulate and share questions about a personal interest or curricular topic. ▪ Pursue answers to self-generated and collaborative questions.	With guidance and support: ▪ Formulate and share essential questions about a personal interest or curricular topic. ▪ Pursue answers to self-generated and collaborative questions.	Independently: ▪ Formulate and share essential questions about a personal interest or curricular topic. ▪ Pursue answers to self-generated and collaborative questions.

5.S.2 Co-construct innovative means of investigation.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Explore and understand the process for developing a plan for an investigation.	Independently: ▪ Explore and understand the process for developing a plan for an investigation.	With guidance and support: ▪ Explore a variety of inquiry or problem-solving methods. (e.g., W.I.S.E. Inquiry Model, Engineering Design Model).	Independently: ▪ Explore a variety of inquiry or problem-solving methods. (e.g., W.I.S.E. Inquiry Model, Engineering Design Model).	With guidance and support: ▪ Cycle through a variety of inquiry or problems solving methods. ▪ Collaborate to develop a plan for	Independently: ▪ Cycle through a variety of inquiry or problems solving methods. ▪ Collaborate to develop a plan for a grade level investigation.

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		▪ Collaborate to develop a plan for a grade level investigation.	▪ Collaborate to develop a plan for a grade level investigation.	a grade level investigation.	

5.S.3 Collaboratively identify innovative solutions to a challenge or problem.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Explore solutions to challenges or problems.	Independently: ▪ Explore solutions to challenges or problems.	With guidance and support: ▪ Identify solutions to information challenges or problems.	Independently: ▪ Identify solutions to information challenges or problems.	With guidance and support: ▪ Curate a variety of possible solutions that represent diverse perspectives to information challenges or problems.	Independently: ▪ Curate a variety of possible solutions that represent diverse perspectives to information challenges or problems.

I can GROW by developing through experience and reflections:

5.G.1 Iteratively respond to challenges.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Explore basic strategies to solve simple problems.	Independently: ▪ Explore basic strategies to solve simple problems.	With guidance and support: ▪ Apply strategies to solve problems or challenges.	Independently: ▪ Apply strategies to solve problems or challenges.	With guidance and support: ▪ Apply a variety of strategies to solve problems or challenges.	Independently: ▪ Apply a variety of strategies to solve problems or challenges.

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5.G.2 Recognize capabilities and skills that can be developed, improved, and expanded.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Recognize that some strategies work better than others. ▪ Explore basic strategies for improving work.	Independently: ▪ Recognize that some strategies work better than others. ▪ Explore basic strategies for improving work.	With guidance and support: ▪ Explain why some strategies work better than others. ▪ Explain basic strategies for revising, improving, and updating work.	Independently: ▪ Explain why some strategies work better than others. ▪ Explain basic strategies for revising, improving, and updating work.	With guidance and support: ▪ Examine why some strategies work better than others. ▪ Select and apply appropriate strategies for revising, improving, and updating work.	Independently: ▪ Examine why some strategies work better than others. ▪ Select and apply appropriate strategies for revising, improving, and updating work.

5.G.3 Open-mindedly accept feedback for positive and constructive growth.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Listen to feedback from others.	Independently: ▪ Listen to feedback from others.	With guidance and support: ▪ Listen to feedback from diverse points of view. ▪ Identify characteristics of constructive feedback. ▪ Use appropriate feedback from others to guide growth.	Independently: ▪ Listen to feedback from diverse points of view. ▪ Identify characteristics of constructive feedback. ▪ Use appropriate feedback from others to guide growth.	With guidance and support: ▪ Listen to feedback from diverse points of view. ▪ Apply characteristics of constructive feedback. ▪ Evaluate and use appropriate feedback from others to guide growth.	Independently: ▪ Listen to feedback from diverse points of view. ▪ Apply characteristics of constructive feedback. ▪ Evaluate and use appropriate feedback from others to guide growth.

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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.

I can THINK by following ethical and legal guidelines for gathering and using information:

6.T.1 Responsibly apply information, technology, and media to learning.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Acknowledge the work of others.	Independently: ▪ Acknowledge the work of others.	With guidance and support: ▪ Acknowledge the work of others by citing sources (e.g., print and digital).	Independently: ▪ Acknowledge the work of others by citing sources (e.g., print and digital).	With guidance and support: ▪ Avoid plagiarism by properly citing sources (e.g., print and digital).	Independently: ▪ Avoid plagiarism by properly citing sources (e.g., print and digital).

6.T.2 Understand the ethical use of information, technology, and media.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Discuss examples of what it means to respect intellectual property rights.	Independently: ▪ Discuss examples of what it means to respect intellectual property rights.	With guidance and support: ▪ Define and give examples of what it means to respect intellectual property rights. ▪ Apply rules and procedures to demonstrate responsible use of information.	Independently: ▪ Define and give examples of what it means to respect intellectual property rights. ▪ Apply rules and procedures to demonstrate responsible use of information.	With guidance and support: ▪ Predict what might happen if the principles of intellectual freedom were ignored. ▪ Respect rules and procedures to demonstrate responsible use of information.	Independently: ▪ Predict what might happen if the principles of intellectual freedom were ignored. ▪ Respect rules and procedures to demonstrate responsible use of information.

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6.T.3 Evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Use a simple rubric to evaluate one or more resources.	Independently: ▪ Use a simple rubric to evaluate one or more resources.	With guidance and support: ▪ Use a rubric to evaluate a variety of provided resources.	Independently: ▪ Use a rubric to evaluate a variety of provided resources.	With guidance and support: ▪ Use criteria to evaluate resources before making decisions.	Independently: ▪ Use criteria to evaluate resources before making decisions.

I can CREATE by using valid information and reasoned conclusions to make ethical decisions in the creation of knowledge:

6.C.1 Ethically use and reproduce others' work.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Rephrase the ideas of others.	Independently: ▪ Rephrase the ideas of others.	With guidance and support: ▪ Define plagiarism. ▪ Rephrase the ideas of others to avoid plagiarism.	Independently: ▪ Define plagiarism. ▪ Rephrase the ideas of others to avoid plagiarism.	With guidance and support: ▪ Demonstrate understanding of plagiarism by paraphrasing information or noting direct quotes.	Independently: ▪ Demonstrate understanding of plagiarism by paraphrasing information or noting direct quotes.

6.C.2 Acknowledge authorship and demonstrate respect for the intellectual property of others.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Discuss examples of what it means to respect intellectual property rights. ▪ Acknowledge the work of others.	Independently: ▪ Discuss examples of what it means to respect intellectual property rights. ▪ Acknowledge the work of others.	With guidance and support: ▪ Define and give examples of what it means to respect intellectual property rights.	Independently: ▪ Define and give examples of what it means to respect intellectual property rights. ▪ Cite the work of others.	With guidance and support: ▪ Respect intellectual property rights by properly citing sources.	Independently: ▪ Respect intellectual property rights by properly citing sources.

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		▪ Cite the work of others.			

6.C.3 Include elements in personal-knowledge products that allow others to credit content appropriately.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Define creating original work. ▪ Provide appropriate information (e.g., name, date of creation, title of work) on a product to allow others to credit original work.	Independently: ▪ Define creating original work. ▪ Provide appropriate information (e.g., name, date of creation, title of work) on a product to allow others to credit original work.	With guidance and support: ▪ Explore different formats for creating original work. ▪ Provide appropriate information on a product to allow others to credit original work.	Independently: ▪ Explore different formats for creating original work. ▪ Provide appropriate information on a product to allow others to credit original work.	With guidance and support: ▪ Select an appropriate format for creating original work. ▪ Provide appropriate information on a product to allow others to credit original work.	Independently: ▪ Select an appropriate format for creating original work. ▪ Provide appropriate information on a product to allow others to credit original work.

I can SHARE by responsibly, ethically, and legally sharing new information with a global community:

6.S.1 Share information resources in accordance with modification, reuse, and remix policies.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Recognize that works can be modified, reused, or remixed (e.g., fractured fairy tales, parodies).	Independently: ▪ Recognize that works can be modified, reused, or remixed (e.g., fractured fairy tales, parodies).	With guidance and support: ▪ Explore works that have been modified, reused, or remixed (e.g., fractured fairy tales, parodies).	Independently: ▪ Explore works that have been modified, reused, or remixed (e.g., fractured fairy tales, parodies). ▪ Recognize that authors/creators	With guidance and support: ▪ Explore how authors/creators put limits on how works are used. ▪ Create simple products by modifying, reusing,	Independently: ▪ Explore how authors/creators put limits on how works are used. ▪ Create simple products by modifying, reusing, or remixing (e.g.,

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		▪ Recognize that authors/creators can put limits on how works are used.	can put limits on how works are used.	or remixing (e.g., fractured fairy tales, parodies).	fractured fairy tales, parodies).

6.S.2 Disseminate new knowledge through means appropriate for the intended audience.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Define audience. ▪ Explore a variety of formats to present information. (e.g., art, music, movement, oral language, written language, poetry, podcasts). ▪ Present to an intended audience on a grade level topic.	Independently: ▪ Define audience. ▪ Explore a variety of formats to present information. (e.g., art, music, movement, oral language, written language, poetry, podcasts). ▪ Present to an intended audience on a grade level topic.	With guidance and support: ▪ Select a format to share information. ▪ Present to an intended audience on a grade level topic.	Independently: ▪ Select a format to share information. ▪ Present to an intended audience on a grade level topic.	With guidance and support: ▪ Identify the audience and purpose before selecting a format for the product. ▪ Present to an intended audience on a grade level topic.	Independently: ▪ Identify the audience and purpose before selecting a format for the product. ▪ Present to an intended audience on a grade level topic.

I can GROW by engaging with information to extend personal learning:

6.G.1 Personalize their use of information and information technologies.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Occasionally seek information about	Independently: ▪ Occasionally seek information about aspects of a	With guidance and support: ▪ Explore a range of sources to find	Independently: ▪ Explore a range of sources to find information on	With guidance and support: ▪ Explore a range of sources to find	Independently: ▪ Explore a range of sources to find information on

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
aspects of a personal interest or curricular topic.	personal interest or curricular topic.	information on aspects of a personal interest or curricular topic.	aspects of a personal interest or curricular topic.	information on aspects of a personal interest or curricular topic and apply the information to real-life purposes.	aspects of a personal interest or curricular topic and apply the information to real-life purposes.

6.G.2 Reflect on the process of ethical generation of knowledge.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Discuss possible sources for ideas (e.g., personal experience, books, peers, teacher).	Independently: ▪ Discuss possible sources for ideas (e.g., personal experience, books, peers, teacher).	With guidance and support: ▪ Explore where ideas come from. ▪ Explain why it is important to acknowledge the work of others.	Independently: ▪ Explore where ideas come from. ▪ Explain why it is important to acknowledge the work of others.	With guidance and support: ▪ Brainstorm criteria needed to acknowledge the work of others.	Independently: ▪ Brainstorm criteria needed to acknowledge the work of others.

6.G.3 Inspire others to engage in safe, responsible, ethical, and legal information behaviors.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
With guidance and support: ▪ Discuss scenarios in which others consider ethical behavior (e.g., if/then, examples/ non-examples)	Independently: ▪ Discuss scenarios in which others consider ethical behavior (e.g., if/then, examples/ non-examples) ▪ Reflect on examples of ethical situations.	With guidance and support: ▪ Recognize examples and non-examples of ethical behavior. ▪ Reflect on examples of ethical situations.	Independently: ▪ Recognize examples and non-examples of ethical behavior. ▪ Reflect on examples of ethical situations.	With guidance and support: ▪ Demonstrate ethical behavior both individually and within a group. ▪ Reflect on examples of ethical situations.	Independently: ▪ Demonstrate ethical behavior both individually and within a group. ▪ Reflect on examples of ethical situations.

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
▪ Reflect on examples of ethical situations.					

Benchmarks - Grades 6-12

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

I can THINK by displaying curiosity and initiative:

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

Grades 6-8	Grades 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.

Grades 6-8	Grades 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

Grades 6-8	Grades 9-12
	ideas and events.

I can CREATE by engaging with new knowledge by following a process:

1.C.1 Use evidence to investigate questions.

Grades 6-8	Grades 9-12
▪ Analyze what is already known, or what is observed or experienced, to predict answers to inquiry questions. ▪ Determine what information is needed to support an investigation and answer questions. ▪ Evaluate and select information based on established criteria.	▪ Identify, prioritize, select, and evaluate sources appropriate for information needs. ▪ Identify and prioritize possible sources of information to answer questions. ▪ Accurately quote evidence from reliable sources.

1.C.2 Devise and implement a plan to fill knowledge gaps.

Grades 6-8	Grades 9-12
▪ Determine what information is needed to support an investigation and answer questions. ▪ Make changes to original focus and questions based on information collected. ▪ Identify alternate strategies to find needed information. ▪ Generate additional questions and use additional resources to deepen knowledge.	▪ Read background information to identify key components of the problem or question. ▪ Develop questions that require making connections between ideas and events. ▪ Develop a detailed plan and self-monitor progress in an inquiry/research process. ▪ Independently modify inquiry focus, questions, and search strategies as needed.

1.C.3 Generate products that illustrate learning.

Grades 6-8	Grades 9-12
▪ Create products that incorporate writing, visuals, and other forms of media to convey message and main points.	▪ Create product with an appropriate tool for a specific audience and purpose. ▪ Produce projects that connect with relevant issues in the local,

Grades 6-8	Grades 9-12
▪ Follow legal and ethical copyright guidelines when creating products and presentations.	national, and global communities. ▪ Follow copyright guidelines in generating products and presentations. ▪ Use the most appropriate format to clearly communicate ideas and present information accurately. ▪ Use details and language that show authority and knowledge of the topic. ▪ Create product (e.g., research papers, presentations, speeches, art exhibits, multimedia) such as a website, blog, or multimedia presentation to share learning with a wide audience.

I can SHARE by adapting, communicating, and exchanging learning products with others:

1.S.1 Interact with content presented by others.

Grades 6-8	Grades 9-12
▪ Offer information and opinions at appropriate times in group discussions. ▪ Explain the effect of different perspectives on the information. ▪ Listen respectfully, contribute to the discussion, and ask clarifying questions.	▪ Analyze and integrate new information presented in various formats with previous information or knowledge. ▪ Take notes using one or more note-taking strategies, including reflecting on the information. ▪ Listen attentively to presentations and provide constructive criticism strategy. ▪ Utilize peer review/input to improve products. ▪ Share presentations in a variety of formats to reach appropriate audiences.

1.S.2 Provide constructive feedback.

Grades 6-8	Grades 9-12
▪ Offer information and opinion at appropriate times in group discussions. ▪ Encourage team members to share ideas and opinions. ▪ Analyze alternative perspectives and allow differing points of view.	▪ Analyze alternative perspectives and allow differing points of view. ▪ Listen respectfully and objectively; offer constructive feedback. ▪ Contribute ideas, opinions, and questions in a responsible manner.

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Grades 6-8	Grades 9-12
	- Provide timely feedback with an opportunity for peer review. - Encourage others to share their ideas and opinions.

1.S.3 Act on feedback to improve.

Grades 6-8	Grades 9-12
- Ask questions of others in a group to elicit their information and opinions. - Ask for help in revising and editing products when needed.	- Compare new ideas to previous understandings and make changes to a mental framework when appropriate. - Revise work based on feedback from teachers and peers. - Respectfully evaluate and incorporate feedback from instructors and peers.

1.S.4 Share products with an authentic audience.

Grades 6-8	Grades 9-12
- Select presentation form based on audience and purpose. - Present information clearly so that main points are evident. - Investigate and present solutions to real problems. - Use technology tools to collaborate, publish, and interact with peers, experts, and other real-world audiences.	- Present information clearly so that main points are evident. - Use information appropriate to task and audience. - Identify and evaluate the important features needed for a good product. - Investigate and present solutions to real problems. - Use a format that clearly communicates ideas to targeted audiences. - Design and implement projects that include participation from diverse groups. - Use technology tools to collaborate, publish, and interact with peers, experts, and other real-world audiences. - Respond to audience questions that demonstrate authority and knowledge of the topic.

I can GROW by participating in an ongoing inquiry-based process:

1.G.1 Continually seek knowledge.

Grades 6-8	Grades 9-12
▪ Select a variety of credible resources in different formats relevant to personal interests and academic needs. ▪ Read a variety of fiction and nonfiction for personal interest and growth. ▪ Make connections between real life and information gathered through research.	▪ Select print, non-print and digital resources representing a variety of perspectives for academic, personal, and real-world purposes. ▪ Select resources on topics of interest at both comfortable and challenging levels of comprehension. ▪ Engage with a variety of formats and diverse sources. ▪ Make personal and real-world connections with information. ▪ Read a variety of fiction and nonfiction for personal and academic purposes.

1.G.2 Engage in sustained inquiry.

Grades 6-8	Grades 9-12
▪ Analyze different points of view discovered in various sources. ▪ Determine patterns and discrepancies by comparing and combining information from different sources. ▪ Assess the importance of ideas by comparing treatment in multiple sources. ▪ Interpret information and ideas by using organizational patterns to draw conclusions. ▪ Form opinions and judgements backed by supporting evidence.	▪ Read, listen to, and view information in a variety of formats to explore new ideas, form opinions, and solve problems. ▪ Seek and locate information about personal interests, applying the same criteria and strategies used when seeking academic information. ▪ Use ranges of resources to broaden or deepen perspectives on inquiries. ▪ Display continuing curiosity through self-generated investigation of inquiries.

1.G.3 Enact new understanding through real-world connections.

Grades 6-8	Grades 9-12
▪ Use real-world examples to establish authenticity. ▪ Make connections between real life and information gathered through research.	▪ Apply or adapt conclusions or decisions to new situations. ▪ Draw on understanding to make personal decisions. ▪ Make connections between authentic learning or experiences and information gathered through research. ▪ Actively seek valid alternative perspectives when seeking information.

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Grades 6-8	Grades 9-12
	▪ Investigate authors and evaluate points of view of all information sources.
	▪ Independently and systematically use an inquiry-based process to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.

1.G.4 Use reflection to guide informed decisions.

Grades 6-8	Grades 9-12
▪ Evaluate information before using it to make decisions. ▪ Reflect on what was learned about the process itself in order to identify areas of improvement. ▪ Reflect at the end of an inquiry process to identify additional areas of personal interest for pursuit in the future.	▪ Modify inquiry focus based on data collected. ▪ Modify search strategies to deal with emerging findings. ▪ Review the initial information needed to clarify, revise, or refine the questions. ▪ Determine process for making products and presentations as effective as possible. ▪ Employ various strategies for revising and reviewing work. ▪ Evaluate and reflect on learning and process.

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

I can THINK by contributing a balanced perspective when participating in a learning community:

2.T.1 Articulate an awareness of the contributions of a range of learners.

Grades 6-8	Grades 9-12
- Offer information and opinions at appropriate times in group discussions. - Encourage others to share ideas and opinions. - Accurately describe or summarize the ideas of others.	- Share relevant information to contribute to the learning of others through discussions and presentations. - Ask and respond to questions in group exchanges of ideas. - Identify the value of and differences among potential resources and differing points of view. - Actively seek the opinions of others and contribute positively to an environment in which all participants' ideas are shared and valued. - When appropriate, defend information brought by others to a group discussion. - Include multiple points of view when suggesting a compromised solution.

2.T.2 Adopt a discerning stance toward points of view and opinions expressed in information resources and learning products.

Grades 6-8	Grades 9-12
- Recognize that information has a point of view. - Evaluate and select information based on its usefulness, accuracy, currency, authority, and point of view. - Form opinions and judgements backed up by supporting evidence.	- Evaluate information from a variety of social or cultural contexts, based on currency, accuracy, authority, and point of view. - Recognize that knowledge can be organized into disciplines that influence the way information is presented. - Critically examine and analyze relevant information from a variety of sources to discover relationships and patterns among ideas. - Explain the impact of context on interpreting information. - Challenge ideas represented and make notes of questions to pursue in additional sources.

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Grades 6-8	Grades 9-12
	▪ Compensate for the effect of point of view and bias by seeking alternative perspectives.

2.T.3 Describe their understanding of cultural relevancy and placement within the global learning community.

Grades 6-8	Grades 9-12
▪ Recognize that information can have a social or cultural context. ▪ Curate information that represents different points of view about a research topic. ▪ Connect ideas reflected in various resources to one's own life experiences. ▪ Seek sources written by authors from other parts of the world.	▪ Produce projects that connect with relevant issues in the local, national, and global communities. ▪ Read a variety of fiction and nonfiction with diverse content. ▪ Read a variety of formats that connect to real-world issues. ▪ Actively seek credible alternative perspectives when seeking information. ▪ Recognize the global viewpoint and context within which information was created. ▪ Explain the impact of context on interpreting information. ▪ Investigate and evaluate multiple sides of issues, particularly on controversial or diverse topics.

I can CREATE by adjusting my awareness of the global learning community:

2.C.1 Interact with learners who reflect a range of perspectives.

Grades 6-8	Grades 9-12
▪ Encourage group members to share ideas and opinions. ▪ Ask questions of others in a group to elicit information and opinions. ▪ Respect and help groups find and incorporate diverse ideas.	▪ Grade 9-12 ▪ Seek ideas and opinions from others. ▪ Respect and help groups find and incorporate diverse ideas. ▪ Describe ideas of others accurately. ▪ Help to organize and integrate contributions of all group members into products. ▪ Model social skills and character traits that advance a team's ability to identify issues and problems and to work together on solutions and products. ▪ Design and implement projects that include participation from diverse groups.

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2.C.2 Evaluate a variety of perspectives during learning activities.

Grades 6-8	Grades 9-12
- Analyze different points of view from different sources and other learners. - Select a variety of credible sources in different formats relevant to research needs. - Seek alternative perspectives before making decisions or drawing conclusions. - Identify the presence of bias.	- Recognize the benefits of differing points of view to expand understanding. - Identify the presence of bias and explain its effect on the information presented. - Pursue a balanced perspective by countering the effect of bias on the accuracy and reliability of information presented. - Describe criteria used to make decisions and choices about resources. - Ask leading questions that draw out the interests and experiences of others. - Analyze information for prejudice, deception, or manipulation. - Critically examine the soundness and relevance of information.

2.C.3 Represent diverse perspectives during learning activities.

Grades 6-8	Grades 9-12
- Identify misconceptions when new information conflicts with previously held opinions. - Utilize and embed different perspectives and points of view in discussions and products.	- Validate the authority and authenticity of diverse points of view before using evidence to draw conclusions. - Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. - Seek and respond to the different interests and perspectives of group members. - Explore problems or questions for which there are multiple answers or no "best" answer. - Compensate for the effect of point of view and bias by seeking alternative perspectives.

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I can SHARE by exhibiting empathy with and tolerance for diverse ideas:

2.S.1 Engage in informed conversation and active debate.

Grades 6-8	Grades 9-12
▪ Consider evidence and point of view of others when forming personal opinions. ▪ Present conclusions that are clearly articulated and supported by evidence. ▪ Practice responsible and ethical use of information sources. ▪ Participate in a problem-solving process in a group.	▪ Participate in discussions to analyze information problems and suggest solutions. ▪ Explain how a topic or question relates to issues in the real world. ▪ Demonstrate understanding of intellectual freedom and First Amendment rights. ▪ Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of a community. ▪ Investigate and evaluate multiple sides of issues, particularly on contemporary, contentious, and diverse topics. ▪ Participate in the social interchange of ideas through discussions, interest groups, and online sharing.

2.S.2 Contribute to discussions in which multiple viewpoints on a topic are expressed.

Grades 6-8	Grades 9-12
▪ Actively engage with others by using appropriate discussion techniques. ▪ Offer relevant information and opinions at appropriate times in group discussions. ▪ Create safe zones that ensure that underrepresented points of view are heard.	▪ Engage respectfully with others in discussions and dialog by offering relevant information. ▪ Seek valid and accurate information on current issues to be able to contribute to group discussions. ▪ Solicit and listen respectfully to ideas and opinions of others. ▪ Build on ideas of others in discussions. ▪ Present complex ideas with clarity and authority. ▪ Listen respectfully, contribute, and ask clarifying questions, and take the lead in encouraging others to share their ideas and opinions.

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I can GROW by demonstrating empathy and equity in knowledge building within the global learning community:

2.G.1 Seek interactions with a range of learners.

Grades 6-8	Grades 9-12
- Seek more than one point of view by using diverse sources. - Explain the effect of different points of view on information gathered. - Use interactive tools to exchange data collected and collaborate to solve problems. - Responsibly and safely, use social networking tools to share ideas and information and collaborate with others.	- Organize and integrate contributions of all group members into information products. - Recognize the benefits of differing points of view for expanding understanding. - Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. - Engage in safe and ethical use of online networking applications to construct and share ideas and products. - Collaborate with peers, experts, and others to collect, produce, and share information. - Work with others to solve problems and make decisions on issues, topics, and themes being investigated.

2.G.2 Demonstrate interest in other perspectives during learning activities.

Grades 6-8	Grades 9-12
- Read with purpose to explore new ideas. - Use a variety of keyword search strategies, search engines and databases to pursue multiple perspectives. - Seek diverse opinions and points of view while investigating a topic of personal interest.	- Seek more than one point of view by using diverse sources. - Develop personal views on a topic or issue by taking into account documented evidence and views expressed by others. - Use a range of resources and formats to present information. - Encourage others to share their ideas and opinions. - Investigate multiple sides of issues and evaluate them carefully, particularly on contemporary, contentious or diverse topics. - Challenge the thinking of groups to move them toward better decision making.

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2.G.3 Reflect on one's place within the global learning community.

Grades 6-8	Grades 9-12
- Through discussion and self-assessment, reflect on the question "Where do I fit within this learning community?" - Through discussion and self-assessment, reflect on the question "Who can offer a new perspective on this concept or idea?"	- Reflect on the question "What is my role now that I have an informed point of view?" - Reflect on the questions, "How has my own thinking changed or improved from my interaction with others and their differing opinions and insights?"

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

I can THINK by identifying collaborative opportunities:

3.T.1 Demonstrate a desire to broaden and deepen understanding.

Grades 6-8	Grades 9-12
▪ Ask questions of others in a group to elicit their information and opinions. ▪ Seek more than one point of view by using diverse sources. ▪ Read with purpose to investigate new ideas for classroom learning and personal exploration.	▪ Describe ideas of others accurately. ▪ Work with others to select, organize, integrate, and defend information and ideas from a variety of sources and formats. ▪ Apply conclusions to solve problems and make decisions on issues, topics, and themes being investigated.

3.T.2 Develop new understandings through engagement in a learning group.

Grades 6-8	Grades 9-12
▪ Work in self-managed teams to understand concepts and solve problems. ▪ Share responsibility for group work in an equitable way. ▪ Formulate a solution with whole-group participation.	▪ Organize and integrate contributions of all group members to find and incorporate diverse ideas. ▪ Work with others to select, organize, and integrate information and ideas from a variety of sources and formats.

3.T.3 Decide to solve problems informed by group interaction.

Grades 6-8	Grades 9-12
▪ Work in self-managed teams to understand concepts and solve problems. ▪ Formulate a solution with the whole group participation. ▪ Use interactive tools and websites to solve problems with peers.	▪ Organize and integrate contributions of all group members to find and incorporate diverse ideas into a product and/or solution. ▪ Participate in discussions to analyze information problems to suggest solutions. ▪ Recognize changes of opinion that result from exposure to different ideas of others in the group.

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I can CREATE by participating in personal, social, and intellectual networks:

3.C.1 Use a variety of communication tools and resources.

Grades 6-8	Grades 9-12
- Select and use grade-level appropriate electronic reference materials and teacher-selected websites to answer questions. - Use interactive tools to participate as a group in analyzing and organizing information. - Identify and apply common productivity tools and features to plan, create, and edit a variety of documents and presentations. - Use interactive tools to collaboratively design products and solve problems with peers, experts, and other audiences. - Responsibly and safely use social networking tools to share information and ideas. - With guidance, use social networking tools to create and share information.	- Identify and apply common utilities (e.g., spellcheck, thesaurus, formulas, video clips, sound clips) to enhance communication while complying with all copyright provisions. - Collaborate locally and remotely with peers, experts, and others to collect, produce, and responsibly share information. - Use technology tools to collaborate, publish, and interact with peers and real-world audiences. - Use interactive tools and websites to collaboratively design products and solve problems. - Serve as a mentor for others who want to use information technology. - Responsibly and safely participate in social networks using appropriate tools to collaborate and share ideas.

3.C.2 Establish connections with other learners to build on their own prior knowledge and create new knowledge.

Grades 6-8	Grades 9-12
- Observe and analyze an experience or demonstration which introduces a topic, problem, or question to gather background information. - Participate in a problem-solving process with a group. - Demonstrate teamwork by working productively with others.	- Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. - Model social skills that advance a team's ability to identify issues and problems and to work together on solutions and products. - Collaborate locally and remotely with peers, experts, and others to collect, produce, and share information.

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I can SHARE by working productively with others to solve problems:

3.S.1 Solicit and respond to feedback from others.

Grades 6-8	Grades 9-12
▪ Revise work based on ongoing self-assessment and feedback from teachers and peers. ▪ Offer information and opinions in group discussions, when appropriate. ▪ Consider the views and opinions of others in developing or modifying personal opinions on a particular topic or issue.	▪ Set clear standards for work and develop criteria for self-assessment or use established criteria (e.g., rubrics, checklists). ▪ Revise work based on ongoing self-assessment and feedback from teachers and peers. ▪ Identify strengths, assess inquiry processes and products, and set goals for improvement.

3.S.2 Involve diverse perspectives in the learner's own inquiry processes.

Grades 6-8	Grades 9-12
▪ Seek more than one point of view by using multiple, multi-modal sources. ▪ Explain the effect of different points of view on information gathered and recognize bias.	▪ Accurately describe or summarize the diverse perspectives of others and respond appropriately. ▪ Analyze information for prejudice, deception, or manipulation. ▪ Compensate for the effect of point of view and bias by seeking alternative perspectives.

I can GROW by actively participating with others in learning situations:

3.G.1 Actively contribute to group discussions.

Grades 6-8	Grades 9-12
▪ Listen attentively and share ideas/opinions in group discussions. ▪ Ask questions of others in a group to elicit information and opinions. ▪ Encourage others to share ideas and opinions and ensure underrepresented points of view are heard. ▪ Engage in conversations and debate by offering relevant information. ▪ Ensure that in group discussions shared ideas are investigated thoroughly.	▪ Encourage others to share ideas and opinions. ▪ Organize and integrate contributions of all group members. ▪ Participate in discussions in order to analyze information problems to suggest solutions. ▪ Work with others to solve problems and make decisions on issues, topics, and ideas being investigated. ▪ Participate in the social interchange of ideas (e.g., book discussions, interest groups, online sharing).

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3.G.2. Recognize learning as a social responsibility.

Grades 6-8	Grades 9-12
▪ Work in self-managed teams to designate roles in a group project. ▪ Articulate the importance of intellectual freedom. ▪ Differentiate clearly between information gathered from sources and original thinking.	▪ Articulate the importance of intellectual freedom and student responsibility. ▪ Respect guidelines and comply with policies for access in different information environments. ▪ Listen respectfully and when appropriate, offer information and opinions in group discussions. ▪ Responsibly and safely participate in social networks using appropriate tools to collaborate and share ideas and knowledge. ▪ Create products that have the quality and applicability to be used in the real world. ▪ Apply group decision making to situations of larger democratic values, such as equity, freedom, and responsibility.

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

I can THINK by acting on an information need:

4.T.1 Determine the need to gather information.

Grades 6-8	Grades 9-12
▪ Generate specific questions to focus the purpose of the research. ▪ Determine what information is needed to support an investigation and answer questions. ▪ Refine questions depending on the type of information needed (e.g., overview, big idea, specific detail, cause and effect, comparison). ▪ Seek opportunities to explore personal interests and questions.	▪ Explore problems or questions for which there are multiple answers. ▪ Generate and refine questions to provide a framework and focus for the inquiry and to fulfill the purpose of the research. ▪ Recognize that the purpose of an inquiry determines the type of questions and thinking required (e.g., defend a position in an historical context, design questions to test a hypothesis). ▪ Independently pursue answers to self-generated questions.

4.T.2 Identify possible sources of information.

Grades 6-8	Grades 9-12
▪ Identify and prioritize possible sources of information based on specific information needs and strengths of different information formats. ▪ Locate appropriate nonfiction resources by using the library's classification system. ▪ Recognize the organization and use of special sections in the library (e.g., reference, reserve books, special collections). ▪ Use an expanding range of resources and formats. ▪ Use both primary and secondary sources.	▪ Use a range of resources and formats to find specific and in-depth information. ▪ Identify and prioritize possible sources of information based on specific information needs and strengths of different information formats. ▪ Use both primary and secondary sources.

4.T.3. Make critical choices about information sources to use.

Grades 6-8	Grades 9-12
▪ Evaluate sources based on criteria such as copyright date, authority of author or publisher, comprehensiveness, readability, and alignment to determine usefulness in meeting research needs. ▪ Identify and prioritize possible sources of information based on specific information needs and strengths of different information formats.	▪ Evaluate sources based on criteria such as copyright date, authority of author or publisher, comprehensiveness, readability, and alignment to determine usefulness in meeting research needs. ▪ Identify and prioritize possible sources of information based on specific information needs and strengths of different information formats. ▪ Explain criteria used to make resource decisions and choices. ▪ Use consciously selected criteria to determine whether the information contradicts or verifies information from other sources.

I can CREATE by gathering information appropriate to the task:

4.C.1 Seek a variety of sources.

Grades 6-8	Grades 9-12
▪ Locate appropriate nonfiction resources by using the library's classification system. ▪ Select a variety of credible sources in different formats relevant to research needs. ▪ Read from or listen to a variety of increasingly complex informational, literacy, and multicultural texts.	▪ Use various search systems including the library's classification system to retrieve information in a variety of formats. ▪ Seek and use a variety of credible resources relevant to research needs including both primary and secondary sources. ▪ Prioritize possible sources of information based on information needs and strengths of various formats.

4.C.2. Collect information representing diverse perspectives.

Grades 6-8	Grades 9-12
▪ Recognize that information has a social or cultural context based on currency, accuracy, authority, and point of view. ▪ Seek information from different sources to get balanced points of view. ▪ Explain the effect of different perspectives (points of view) on the information and recognize bias.	▪ Counter the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective. ▪ Challenge ideas represented and make notes of questions to pursue in additional sources. ▪ Analyze information for prejudice, deception, or manipulation.

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Grades 6-8	Grades 9-12
	▪ Investigate different points of view encountered and determine whether and how to incorporate or reject these points of view.

4.C.3 Systematically question and assess the validity and accuracy of information.

Grades 6-8	Grades 9-12
▪ Identify main ideas and find supporting examples, definitions, and details. ▪ Use additional resources to verify conflicting information. ▪ Compare resources to verify validity and accuracy. ▪ Identify misleading information and gaps in information that lead to inaccurate conclusions.	▪ Identify the presence of bias and explain the effect on the information presented. ▪ Critically examine relevant information from a variety of sources to discover relationships and patterns among ideas. ▪ Evaluate information from a variety of social or cultural contexts, based on currency, accuracy, authority, and point of view. ▪ Identify the value of and differences among potential resources in a variety of formats. ▪ Explain criteria used to make resource decisions and choices. Use consciously selected criteria to determine whether the information contradicts or verifies information from other sources.

4.C.4 Organize information by priority, topic, or other systematic scheme.

Grades 6-8	Grades 9-12
▪ Combine and categorize information by using a variety of formats (e.g., outline, mind map) to show connections among ideas. ▪ Use common organizational patterns to organize information and draw conclusions.	▪ Categorize information in a variety of formats and add new categories as necessary. ▪ Experiment with devising organizational structures to make sense of information. ▪ Organize information independently, deciding the structure based on the relationships among ideas and general patterns discovered.

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I can SHARE by exchanging information resources within and beyond my learning community:

4.S.1 Access and evaluate collaboratively constructed information sites.

Grades 6-8	Grades 9-12
▪ Use grade-level appropriate collaboratively constructed information sites to answer questions. ▪ Evaluate and select information from collaboratively constructed sites based on provided criteria (e.g., usefulness, currency, accuracy, authority, point of view).	▪ Utilize collaboratively constructed information sites appropriate to the research need. ▪ Evaluate and select information from collaboratively constructed sites based on established criteria (e.g., copyright, depth of coverage, bias, context, relevance to research questions). ▪ Identify the value of and differences among potential collaboratively constructed information sites. ▪ Use consciously- selected criteria to determine whether information from collaboratively constructed sites contradicts or verifies information from other sources.

4.S.2 Contribute to collaboratively constructed information sites by ethically using and reproducing others' work.

Grades 6-8	Grades 9-12
▪ Document quotations and cite sources using correct bibliographic format. ▪ Follow copyright guidelines by using only excerpts and crediting the source of all text, visuals, and music. ▪ Understand what constitutes plagiarism and refrain from representing others' works as one's own. ▪ Follow ethical guidelines by presenting only accurate and valid information. ▪ Responsibly and safely use social networking tools to share information and ideas.	▪ Understand what constitutes plagiarism and refrain from representing others' works as one's own. ▪ Demonstrate understanding of intellectual property rights by giving credit for all quotes, and by citing them properly in notes and bibliography. ▪ Abide by copyright guidelines for use of materials not in public domain. ▪ Legally obtain, store, and disseminate text, data, visuals, or sounds. ▪ Responsibly and ethically use programs, websites, and social networks. Analyze the costs and consequences of unethical use of information and identify ways of addressing those risks. ▪ Present information ethically by distinguishing between cited information and original thinking.

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4.C.3 Join with others to compare and contrast information derived from collaboratively constructed information sites.

Grades 6-8	Grades 9-12
- Compare and contrast points of view on a topic and discuss what effects the different perspectives have on the information. - Determine patterns by comparing and contrasting information found in different sources. - Recognize similarities and differences among authors writing on the same theme or topic.	- Recognize similarities and differences among authors writing on the same theme or topic. - Use appropriate organizational patterns to capture point of view and draw conclusions (e.g., cause and effect, compare and contrast). - Compare new ideas to previous understandings and make changes to mental framework where appropriate. - Derive multiple perspectives on the same themes by comparing and contrasting different literary and informational texts. - Identify universal themes in various forms of creative expressions and identify similarities and differences in cultural approaches to those themes. - Develop graphic organizers and hierarchical classifications to compare and contrast big ideas and related details.

I can GROW by selecting and organizing information for a variety of audiences:

4.G.1 Perform ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.

Grades 6-8	Grades 9-12
- Create products that incorporate writing, visuals, and other forms of media to convey a message. - Use interactive tools to participate as a group in analyzing and organizing information. - Differentiate between information gathered from sources and original thinking.	- Find information that credibly represents all relevant perspectives on a research topic. - Recognize the social, cultural, or other context within which the information was created and explain the impact of context on interpreting the information. - Differentiate between information gathered from sources and original thinking of the author. - Evaluate sources based on criteria (e.g., copyright date, authority of author or publisher, depth of coverage, and relevance). - Evaluate information from a variety of social or cultural

Grades 6-8	Grades 9-12
	contexts, based on currency, accuracy, authority, and point of view.
	▪ Evaluate information for validity of interpretation, accuracy and reliability of data used within the resource (e.g. Bibliography).

4.G.2 Integrate and depict in a conceptual knowledge network their understanding gained from resources.

Grades 6-8	Grades 9-12
▪ Evaluate, paraphrase, and summarize information using various note-taking strategies. ▪ Use both facts and opinions responsibly by identifying and verifying them. ▪ Interpret information and ideas by defining, classifying, and inferring from information gathered. ▪ Use appropriate media and formats to design and develop products that clearly and coherently display new understanding.	▪ Take notes using one or more note-taking strategies, including reflecting on the information. ▪ Integrate new information presented in various formats with previously obtained information. ▪ Critically examine and analyze relevant information to discover relationships and patterns among ideas. ▪ Create a system to organize information. ▪ Identify main, supporting, and conflicting information using multiple sources to support one's own interpretation or point of view. ▪ Build a conceptual framework by synthesizing ideas gathered from multiple sources. ▪ Analyze the structure and logic of supporting arguments.

4.G.3 Openly communicate curation processes for others to use, interpret, and validate.

Grades 6-8	Grades 9-12
▪ Explain the library's classification system and demonstrate how it can be used to locate appropriate resources. ▪ Describe keyword search strategies used to locate resources on a specific topic. ▪ Participate in a group to develop a set of criteria for selecting resources. ▪ Demonstrate proper citation format appropriate for the source (e.g., MLA, APA, Chicago, etc.).	▪ Explain processes for locating and choosing resources for a specific topic. ▪ Demonstrate keyword search strategies used to locate resources on a specific topic. ▪ Develop criteria for resource choices appropriate to a specific purpose and explain to a peer. ▪ Use proper citation format appropriate for the topic (e.g., MLA, APA, Chicago, etc.).

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Grades 6-8	Grades 9-12
▪ Explain choices of technology tools to retrieve and organize information.	▪ Create electronic learning spaces by collecting and organizing links to information resources, working collaboratively, and sharing new ideas and understanding with others. ▪ Create a plan of action for a research project and share with peers in order to receive feedback and refine the plan.

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

I can THINK by developing and satisfying personal curiosity:

5.T.1 Read widely and deeply in multiple formats and write and create for a variety of purposes.

Grades 6-8	Grades 9-12
▪ Read, listen to, and view an increasingly wide range of genres and formats for recreation and information. ▪ Independently locate and select information for personal, hobby, or vocational interests. ▪ Respond to images and feelings evoked by a literary work. ▪ Create products that incorporate writing, visuals, and other forms of media to convey message and main points. ▪ Experiment with various types of technology tools for artistic and personal expression. ▪ Share reading, listening, and viewing experiences in a variety of ways and formats.	▪ Routinely read, view, and listen for personal enjoyment, in order to learn, solve problems, and explore different ideas. ▪ Read, listen to, and view information in a variety of formats to explore new ideas, form opinions, solve problems, and to connect to real-world issues. ▪ Assess emotional impact of specific works on the reader or viewer. ▪ Express ideas through creative products in multiple formats using a variety of technology tools. ▪ Use the most appropriate format to effectively communicate ideas to targeted audiences.

5.T.2 Reflect and question assumptions and possible misconceptions.

Grades 6-8	Grades 9-12
▪ Seek more than one point of view by using diverse sources. ▪ Explain the effect of different perspectives on the information collected. ▪ Identify the presence of bias and explain the effect on the information presented.	▪ Develop questions that challenge previous thinking. ▪ Analyze the structure and logic of supporting arguments. ▪ Identify and analyze how misleading information and gaps in information lead to inaccurate conclusions. ▪ Identify the presence of bias and explain the effect on the information presented. ▪ Determine whether and how to incorporate or reject different points of view encountered.

5.T.2 Reflect and question assumptions and possible misconceptions.

Grades 6-8	Grades 9-12
- Seek more than one point of view by using diverse sources. - Explain the effect of different perspectives on the information collected. - Identify the presence of bias and explain the effect on the information presented.	- Develop questions that challenge previous thinking. - Analyze the structure and logic of supporting arguments. - Identify and analyze how misleading information and gaps in information lead to inaccurate conclusions. - Identify the presence of bias and explain the effect on the information presented. - Determine whether and how to incorporate or reject different points of view encountered.

5.T.3 Engage in inquiry-based processes for personal growth.

Grades 6-8	Grades 9-12
- Seek out resources to answer personal questions. - Use personal criteria for selecting resources to meet personal learning needs. - With support, devise, complete, and share independent projects of personal interest.	- Seek and locate information and explore ideas of personal interest. - Adapt personal criteria for selecting resources dependent on the personal learning need. - Independently devise, complete, and share personal learning projects.

I can CREATE by constructing new knowledge:

5.C.1 Problem solve through cycles of design, implementation, and reflection.

Grades 6-8	Grades 9-12
- Follow an inquiry-based process to ask questions, investigate answers, and develop new understandings for personal or academic learning activities. - Refine questions based on type of information needed (e.g., overview, specific detail, big idea, comparison, cause and effect). - Modify search strategies to accommodate new information or gaps in knowledge. - Participate in hands-on activities to solve problems.	- Follow an inquiry-based process to expand content knowledge, connect academic knowledge to the real world, and pursue personal interests. - Monitor own information-seeking processes for effectiveness and progress and adapt as necessary. - Monitor gathered information and assess for gaps or weaknesses. - Explore problems for which there are multiple answers or no "best" answer.

Grades 6-8	Grades 9-12
	▪ Actively pursue and participate in opportunities to solve problems through design thinking and system thinking.

5.C.2 Persist through self-directed pursuits by tinkering and making.

Grades 6-8	Grades 9-12
▪ Continue to pursue information or solve a problem despite challenges. ▪ Try different tools, materials, or strategies to identify alternate solutions to problems. ▪ Articulate how struggling to meet challenges and overcoming obstacles can deepen the learning experience.	▪ Demonstrate willingness to pursue information or solve a problem despite challenges or obstacles. ▪ Explore how different tools, materials, or strategies used to solve problems can affect the outcome. ▪ Reflect on how challenges or obstacles encountered will affect future learning experiences.

I can SHARE by engaging with the learning community:

5.S.1 Express curiosity about a topic of personal interest or curricular relevance.

Grades 6-8	Grades 9-12
▪ Read voluntarily for pleasure. ▪ With support, explore various genres. ▪ With support, seek diverse opinions and points of view while critically investigating a topic of personal interest. ▪ With support, select and use a range of familiar and new print and digital resources based on personal interests and academic needs.	▪ Read voluntarily for pleasure and independently explore various genres. ▪ Seek diverse opinions and points of view while critically investigating a topic of personal interest. ▪ Select and use a range of familiar and new print and digital resources based on personal interests and academic needs.

5.S.2 Co-construct innovative means of investigation.

Grades 6-8	Grades 9-12
▪ Assign and perform roles within a group based on personal strengths. ▪ Collaboratively develop a plan to progress through an inquiry process or to solve a problem. ▪ Collaboratively carry out an investigation following an inquiry plan.	▪ Assume different roles within a group to plan and complete an investigation or solve a problem. ▪ Reflect on the process, assess for completeness of investigation, and identify areas for improvement. ▪ Contribute to and utilize a toolkit of strategies and skills for use in future investigations.

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Grades 6-8	Grades 9-12
▪ Reflect as a group on the effectiveness of plan to complete investigation or solve a problem.	

5.S.3 Collaboratively identify innovative solutions to a challenge or problem.

Grades 6-8	Grades 9-12
▪ With support, as a group generate and test multiple innovative solutions to real-world challenges.	▪ As a group, generate and test multiple innovative solutions to real-world challenges.

I can GROW by developing through experience and reflections:

5.G.1 Iteratively respond to challenges.

Grades 6-8	Grades 9-12
▪ Identify multiple pathways to knowledge when confronted with an obstacle or problem. ▪ Apply a variety of strategies to solve problems. ▪ Examine the success or failure of strategies used to solve problems in order to determine which strategies might be more effective in solving future problems.	▪ Analyze complex problems in order to determine what strategies to use. ▪ Apply a variety of strategies to solve complex problems. ▪ Assess the success or failure of various strategies used to solve complex problems.

5.G.2 Recognize capabilities and skills that can be developed, improved, and expanded.

Grades 6-8	Grades 9-12
▪ Reflect upon personal learning experiences and identify areas for self-improvement. ▪ With support, participate in learning opportunities to improve and expand skills. ▪ With support, provide and accept constructive feedback.	▪ Reflect upon personal learning experiences, identify areas of weakness, and create a plan for self-improvement. ▪ Actively seek learning opportunities to improve and expand skills. ▪ Provide and accept constructive feedback.

5.G.3 Open-mindedly accept feedback for positive and constructive growth.

Grades 6-8	Grades 9-12
▪ Practice providing and receiving appropriate constructive feedback. ▪ Recognize that feedback is about a product and/or process,	▪ Provide and receive appropriate constructive feedback. ▪ Acknowledge constructive feedback and evaluate for usefulness.

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Grades 6-8	Grades 9-12
and with support, apply suggestions for growth. ▪ Follow a plan of work but seek and incorporate feedback for improving the process.	▪ Adapt a plan for inquiry or solving a problem based on feedback for improving the process or product.

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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.

I can THINK by following ethical and legal guidelines for gathering and using information:

6.T.1 Responsibly apply information, technology, and media to learning.

Grades 6-8	Grades 9-12
- Follow copyright guidelines for text, visuals, and music in generating products and presentations. - With support, provide reference citations for all direct quotations and cite sources. - With support, select and use digital tools and websites appropriately and responsibly by protecting personal information and respecting the privacy of others. - Avoid plagiarism by paraphrasing information in one's own words.	- Follow copyright guidelines for text, visuals, and music in generating products and presentations. - Practice responsible use of technology and describe personal consequences of inappropriate use. - Actively preserve the rights of self and others to express ideas freely and pursue the right to read, view and listen. - Demonstrate understanding of plagiarism by paraphrasing information or noting direct quotes. - Credit all sources properly.

6.T.2 Understand the ethical use of information, technology, and media.

Grades 6-8	Grades 9-12
- With support, clearly differentiate between information gathered from sources, original thinking, and conclusions. - With support, use digital tools, programs, and websites responsibly and ethically. - With support, follow copyright guidelines by using only excerpts and crediting the source of all information. - Follow ethical guidelines by presenting only accurate and valid information. - With support, actively preserve the rights of self and others to express ideas freely and pursue the right to read, view, and listen.	- Use digital tools, programs, and websites responsibly and ethically. - Follow copyright guidelines and credit all sources of information. - Choose appropriate citation style (e.g., APA, MLA, Chicago), and use in all products and presentations. - Communicate accurate, complete, and unbiased picture of a topic and clearly distinguish between cited and original thinking. - Observe web safety procedures including safeguarding personal information, displaying ethical behavior toward others, and following legal guidelines in use of materials. - Actively preserve the rights of self and others to express ideas freely and pursue the right to read, view and listen.

6.T.3 Evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.

Grades 6-8	Grades 9-12
▪ Evaluate a source based on a provided set of criteria. ▪ With guidance and support, identify social and cultural contexts within an information source. ▪ Use a variety of sources to verify facts. ▪ With support, identify opinions, bias, and misleading information.	▪ Develop a set of criteria for the evaluation of a source of information. ▪ Identify and evaluate historical information for validity of interpretation, and scientific information for accuracy and reliability of data. ▪ Recognize the social, cultural, or other context within which the information was created, and explain the impact of context on interpreting the information.

I can CREATE by using valid information and reasoned conclusions to make ethical decisions in the creation of knowledge:

6.C.1 Ethically use and reproduce others' work.

Grades 6-8	Grades 9-12
▪ Understand what constitutes plagiarism and avoid it by paraphrasing information in one's own words. ▪ With support, give appropriate credit for all sources used. ▪ Abide by copyright guidelines (e.g., fair use, Creative Commons) for use of materials.	▪ Understand what constitutes plagiarism and refrain from representing others' work as one's own. ▪ Demonstrate understanding of intellectual property rights by giving credit for all quotes. ▪ Abide by copyright guidelines (e.g., fair use, Creative Commons) for use of all materials. ▪ Use appropriate formats for internal citations and works cited

6.C.2 Acknowledge authorship and demonstrate respect for the intellectual property of others.

Grades 6-8	Grades 9-12
▪ With support, document quotations and cite sources using correct bibliographic format (e.g., MLA, APA, Chicago, etc.). ▪ Accurately represent the information gathered.	▪ Document quotations and cite sources using correct bibliographic format (e.g., MLA, APA, Chicago, etc.). ▪ Put information into one's own words and use quotation marks for all materials taken directly from a source.

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6.C.3 Include elements in personal-knowledge products that allow others to credit content appropriately.

Grades 6-8	Grades 9-12
▪ Provide appropriate information following a standard bibliographic format on a product allowing others to credit one's original work.	▪ Demonstrate understanding for the need and process of copyrighting one's own work. ▪ Provide information following a variety of citation styles on a product allowing others to credit one's original work.

I can SHARE by responsibly, ethically, and legally sharing new information with a global community:

6.S.1 Share information resources in accordance with modification, reuse, and remix policies.

Grades 6-8	Grades 9-12
▪ Recognize that reworking and remixing multiple sources into an original product requires acknowledging the sources of information used.	▪ Acknowledge the sources of information used when modifying, reworking, and remixing multiple sources into an original product by following correct citation formats.

6.S.2 Disseminate new knowledge through means appropriate for the intended audience.

Grades 6-8	Grades 9-12
▪ Choose from a variety of products to share information. ▪ With guidance, consider the most appropriate format to share information based on the audience.	▪ Choose from a variety of products to share information. ▪ Consider and use the most appropriate format to share information based on the audience.

I can GROW by engaging with information to extend personal learning:

6.G.1 Personalize their use of information and information technologies.

Grades 6-8	Grades 9-12
▪ With support, develop personal criteria for choosing an information source that matches interests and needs (including print, non-print, and electronic information resources).	▪ Select resources for academic, personal, and real-world purposes. ▪ Use print, non-print, and electronic information resources for information about personal needs. ▪ Apply strategies for making personal and real-world connections with information.

6.G.2 Reflect on the process of ethical generation of knowledge.

Grades 6-8	Grades 9-12
▪ With support, develop a set of criteria to assess one's own ethical use of information. ▪ Self-evaluate ethical and responsible use of programs and websites.	▪ Develop criteria or use established criteria to assess one's own ethical use of information. ▪ Reflect on one's own ethical and responsible use of information sources.

6.G.3 Inspire others to engage in safe, responsible, ethical, and legal information behaviors.

Grades 6-8	Grades 9-12
▪ Practice responsible, ethical, and legal use of information resources, and when working in groups, encourage others to do the same.	▪ Model responsible, ethical, and legal use of information resources, and when working in groups, expect others to do the same.

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Assessment Ideas

Vetted and updated digital assessment tools can be used for both formative and summative assessments for the six foundational standards. Two sources for digital tools are:

American Association for School Librarians (AASL)

- "Best Apps & Websites for Teaching & Learning Archive", American Library Association, July 6, 2015. http://www.ala.org/aasl/awards/best/archive (Accessed July 13, 2020)

Common Sense Media

- EdTech Reviews and Resources https://www.commonsense.org/education/edtech-reviews-resources (Accessed July 13, 2020)

The table below provides a list of ideas for formative and summative assessments that may be appropriate for use depending upon the foundational standard and grade level being assessed. This list is not exhaustive.

Formative	Summative
Checklists	Action Plan
Class Discussions	Final Products and Presentations
Conferences	Formal (Annotated) Bibliographies/inclusion of proper
Exit Tickets	bibliographies
Informal Surveys	Formal/Informal Surveys
Monitor sharing on school-related Social Media	Journal/Logs
Observation	Observation
Polls	Presentations/Podcasts/Posters/Portfolios
Reflection Surveys	Proper citation within text
Role Playing Scenarios	Reflective Paper/Essay
Spot Checks	Rubric item for final product
Share Outs	Self-Assessment covering process and product
	Self-reflection
	Speeches
	Wax Museum
	Website

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