Information Literacy: Library/Media Curriculum Framework
PRE-K

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	Pre-K Performance Descriptors
			Uses pictures, environmental print (e.g., signs, billboards) and people to obtain information
			Identifies people as an information sources, such as librarian, library media staff, teachers, professionals.
			Identifies topic with teachers help.
			Make lists about a topic.
			Knows physical features of a book (e.g., cover, spine, title).
			Demonstrates concept of directionality in books (holding books right side up, reading left top right).
			Distinguish between sources that are based on fact and imagination.
			Understands that illustrations reinforce the information in a text.
			Uses titles and illustrations to make oral predictions.
			Listens for specific information, including sequence of events.
			Relates characters and simple events in a read-a-loud book on own life.
			Uses a variety of personal interactions to respond to stories (e.g., talk, movement, song and puppetry).
			Understands that art can differ in various cultures.
			Knows selected patriotic songs associated with the United States.

Diocese of Orlando Office of Schools

Information Literacy: Library/Media Curriculum Framework
Kindergarten

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	KINDERGARTEN Performance Descriptors
1. The student who is information literate accesses information efficiently and effectively.	**1.4a** Identifies the library media staff as an information source.	**LA.A.2.1.5** Uses simple materials of the reference system to obtain information.	Uses pictures, environmental print (for example, signs, billboards) and people to obtain information.
	1.1.b Determines whether the need is to answer a question, research a topic, create a product, pursue a personal interest.		Identifies the library and library media staff as an information source.
	1.1.c Defines the type and extent of information needed.		Identifies community resources, outside of the library as information sources, libraries, museums, zoos, etc. Identifies topic with teachers help.
	1.3a Identifies the information problem or question to be resolved.		Makes lists about a topic.
	1.3c Uses brainstorming, webbing, or other graphical organizers to form research questions.		Knows physical features of a book (cover, spine and title).
	1.3d Modifies the search question or topic question as needed.		Demonstrates concept of directionality in books.
	1.4e Identifies resources in a variety of formats such as books, magazines, video, multi-media, electronic, telecommunications.	**LA.D.2.1.4** Knows various types of mass media (including billboards, newspapers, radio and television).	Knows various types of mass media (for example, film, video and television).
	1.4g Recognizes information sources beyond the school library media center.		
2. The student who is information literate evaluates information critically and competently.	**2.2.b** Recognizes that ideas and information are influenced by social, cultural, political and historical events.		Distinguish between sources that are based on fact or the imagination.
		LA.A.2.1.4 Knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source.	Understands that illustrations reinforce the information in a text.

Information Literacy: Library/Media Curriculum Framework
Kindergarten

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	KINDERGARTEN Performance Descriptors
3. The student who is information literate uses information accurately and creatively.		**LA.A.1.1.1** Predicts what a passage is about based on its title and illustrations. **LA.A.1.1.4** Increases comprehension by rereading, retelling and discussion. **LA.A.2.1.3** Reads for information to use in performing a task and learning a new task.	Uses titles and illustrations to make oral predictions.
	3.1b Sequences information alphabetically, numerically, statistically, categorically, chronologically as appropriate.	**LA.C.1.1.4** Retells specific details of information heard, including sequence of events.	Listens for specific information, including sequence of events. Demonstrate concept of directionality in books, e.g. holding book right side up, read book left to right. Knows physical features of book (cover, spine, title).
	3.2a Compares new information personal experience and need. **3.2b** Applies personal perspective to new information. **3.4a** Understands that information can be shared in a variety of formats, such as written, oral, visual, electronic.	**LA.E.2.1.1** Uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or a biography to people or events in his or her own life.	Relates characters and simple events in a read-aloud book to own life. Uses a variety of personal interpretations to respond to stories and poems (for example, talk, movement, music, art, drama, writing).
		MA.E.3.1.2 Decides what information is appropriate and how data can be collected, displayed and interpreted to answer relevant questions.	
		SS.A.3.1.3 Understands the cultural traditions and contributions of various societies since the Renaissance (e.g.,	Understands that art can differ in various cultures.

Information Literacy: Library/Media Curriculum Framework
Kindergarten

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	KINDERGARTEN Performance Descriptors
		the role of folktales and literature in transmitting cultural belief and the holiday and ceremonies of different cultures).	Knows selected patriotic songs associated with the United States.
4. The student who is information literate pursues information related to personal interest.	**4.1a** Identifies topics of interest and seeks relevant information. **4.1b** Functions as an independent user of information resources to satisfy personal interest.		
5. The student who is information literate appreciates and enjoys literature and other creative expressions of information.	**5.1a** Selects resources for personal reading, listening and viewing. **5.1b** Independently selects an dreads fiction and nonfiction at an appropriate reading level.	**LA.A.2.1.2** Selects material to read for pleasure.	Select materials to read for pleasure.
	5.1c Recognizes that information resources in a variety of formats can satisfy intellectual curiosity and enrich use of leisure time.	**LA.C.1.1.2** Recognizes personal preferences in listening to literature and other materials.	Knows personal preferences for listening to literature and other material (for example, nursery rhymes, songs and stories).
	5.1b Recognizes literary and artistic excellence as represented by award winning books, classics and other creative expressions.	**LA.E.1.1.1** Knows the basic characteristics of fables, legends and other types of fiction.	Knows a variety of familiar literary forms (e.g. fiction, nonfiction, picture books, fairy tales).
	5.2e Recognizes literary forms, genres and themes, such as adventure, historical fiction, folklore, biography, humor, fantasy, science fiction, realistic.	**LA.E.1.1.2** Identifies the story elements of setting, plot, character, problem and solution resolution. **LA.E.2.1.2** Recognizes rhymes, rhythm and patterned structures in children's texts.	Knows rhymes, rhythms and patterned structures in children's text (for example, repetitive text, pattern books, nursery rhymes).
	5.3a Uses activities such as storytelling, book talking, puppetry, drama to demonstrate appreciation of literature.	**LA.C.1.1.1** Listens for a variety of information al purposes, including curiosity, pleasure, getting directions,	Listens to oral language in different forms (for example, stories read aloud, audio tapes, nursery rhymes, songs).

Diocese of Orlando Office of Schools

Information Literacy: Library/Media Curriculum Framework
Kindergarten

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	KINDERGARTEN Performance Descriptors
		performing tasks, solving problems and following rules.	
6. The student who is information literate strives for excellence in information seeking and knowledge generation.		**LA.E.2.1.1** Uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or biography to people or events in his her own life.	Relates characters and simple events in a read-aloud book to own life. Uses a variety of personal interpretations to respond to stories and poems (e.g., talk, movement, music, art, drama, writing).
7. The student who is information literate recognizes the importance of information to a democratic society.	**7.1a** Recognizes the value of information representing diverse points of view. **7.1d** Understands and appreciates cultural diversity as presented through various media	**FL.B.1.1.1** Participates in age-appropriate cultural activities (e.g., games, songs, birthday celebrations, storytelling, dramatizations and role-playing.	
8. The student who is information literate practices ethical behavior in regard to information and information technology.	**8.3a** Exhibits responsible care in the use of materials, equipment and facilities.	**SS.C.2.1.1** Knows the qualities of a good citizen (e.g., honesty, courage and patriotism). **SS.C.2.1.2** Knows that a responsibility is a duty to do something or not to do something.	Knows some actions associated with good citizenship (for example, taking turns, sharing).
9. The student who is information literate participates effectively in groups to pursue and generate information.	**9.1a** Effectively uses a variety of media to communicate ideas to others. **9.1b** Helps group determine information needs.	**SC.H.1.1.3** Knows that, in doing science, it is often helpful to work with a team and to share findings with others.	Knows procedures and rules in library. Knows proper care of books and other materials. Knows check-out and return procedures.

Information Literacy: Library/Media Curriculum Framework
Kindergarten

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	KINDERGARTEN Performance Descriptors
	9.1c Offers useful information to the group and supports that information. **9.1e** Participates in group discussions and activities by expressing opinions about materials heard, read or reviewed.		

Information Literacy: Library/Media Curriculum Framework
1st Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 1 Performance Descriptors
1. The student who is information literate accesses information literate accesses information efficiently and effectively.	**1.4c** Recognizes that materials in the library media center are organized and arranged in a systematic manner. **1.4d** Understands that media resources may be organized alphabetically, chronologically, topically, graphically and/or numerically. **1.4e** Identifies resources in a variety of formats such as books, magazines, video, multi-media, electronic, telecommunications. **1.4f** Locates collections such as fiction, non-fiction, reference, biography, careers, periodicals, non-print, electronic resources. **1.4g** Recognizes information sources beyond the school library media center. **1.5a** Understands that organization of information varies according to type/format of resource. **1.5d** Utilizes the Dewey Decimal System and other classification system. **1.5h** Uses tables of content, indexes, headings, keywords, captions, guide words, glossaries, appendixes, cross-references, menus, help screens hypertext links, URLs and other organizers.	**LA.D.2.1.4** Knows various types of mass media (including billboards, newspapers, radio and television). **LA.A.2.1.5** Uses simple materials of the reference system to obtain information.	Uses alphabetical order to locate information. Uses simple reference materials to obtain information (e.g., tables of content, fiction and nonfiction books, picture dictionaries, audiovisual software)
2. The student who is information literate evaluates information critically and competently.	**2.2b** Recognizes that ideas and information are influenced by social, cultural, political and historical events.	**HE.B.2.1.1** Recognizes the ways in which the media technology and other sources provided information about health.	Recognizes award winning books (Caldecott & Coretta Scott King and others).

Diocese of Orlando Office of Schools

Information Literacy: Library/Media Curriculum Framework
1st Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 1 Performance Descriptors
	2.2.d Differentiates between fiction and non-fiction; fact and opinion	**LA.A.2.1.4** Knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source.	Uses background knowledge and supporting reasons from the text to determine whether a story or text is fact or fiction.
3. The student who is information literate uses information accurately and creatively.	**3.1b** Sequences information alphabetically, numerically, statistically, categorically, chronologically as appropriate.	**LA.A.1.1.4** Increases comprehension by rereading, retelling and discussion.	Uses a variety of strategies to comprehend text (e.g., retelling stories in correct sequence, recalling details, rereading).
	3.1c Organizes information for clarity, coherence and emphasis.		
	3.2a Compares new information to personal experience and need.	**LA.E.2.1.1** Uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or biography to people or events in his or her own life.	Relates characters and simple events in a story or biography to own life.
	3.2b Applies personal perspective to new information.	**MA.E.3.1.2** Decides what information is appropriate and how data can be collected, displayed and interpreted to answer relevant questions.	
		SS.A.3.1.3 Understands the cultural traditions and contributions of various societies since the Renaissance (e.g., the role of folk-tale and literature in transmitting cultural beliefs and the holidays and ceremonies of different cultures.	Understands the main ideas found in selected folktales, fables, legends, myths and holidays from around the world that reflect the beliefs, ways of living and traditions of various cultures of times past.
		TH.D.1.1.5 Understands the similarities and differences between play acting, pretending and real life.	

Information Literacy: Library/Media Curriculum Framework
1st Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 1 Performance Descriptors
4. The student who is information literate pursues information related to personal interest.	**4.1a** Identifies topics of interest and seeks relevant formation. **4.1.b** Functions as an independent user of information resources to satisfy personal interest.	**HE.A.2.1.1** Knows sources of health information (e.g., people, places and products) and how to locate them.	
5. The student who is information literate appreciates and enjoys literature and other creative expressions of information.	**5.1a** Selects resource for personal reading, listening and viewing. **5.1b** Independently selects and reads fiction and non-fiction at an appropriate reading level. **5.1c** Recognizes that information resources in a variety of formats can satisfy intellectual curiosity and enrich use of leisure time.	**LA.A.2.1.2** Selects material to read for pleasure.	Selects materials to read for pleasure (e.g., favorite books and stories).
	5.2e Recognizes literary forms, genres and themes, such as adventure, historical fiction, folklore, biography, humor, fantasy, science fiction, realistic fiction, plays, short stories, mysteries.	**LA.E.1.1.1** Knows the basic characteristics of fables, legends and other types of fiction. **LA.E.1.1.2** Identifies the story elements of setting, plot, character, problem and solution/resolution. **LA.E.2.1.2** Recognizes rhymes, rhythm and patterned structures in children's text.	Knows various broad literary forms (e.g., nonfiction, fiction, poetry, picture and predictable books) Knows beginning, middle and end of a story. Knows main character, setting and simple plot in a story. Identifies problem(s) and solution (s) in a story.
	5.3a Uses activities such as story-telling, book-talking, puppetry, drama to demonstrate appreciation of literature.	**LA.C.1.1.1** Listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems and following rules. **LA.C.1.1.2** Recognizes personal preferences in listening to literature and other material.	Knows rhymes, rhythm and patterned structures in children's text (e.g., poetry). Listens and responds to a variety of media (e.g., stories, books, audiotapes, videotapes).

Diocese of Orlando Office of Schools

Revised: January 2006

Information Literacy: Library/Media Curriculum Framework
1st Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 1 Performance Descriptors
6. The student who is information literate strives for excellence in information seeking and knowledge generation.		**LA.E.2.1.1** Uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or biography to people or events in his or her own life.	
7. The student who is information literate recognizes the importance of information to a democratic society.	**7.1a** Recognizes the value of information representing diverse points of view. **7.1d** Understands and appreciates cultural diversity as presented through various media.	**FL.B.1.1.1** Participates in age appropriate cultural activities (e.g., games, songs, birthday celebrations, story-telling, dramatizations and role-playing).	
8. The student who is information literate practices ethical behavior in regard to information and information technology.		**SS.C.2.1.1** Knows the qualities of a good citizen (e.g., honesty, courage and patriotism).	Understands some basic civic values (e.g., fair play, good sportsmanship, individual responsibility).
	8.3a Exhibits responsible care in the use of materials, equipment and facilities. **8.3b** Maintains orderly arrangement of resources. **8.3c** Follows procedures for circulation and timely return of materials. **8.3d** Follows guidelines and etiquette in the use of electronic information resources.	**SS.C.2.1.2** Knows that a responsibility is a duty to do something or not to do something.	Extends and refines understanding that a responsibility is a duty to do something or not to do something.
9. The student who is information literate participates effectively in groups to pursue and generate information.	**9.1b** Helps group determine information needs. **9.1c** Offers useful information to the group and supports that information	**SC.H.1.1.3** Knows that, in doing science, it is often helpful to work with a team and to share findings with others.	Works with others to complete an experiment or to solve a problem. Knows procedures and rules. Knows proper care of books and other materials.

| Diocese of Orlando Office of Schools | Revised: January 2006

Information Literacy: Library/Media Curriculum Framework
1st Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 1 Performance Descriptors
	9.1e Participates in group discussions and activities by expressing opinions about materials heard, read or viewed. **9.1f** Participates in storytelling, book-talks, media productions and other creative activities. **9.2a** Shows respect for diverse ideas, backgrounds and learning styles. **9.4b** Shares responsibility for planning and producing a quality group project.	.	Knows checkout and return procedures. Listens, records and compares the ideas and observations of others.

Diocese of Orlando Office of Schools

Information Literacy: Library/Media Curriculum Framework
2nd Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 2 Performance Descriptors
1. The student who is information literate accesses information literate accesses information efficiently and effectively.	**1.1b** Determines whether the need is to answer a question, research a topic, create a product, pursue a personal interest. **1.1.c** Defines the type and extent of information needed. **1.3.a** Identifies the information problem or question to be resolved. **1.3b** Determines a specific focus for the search question or topic. **1.4e** Identifies resources in a variety of formats such as books, magazines, video, multi-media, electronic, telecommunications. **1.5h** Uses tables of content, indexes, headings, keywords, captions, guide words, glossaries, appendixes cross references, menus, help screens, hypertext links, URLs and other organizers.	**LA.D.2.1.4** Knows various types of mass media (including billboards, newspapers, radio and television). **LA.A.2.1.4** Uses simple materials of the reference system to obtain information.	Knows various types of mass media (e.g., magazines, newspapers, radio, television, billboards). Uses simple reference material (e.g., tables of content, dictionary, index, glossary). Uses parts of a book to locate information, including chapter titles, guide words and indexes.
2. The student who is information literate evaluates information critically and competently.	**2.1a** Compares, contrasts and classifies information to determine accuracy, relevancy and comprehensiveness. **2.1b** Determines authority, reputation and credibility of author, editor, publisher, webmaster or agency. **2.1c** Understands when information needs to be verified by use of more than one resource.	**LA.A.2.1.4** Knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source.	Uses strategies to clarify the accuracy of a text (e.g., discussion, checking other sources).

Information Literacy: Library/Media Curriculum Framework
2nd Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 2 Performance Descriptors
3. The student who is information literate uses information accurately and creatively.	**3.1b** Sequences information alphabetically, numerically, statistically, categorically, chronologically as appropriate. **3.1c** Organizes information for clarity, coherence and emphasis. **3.2a** Compares new information to personal experience and need. **3.3a** Compares the information gathered with the identified need. **3.3c** Predicts outcomes, sequences events and uses visual and oral clues to interpret information. **3.3d** Evaluates whether information meets search questions or if additional information is needed. **1.1b** Determines whether the need is to answer a question, research topic, create a product, pursue a personal interest. **1.1c** Defines the type and extent of information needed. **1.2b** Understands that the information need determines the resources selected.	**LA.A.1.14** Increases comprehension by rereading, retelling and discussion **LA.E.2.1.1** Uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or biography to people or events in his or her own life. **MA.E.3.1.2** Decides what information is appropriate and how data can be collected, displayed and interpreted to answer relevant questions. **LA.A.1.1.1** Predicts what a passage is about based on its title and illustrations. **LA.C.1.1.4** Retells specific details of information heard, including sequence of events. **LA.A.2.1.3** Reads for information to use in performing a task and learning a new task.	Uses a variety of strategies to comprehend text (e.g., self-monitoring, predicting, retelling and discussing, restating ideas). Understands connections between characters and events in literature and people and experiences in own life. Uses prior knowledge, illustrations and text to make and confirm predictions. Reads information texts for specific purposes (including but not limited to performing a task, learning a new task, sequentially carrying out the steps of a procedure, locating information to answer a question).

Diocese of Orlando Office of Schools

Information Literacy: Library/Media Curriculum Framework
2nd Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 2 Performance Descriptors
		S.S.A.3.1.3 Understands the cultural traditions and contributions of various societies since the Renaissance (e.g., the role of folk-tales and literature in transmitting cultural beliefs and the holidays and ceremonies of different cultures).	
4. The student who is information literate pursues information related to personal interest.			
5. The student who is information literate appreciates and enjoys literature and other creative expressions of information.	**5.1a** Selects resources for personal reading, listening and viewing.	**LA.A.2.1.2** Selects materials to read for pleasure.	Selects materials to read for pleasure, as a group or independently.
	5.1b Independently selects and reads fiction and non-fiction at an appropriate reading level.		
	5.1c Recognizes that information resources in a variety of formats can satisfy intellectual curiosity and enrich use of leisure time.	**LA.C.1.1.1** Listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems and following rules.	Listens for information and pleasure.
		LA.C.1.1.2 Recognizes personal preferences in listening to literature and other material.	Knows basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, non-fiction, poetry, fairy tales, folk-tales and legends).
	5.2a Develops an aesthetic appreciation for the artistic design of a book and other media.	**LA.E.1.1.2** Identifies the story elements of setting, plot, character, problem and solution/resolution.	Extends previously learned knowledge and skills of the first grade with increasingly complex texts, assignments and tasks (e.g., story structure, characters, setting, plot, problems and solutions).
	5.2b Recognizes that different styles of writing, illustrations/graphics can influence meaning.		
	5.2c Recognizes the correlation between text and illustrations/graphics.		

Diocese of Orlando Office of Schools

Information Literacy: Library/Media Curriculum Framework
2nd Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 2 Performance Descriptors
	5.2e Recognizes literary forms, genres and themes, such as adventure, historical fiction, folklore, biography, humor, fantasy, science fiction, realistic fiction, plays, short stories, mysteries.	**LA.E.1.1.1** Knows the basic characteristics of fables, legends and other types of fiction. **LA.E.2.1.2** Recognizes rhymes, rhythm and patterned structures in children's texts.	Knows rhymes, rhythms and patterned structures in children's text (for example, prose, poetry).
6. The student who is information literate strives for excellence in information seeking and knowledge generation.	**3.2a** Compares new information to personal experience and need. **3.2b** Applies personal perspective to new information.	**LA.E.2.1.1** Uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or biography to people or events in his or her own words.	Understands connections between characters and events in literature and people, events and experiences in own life.
7. The student who is information literate recognizes the importance of information to a democratic society.	**7.1a** Recognizes the value of information representing diverse points of view.	**FL.B.1.1.1** Participates in age-appropriate cultural activities (e.g., games, songs, birthday celebrations, storytelling, dramatizations and role-playing).	
	7.1d Understands and appreciates cultural diversity as presented through various media.	**SS.C.2.1.1** Knows the quality of a good citizen (e.g., honesty, courage and patriotism). **SS.C.2.1.2** Knows that a responsibility is a duty to do something or not to do something.	Extends and refines understanding of characteristics of good citizenship (e.g., belief in the importance of justice, truth, equality, responsibility for the common good.
8. The student who is information literate practices ethical behavior in regard to information and information technology.	**8.3a** Exhibits responsible care in the use of materials, equipment and facilities. **8.3b** Maintains orderly arrangement of resources. **8.3c** Follows procedures for circulation and timely return of materials. **8.3d** Follows guidelines and etiquette in the use of electronic information resources.		Understands that there are consequences of fulfilling or not fulfilling responsibility.

Information Literacy: Library/Media Curriculum Framework
2nd Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 2 Performance Descriptors
9. The student who is information literate participates effectively in groups to pursue and generate information.	**9.1b** Helps group determine information needs. **9.1c** Offers useful information to the group and supports that information. **9.1d** Demonstrates effective interpersonal communication skills to share ideas and information with others. **9.1e** Participates in group discussions and activities by expressing opinions about materials heard, read or viewed.		

Diocese of Orlando Office of Schools   Revised: January 2006

Information Literacy: Library/Media Curriculum Framework
3rd Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 3 Performance Descriptors
1. The student who is information literate accesses information efficiently and effectively.	**1.2a** Recognizes when there is a need for using more than one source of information. **1.2b** Understand that the information needed determines the resources selected. **1.2c** Recognizes the information is presented for a variety of purposes.	**LA.A.2.2.8** Selects and uses a variety of appropriate reference materials, including multiple representation of information, such as maps, charts and photos, to gather information for research projects.	Uses a variety of reference material to gather information, including multiple representations of information (for example, maps, charts, photos). Locate non-fiction books using Dewey Decimal System. Knows how call numbers relate to author's last name.
	1.5h Uses tables of content, indexes, headings, keywords, captions, guide words, glossaries, appendixes, cross references, menus, help screens, hyper-text links, URLs and other organizers. **1.5k** Uses graphs, charts, tables diagrams, maps, schedules, illustrations, photographs and other visuals.	**LA.A.1.2.1** Uses tables of content, indexes, headings, captions, illustrations and major words to anticipate or predict content and purpose of a reading selection.	Uses text features to predict content and monitor comprehension (for example, uses tables of contents, indexes, captions, illustrations, key words, preview text, part of the book).
2. The student who is information literate evaluates information critically and competently.	**2.1e** Determines if resources provide retrospective or current information. **2.1f** Distinguishes whether a primary or secondary source is more appropriate.	**SS.A.1.2.3** Uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers and reading maps and graphs) and knows the difference between primary and secondary sources).	
	2.2a Recognizes the ideas and information can be enhanced, manipulated or distorted. **2.2b** Recognizes that ideas and information is influenced by social, cultural, political and historical events. **2.2.c** Distinguishes contrasting points of view and perspective in ideas and information.	**LA.D.2.2.5** Understands that a variety of messages can be conveyed through mass media.	Distinguishes fact from opinions in newspapers, magazines and other media.

Information Literacy: Library/Media Curriculum Framework
3rd Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 3 Performance Descriptors
	2.2.d Differentiates between fiction and non-fiction; fact and opinion.	**LA.A.2.2.6** Recognizes the difference between fact and opinion presented in a text.	Knows the difference between a fact and an opinion and between fiction and nonfiction.
	1.1 Defines the type and extent of information needed.		
	1.5e Uses online public access catalogs (OPAC) in the local school district and public libraries.		
	1.5f Uses shared resources when available.		Uses online catalog to locate books.
	1.5m Uses local and world wide telecommunications.		
3. The student who is information literate uses information accurately and creatively.		**LA.A.2.2.2** Identifies the author's purpose in a simple text.	Identifies author's purpose in a simple text.
	3.1a Establishes a clear focus for the product and/or information need.	**LA.A.2.2.5** Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test and performing an authentic task.	Reads and organizes information (for example, in story maps, graphs, charts) for different purposes (for example, being informed, following directions, making a report, conducting interviews, taking a test, performing a task).
	3.1b Sequences information alphabetically, numerically, statistically, categorically, chronologically as appropriate.		Uses simple alphabetical and numerical systems to organize information.
	3.1c Organizes information for clarity, coherence and emphasis.		
	3.1d Synthesizes and separates collected information through techniques, such as source cards, note cards and outlines.		

Information Literacy: Library/Media Curriculum Framework
3rd Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 3 Performance Descriptors
	3.1e Organizes data using electronic tools such as word-processing.	**LA.B.2.2.4** Use electronic technology, including word-processing software and electronic encyclopedias, to create and revise, retrieve and verify information.	Uses electronic technology to create, revise, retrieve and verify information (including but not limited to word processing software, electronic encyclopedias).
	3.2a Compares new information to personal experience and need.		
	3.4a Understands that information can be shared in a variety of formats, such as written, oral, visual, electronic.	**LA.D.2.2.4** Selects and uses appropriate technologies to enhance efficiency and effectiveness of communication.	Understands the usefulness of various technologies for different tasks.
	3.4d Selects a presentation format appropriate to the topic audience, purpose, content and technology available.		
	3.4e Uses resources and technology to create and present a quality product such as storytelling puppetry, drama, speech, oral or written report, research paper, video, multimedia presentation.		
	1.5j Uses a specialized resources such as gazetteers, biographical sources, indexes, atlases, bibliographies, periodicals, literary criticism, handbooks, manuals, thesauruses, government documents, dictionaries, almanacs, encyclopedias in print, non-print and or/electronic formats.		
	1.5l Uses digital technologies such as periodical indexes, full-text sources, CD-ROMs, productivity software.		
4. The student who is information literate pursues information related to personal interest.	**4.1a** Identifies topics of interest and seeks relevant information.	**HE.A.2.2.2** Knows how to locate resources from home, school and community that provide valid health information.	

Diocese of Orlando Office of Schools

Information Literacy: Library/Media Curriculum Framework
3rd Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 3 Performance Descriptors
	4.1c Uses resources from various locations such as library media center public library, bookstores, internet and electronic information sources. **4.2b** Establishes criteria to evaluate personal usefulness of product or presentation.		
5. The student who is information literate appreciates and enjoys literature and other creative expressions of information.	**5.1a** Selects resources of personal reading, listening and viewing.	**LA.A.2.2.4** Identifies specific personal preferences relative to fiction and nonfiction reading.	Knows personal preferences for literary texts (for example, novels, stories, poems). Reads a variety of self-selected and assigned literary and informational texts (for example, fiction, drama, poetry, realistic fiction, fables, fantasy, biography, autobiography).
	5.1b Independently selects and needs fiction and nonfiction at an appropriate reading level.	**LA.C.1.2.2** Identifies specific personal listening preferences regarding fiction, drama literary nonfiction and informational presentations.	Knows personal preferences for nonfiction (for example, biographies, journals, magazines, interviews).
	5.1c Recognizes that information resources in a variety of formats can satisfy intellectual curiosity and enrich use of leisure time.	**LA.C.1.2.1** Listens and responds to a variety or oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches.	Listens and responds informally to a variety of oral presentations such as stories, poems, skits, songs, personal accounts or informational speeches.
	5.1d Recognizes literary and artistic excellence as represented by award winning books, classics and other creative expressions.		Recognizes award-winning books eg. Newbery, Caldecott.
	5.2b Recognizes that different styles of writing, illustrations/ graphics can influence meaning.	**LA.E.2.2.2** Recognizes and explains the effects of language, such as sensory words, rhymes and choice of vocabulary and story structure, such as patterns, used in children's texts.	Recognizes the techniques of language used in children's literature (for example, sensory words, rhymes, choice vocabulary).

Information Literacy: Library/Media Curriculum Framework
3rd Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 3 Performance Descriptors
	5.2e Recognizes literary forms, genres and themes, such as adventure, historical fiction, folklore, biography, humor, fantasy, science fiction, realistic fiction, plays, short stories, mysteries. **1.4e** Identifies resources in a variety of formats such as books, magazines, video, multi-media, electronic, telecommunications, **1.5j** Uses specialized resources such as gazetteers, biographical resources, indexes, atlases, bibliographies, periodicals, literary criticisms, handbooks manuals, thesauruses, government documents, dictionaries, almanacs, encyclopedias in print, non-print and/or electronic formats.	**LA.E.1.2.1** Identifies the distinguishing features among fiction, drama and poetry and identifies the major characteristics of nonfiction.	Understands the distinguishing features of literary texts (for example, fiction, drama, poetry, fairy tales, fables, fantasy, biography).
		LA.E.1.2.3 Knows the similarities and differences among the characters, settings and events presented in various texts.	Knows the similarities and differences of characters presented within third grade or higher level selections. Knows the similarities and differences of settings presented within third grade or higher level selections. Knows the similarities and differences of events presented within third grade or higher level selections.
		LA.E.2.2.4 Identifies the major theme in a story or nonfiction text.	Recognizes the major theme in a story. Recognizes the major information in a nonfiction text.

Information Literacy: Library/Media Curriculum Framework
3rd Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 3 Performance Descriptors
6. The student who is information literate strives for excellence in information seeking and knowledge generation.		**LA.A.1.2.4** Clarifies understanding by rereading, self-correction, summarizing, checking other sources and class or group discussion.	Uses a variety of strategies to monitor reading in third-grade or high texts (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, reading on, trying alternative pronunciations, asking questions.
7. The student who is information literate recognizes the importance of information to a democratic society.	**7.1a** Recognizes the value of information representing diverse points of view. **7.1b** Recognizes that information from diverse resources promotes cultural literacy, multicultural awareness and interpersonal understanding. **7.1c** Reads a variety of literature to understand and appreciate cultural diversity. **7.1d** Understands and appreciates cultural diversity as presented through various media.	**FL.B.1.2.1** Recognizes various activities and celebration s in which children participate in the target culture (e.g., games, songs, birthday celebrations, storytelling, dramatizations and role-playing).	
8. The student who is information literate practices ethical behavior in regard to information and information technology.	**8.3a** Exhibits responsible care in the use of materials, equipment and facilities. **8.3b** Maintains orderly arrangement of resources. **8.3c** Follows procedures for circulation and timely return of materials. **8.3d** Follows guidelines and etiquette in the use of electronic information resources.	**SS.C.2.2.2** Understands why personal responsibility (e.g., taking advantage of the opportunity to be educated) and civic responsibility (e.g., obeying the law and respecting the rights of others) are important.	Understands ways personal responsibility (for example, taking advantage of the opportunity to be educated) and civic responsibility (for example, obeying the law and respecting the rights of others) are important, including the definition for plagiarism.

Information Literacy: Library/Media Curriculum Framework
3rd Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 3 Performance Descriptors
	8.3e Demonstrates responsible use of internet and other electronic resources consistent with the school's Acceptable Use Policy. **8.3f** Recognizes that media an technology may not be use to defame another person or group.		
9. The student who is information literate participates effectively in groups to pursue and generate information.		**FL.A.3.2.2** Provides information in spoken or written form on a variety of topics of popular and cultural interests (provides, e.g., descriptions, expressions of opinion, appreciation and analysis).	Knows that to work collaboratively, all team members should be free to reach, explain and justify their own individual conclusions.

Information Literacy: Library/Media Curriculum Framework
4th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 4 Performance Descriptors
1. The student who is information literate accesses information literate accesses information efficiently and effectively.	**1.1b** Determines whether the need is to answer a question, research a topic, create a product, pursue a personal interest. **1.1c** Defines the type and extent of information needed. **1.2a** Recognizes when there is a need for using more than one source of information. **1.2b** Understands that the information need determines the resources selected. **1.2c** Recognizes that information is presented for a variety of purposes. **1.3a** Identifies the information problem or question to be resolved. **1.3b** Determines a specific focus for the search question or topic. **1.3d** Modifies the search question or topic question as needed. **1.5a** Understands the organization of information ovaries according to type and format of resource. **1.5h** Uses tables of content, indexes, heading, keywords, captions, guide words, glossaries, appendixes, cross references (menus, help screens, hypertext links, URLs and other organizers).	**LA.A.2.2.8** Selects and uses a variety of appropriate reference materials including multiple representation of information, such as maps, charts and photos, to gather information for research projects. **LA.A.1.2.1** Uses a table of contents, index, headings, captions, illustrations and major words to anticipate or predict content and purpose of a reading selection.	Uses a variety of references materials to gather information, including multiple representations of information for a research project (for example, maps, charts, photos). Uses a systematic research process (including but not limited to selecting a topic, formulating questions, narrowing the focus of a topic, developing a plan for gathering information). Locate non-fiction books using the Dewey Decimal System. Knows how call numbers relate to author's last name. Uses text features to predict content and monitor comprehension (for example, glossary, heading, side-headings, sub-headings; paragraphs; print variations, such as italics, bold face, underlines).

Information Literacy: Library/Media Curriculum Framework
4th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 4 Performance Descriptors
	1.5j Uses graphical clues, such as size color, font, headings, legends, icons, bold face and italics. **1.5k** Uses graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs and other visuals.		
2. The student who is information literate evaluates information critically and competently.	**2.1f** Distinguishes whether a primary or secondary source is more appropriate.	**SS.A.1.2.2** Uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers and reading maps and graphs) and knows the difference between primary and secondary sources.	Knows different types of primary and secondary sources (for example, artifacts, diaries, letters, photographs, art, documents, newspapers, books, internet sites about Florida history).
	2.2a Recognizes that ideas and information can be enhanced, manipulated or distorted.	**LA.D.2.2.5** Understands that a variety of messages can be conveyed through mass media.	Interprets messages conveyed through mass media.
	2.2b Recognizes that ideas and information are influenced by social, cultural, political and historical events. **2.2c** Distinguishes contrasting points of view and perspective in ideas and information.		
	2.2d Differentiates between fiction and non-fiction; fact and opinion.	**LA.A.2.2.6** Recognizes the difference between fact and opinion presented in a text.	Identifies examples of fact, fiction, or opinion in text.
	1.5j Uses specialized resources such as gazetteers, biographical sources, indexes atlases, bibliographies, periodicals, literary criticism, handbooks, manuals thesauruses, government documents, dictionaries, almanacs, encyclopedias, in print, non-print and/or electronic formats.		

    Diocese of Orlando Office of Schools   Revised: January 2006

Information Literacy: Library/Media Curriculum Framework
4th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 4 Performance Descriptors
	1.5k Uses graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs and other visuals. **1.5l** Uses digital technologies such as periodical indexes, full-text sources, CD-ROMs, productivity software. **1.5m** Uses local and world wide telecommunications network.		Use online catalog to locate books.
3. The student who is information literate uses information accurately and creatively.	**3.1a** Establishes a clear focus for the product and/or information needed. **3.1b** Sequences information alphabetically, numerically, statistically, categorically, chronologically as appropriate.	**LA.A.2.2.2** Identifies the author's purpose in a simple text. **LA.A.2.2.5** Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test and performing an authentic task. **LA.B.2.2.2** Organizes information using alphabetical and numerical systems.	Reads and organizes information (for example, in outlines, timelines, graphic organizers) throughout a single source for a variety of purposes (for example, discovering models for own writing, making a report, conducting interviews, taking a test, performing at task). Uses alphabetical and numerical systems (for example, outlining to organize information).
	3.1c Organizes information for clarity, coherence and emphasis. **3.1d** Synthesizes and separates collected information through techniques such as source cards, note cards, spreadsheets and outlines.	**LA.B.2.21** Writes notes, comments and observations that reflect comprehension of content and experiences from a variety of media.	Writes notes, comments and observations that reflect comprehension of fourth-grade or higher level content and experiences from a variety of media, including bibliographic citations.
	3.1e Organizes data using electronic tools such as spreadsheets, databases and word-processing.	**LA.B.2.2.4** Uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve and verify information.	Uses electronic technology to crate, revise, retrieve and verify information (including but not limited to word-processing software, electronic encyclopedias).

Information Literacy: Library/Media Curriculum Framework
4th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 4 Performance Descriptors
	3.2a Compare new information to personal experience and need. **3.4a** Understands that information can be shared in a variety of formats, such as written, oral, visual, electronic. **3.4d** Selects a presentation format appropriate to the topic, audience, purposes, content and technology available. **3.4e** Uses resources and technology to crate and present a quality product such as storytelling, puppetry, drama, speech, oral or written report, research paper, video, multimedia presentation. **1.1b** Determines whether the need is to answer a question, research a topic, create a product, pursue a personal interest. **1.3c** Uses brainstorming, webbing or other graphical organizers to form search questions. **1.5j** Uses specialized resources such as gazetteers, biographical sources indexes, atlases, bibliographies, periodicals, literary criticism, handbooks, manuals, thesauruses, government documents, dictionaries, almanacs, encyclopedias in print, non-print and/or electronic formats. **1.5l** Uses digital technologies such as, periodi8cal indexes, full-text sources, CD-ROMs, productivity software.	**LA.D.2.2.4** Selects and uses appropriate technologies to enhance efficiency and effectiveness of communication.	Uses appropriate available technologies to enhance communication.

Information Literacy: Library/Media Curriculum Framework
4th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 4 Performance Descriptors
4. The student who is information literate pursues information related to personal interest.	**4.1a** Identifies topics of interest and seeks relevant information. **4.1b** Functions as an independent user of information resources to satisfy personal interest. **4.1c** Uses resources from various locations such as library media center, public library, bookstores, internet and electronic information sources. **4.2b** Establishes criteria to evaluate personal usefulness of product or presentation.	**HE.A.2.2.2** Knows how to locate resources from home, school and community that provide valid health information.	Uses knowledge of author's styles, themes and genres to choose own reading.
5. The student who is information literate appreciates and enjoys literature and other creative expressions of information.	**5.1a** Selects resources for personal reading, listening and reviewing. **5.1b** Independently selects and reads fiction and nonfiction at an appropriate reading level. **5.1c** Recognizes that information resources in a variety of formats can satisfy intellectual curiosity and enrich use of leisure time. **5.1d** Recognizes literary forms and artistic excellence as represented by award winning books, classics and other creative expressions.	**LA.A.2.2.4** Identifies specific personal preferences relative to fiction and nonfiction reading. **LA.E.2.2.2** Recognizes and explains the effects of language, such as sensory words, rhymes and choice of vocabulary and story structure, such as patterns, used in children's texts. **LA.C.1.2.1** Listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches. **LA.C1.2.2** Identifies specific personal listening preferences regarding fiction, drama, literary nonfiction and informational presentations.	Reads a variety of literary and informational texts (for example, fiction, drama, poetry, biography, historical fiction, reference materials chapter books, magazines, newspapers). Recognizes the uses of language found in children's literature (for example, sensory words, rhymes and choice of vocabulary. Understands the effects of text structure used in children's literature (for example, rhyme schemes in poetry and story patterns). Recognizes award books, e.g. Newberry, Caldecott Understands information presented orally (for example, key points, details, different interpretations).

Information Literacy: Library/Media Curriculum Framework
4th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 4 Performance Descriptors
			Knows personal listening preferences (for example, chapter book/novels, poetry, stories about diverse groups and cultures, nonfiction, drama, informational speeches.
	5.2e Recognizes literary forms, genres and themes, such as adventure, historical fiction, folklore, biography, humor, fantasy, science fiction, realistic fiction, plays, short stories, mysteries.	**LA.E.1.2.1** Identifies the distinguishing features among fiction, drama and poetry and identifies the major characteristics of nonfiction.	Understands the distinguishing features of literary texts (for example, fiction, drama, poetry, biography, historical fiction, chapter books).
	1.4e Identifies resources in a variety of formats such as books, magazines, video, multi-media, electronic, telecommunications.		Understands the distinguishing features of nonfiction texts (for example, biography, reference materials, magazines, newspapers).
	1.5j Uses specialized resources such as gazetteers, biographical sources indexes, atlases, bibliographies, periodicals, literary criticism, handbooks, manuals, thesauruses, government documents, dictionaries, almanacs, encyclopedias in print, non-print and/or electronic formats.		
		LA.E.1.2.3 Knows the similarities and differences among the characters, settings and events presented in various texts.	Knows the similarities and differences of character settings and events presented in various texts level selections.
		LA.E.2.2.4 Identifies the major theme in a story or nonfiction text.	
6. The student who is information literate strives for excellence in information seeking and knowledge generation.		**LA.A.1.2.4** Clarifies understanding by rereading, correcting, summarizing, checking sources and class or group discussion.	Uses a variety of strategies to monitor reading (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, questioning whether text makes sense, searching for cues, identifying miscues.

Information Literacy: Library/Media Curriculum Framework
4th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 4 Performance Descriptors
7. The student who is information literate recognizes the importance of information to a democratic society.	**7.1a** Recognizes the value of information representing diverse points of view. **7.1b** Recognizes that information from diverse resources promotes cultural literacy, multicultural awareness and interpersonal understanding. **7.1c** Reads a variety of literature to understand and appreciate cultural diversity. **7.1d** Understand and appreciates cultural diversity as presented through various media.	**FL.B.1.2.1** Recognizes various activities and celebrations in which children participate in the target culture (e.g., games, songs, birthday celebrations, storytelling, dramatizations and role-playing).	
8. The student who is information literate practices ethical behavior in regard to information and information technology.	**8.2f** Cites the sources for verbatim quotes, paraphrasing, pictures, graphics and audio or video segments used in a product or presentation. **8.3a** Exhibits responsible care in the use of materials, equipment and facilities. **8.3b** Maintains orderly arrangement of resources. **8.3c** Follows guidelines for circulation and timely return of materials. **8.3d** Follows guidelines and etiquette in the use of electronic information resources. **8.3e** Demonstrates responsible use of internet and other electronic resources consistent with the school's Acceptable Use Policy.	**SS.C.2.2.2** Understands why personal responsibility (e.g., taking advantage of the opportunity to be educated) and civic responsibility (e.g., obeying the law and respecting the rights of other) are important.	Extends and refines understanding of ways personal and civic responsibility are important.

Diocese of Orlando Office of Schools

Information Literacy: Library/Media Curriculum Framework
4th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 4 Performance Descriptors
9. The student who is information literate participates effectively in groups to pursue and generate information.		**FL.A.A.3.2.2** Provides information in spoken or written form on a variety of topics of popular and cultural interest (provides, e.g., descriptions, expressions of opinion, appreciation and analysis).	
	9.4b Shares responsibility for planning and producing a quality group project. **9.4c** Assumes appropriate role and individual responsibility as a group member. **9.4d** Complete individual tasks in a timely manner for benefit of the group.	**SC.H.1.2.3** Know that to work collaboratively, all team members should be free to reach, explain and justify their own individual conclusions.	Works collaboratively to collect, share and record information for a scientific investigation.

Diocese of Orlando Office of Schools   Revised: January 2006

Information Literacy: Library/Media Curriculum Framework
5th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 5 Performance Descriptors
1. The student who is information literate accesses information efficiently and effectively.	**1.1b** Determines whether the need is to answer a question, research a topic, create a product, pursues a personal interest. **1.1.c** Defines the type and extent of information needed. **1.2b** Understand that the information need determines the resources selected. **1.3a** Identifies the information problem or question to be resolved. **1.3b** Determines a specific focus for the search question or topic. **1.3d** Modifies the search question or topic question as needed. **1.5j** Uses specialized resources such as gazetteers, biographical sources, indexes, atlases, bibliographies, periodicals, literary criticism, handbooks, manuals, thesauruses, government documents, dictionaries, almanacs, encyclopedias in print, non-print and/or electronic formats. **1.5k** Uses graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs and other visuals.	**LA.A.2.2.8** Selects and uses a variety of appropriate reference materials, including multiple representation of information, such as maps, charts and photos, to gather information for research projects.	Extends previously learned knowledge and skills of the fourth grade with increasingly complex text and assignments and tasks (for example, using reference materials processes).
2. The student who is information literate evaluates information critically and competently.	**2.2a** Recognizes that ideas and information can be enhanced, manipulated or distorted.	**LA.D.2.2.5** Understands that a variety of messages can be conveyed through mass media.	Understands techniques used to convey messages in mass media (for example, fact and opinion, persuasive devices).

Diocese of Orlando Office of Schools

Information Literacy: Library/Media Curriculum Framework
5th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 5 Performance Descriptors
	2.2d Differentiates between fiction and non-fiction; fact and opinion. **2.3a** Identifies evidence of persuasion and propaganda.	**LA.A2.2.6** Recognizes the differences between fact and opinion presented in text.	Extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, differences between fact, fiction, opinion).
	2.1f Distinguishes whether a primary or secondary source is more appropriate.	**SS.A.1.2.2** Uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers and reading maps and graphs) and knows the difference between primary and secondary resources).	Compares and contrasts primary and secondary accounts of selected historical events (for example, diary entries from a soldier in a Civil War battle and newspaper articles about the same battle).
3. The student who is information literate uses information accurately and creatively.	**3.1a** Establishes a clear focus for the product and/or information needed. **3.1b** Sequences information alphabetically, numerically, statistically, categorically, chronologically as appropriate. **3.1c** Organizes information for clarity, coherence and emphasis.	**LA.A2.2.5** Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test and performing an authentic task.	Reads and organizes information from multiple sources for a variety of purposes (for example, supporting opinions, predictions and conclusions; writing research conducting interviews; taking a test; performing tasks).
	3.1d Synthesizes and separates collected information through techniques, such as source cards, note cards, spreadsheets and outlines. **3.1e** Organizes data using electronic tools such as spreadsheets, databases, and word-processing. **3.2a** Compares new information to personal experience and need. **3.3c** Predicts outcomes, sequences events and uses visual and oral clues to interpret information.	**LA.B.2.2.1** Writes notes, comments and observations that reflect comprehension of content and experiences from a variety of media.	Writes notes, comments and observations that reflect comprehension of fifth-grade or high level content and experiences from a variety of media.

Diocese of Orlando Office of Schools Revised: January 2006

Information Literacy: Library/Media Curriculum Framework
5th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 5 Performance Descriptors
	3.4a Understands that information can be shared in a variety of formats, such as written, oral, visual, electronic.	**LA.D.2.2.4** Selects and uses appropriate technologies to enhance efficiency and effectiveness of communication.	Uses appropriate available technologies to enhance communication.
	3.4d Selects a presentation format appropriate to the topic, audience, purpose, content and technology available.		
	3.4e Uses resources and technology to create and present a quality product such as storytelling puppetry, drama, speech, oral or written report, research paper, video, multimedia presentation.		
	1.1.b Determines whether the need is to answer a question, research a topic and create a product, pursue a personal interest.		
	1.5j Uses specialized resources such as gazetteers, biographical sources, indexes atlases, bibliographies, periodicals, literary criticism, handbooks, manuals, thesauruses, government documents, dictionaries, almanacs, encyclopedia in print, non-print and/or electronic formats.		
	1.5l Uses digital technologies such as, periodical indexes, full-text sources, CD-ROMs, productivity software.		
	2.1b Determines authority, reputation and credibility of author, editor, publisher, webmaster or agency.	**LA.A.2.2.2** Identifies the author's purpose in a simple text.	Describes author's purpose and describes how an author's perspective influences the text.
	2.2a Recognizes that ideas and information can be enhanced, manipulated or distorted.		

Diocese of Orlando Office of Schools

Information Literacy: Library/Media Curriculum Framework
5th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 5 Performance Descriptors
4. The student who is information literate pursues information related to personal interest.	**4.1a** Identifies topics of interest and seeks relevant information. **4.1b** Functions as an independent user of information resources to satisfy personal interest. **4.1c** Uses resources from various location s such as library media center, public library, bookstores, internet and electronic information sources. **4.2b** Establishes criteria to evaluate personal usefulness of product or presentation.	**HE.A.2.2.2** Knows how to locate resources from home, school and community that provide valid health information.	
5. The student who is information literate appreciates and enjoys literature and other creative expressions of information.	**5.1a** Selects resources for personal reading, listening and viewing. **5.1b** Independently selects and reads fiction and nonfiction at an appropriate reading level. **5.1c** Recognizes that information resources in a variety of formats can satisfy intellectual curiosity and enrich use of leisure time. **5.1d** Recognizes literary and artistic excellence as represented by award winning books, classics and other creative expressions. **5.2b** Recognizes that different styles of writing, illustrations/graphics can influence meaning.	**LA.A.2.2.4** Identifies specific personal preferences relative to fiction and non-fiction reading. **LA.C.1.2.2** Identifies specific personal listening preferences regarding fiction, drama, literary nonfiction and informational presentations. **LA.E.2.2.2** Recognizes and explains the effects of language such as sensory words, rhymes and choice of vocabulary and story structure, such as patterns, used in children's texts.	Uses a variety of criteria to choose own reading (for example, author's style, themes, knowledge of genres, text difficulty, recommendations of others). Reads a variety of literary and informational text (for example fiction, drama, poetry, myths, fantasies, historical fiction, biographies, autobiographies, textbooks, manuals, magazines). Knows personal listening preferences (for example, audiotapes, radio news, drama, informational speeches). Understands how the author's choices of language (for example, sensory words and vocabulary choice) and story structure (for example, rhymes and story patterns) contribute to the overall quality of a literary work.

Information Literacy: Library/Media Curriculum Framework
5th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 5 Performance Descriptors
		LA.E.2.2.4 Identifies the major theme in a story or nonfiction text.	Knows themes that recur across literary works. Identifies the major information in a nonfiction text.
	5.2e Recognizes literary forms, genres and themes, such as adventure, historical fiction folklore, biography, humor, fantasy, science fiction, realistic fiction, plays, short stories, mysteries.	**LA.E.1.2.1** identifies the distinguishing features among fiction, drama and poetry and identifies the major characteristics of nonfiction.	Understands the distinguishing features of literary texts (for example, fiction, drama, poetry, folktales, myths, poems, historical fiction, autobiographies). Understands the distinguishing features of nonfiction texts (for example, textbooks, letters, scientific studies, magazines).
	1.4e Identifies resources in a variety of formats such as books, magazines, video, multi-media, electronic, telecommunications.	**LA.E.1.2.3** Knows the similarities and differences among the characters, settings and events presented various texts.	Knows the similarities and differences among the characters, settings and events presented in various texts.
6. The student who is information literate strives for excellence in information seeking and knowledge generation.		**LA.A.1.2.4** Clarifies understanding by rereading, self-correction, summarizing check other sources and class or group discussion	Uses a variety of strategies to monitor reading in fifth-grade or higher level texts (for example, adjusting rereading rate according to purpose and text difficulty, rereading, self-correcting, summarizing, checking other sources, class and group discussions trying an alternate word).
7. The student who is information literate recognizes the importance of information to a democratic society.	**7.1a** Recognizes the value of information representing divers points of view. **7.1b** Recognizes that information from diverse resources promotes cultural literacy, multicultural awareness and interpersonal understanding.	**FL.B.1.2.1** Recognizes various activities and celebrations in which children participate in the target culture (e.g., games, songs, birthday celebrations, storytelling, dramatizations and role-playing).	

Information Literacy: Library/Media Curriculum Framework
5th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 5 Performance Descriptors
	7.1c Reads a variety of literature to understand and appreciate cultural diversity. **7.1d** Understand and appreciates cultural diversity as presented through various media.		
8. The student who is information literate practices ethical behavior in regard to information and information technology.	**8.3a** Exhibits responsible care in the use of materials, equipment and facilities. **8.3b** Maintains orderly arrangement of resources. **8.3c** Follows procedures for circulation and timely return of materials. **8.3d** Follows guidelines and etiquette in the use of electronic information resources. **8.3e** Demonstrates responsible use of internet and other electronic resources consistent with the school's Acceptable Use Policy. **83.f** Recognizes that media and technology may not be used to defame another person or group.	**SS.C.2.2.2** Understands why personal responsibility (e.g., taking advantage of the opportunity to be educated) and civic responsibility (e.g., obeying the law and respecting the rights of others) are important.	Extends and refines understanding of ways personal and civic responsibilities are important.
9. The student who is information literate participates effectively in groups to purse and generate information.		**FL.A.3.2.2** Provides information in spoken or written form on a variety of topics of popular and cultural interests (provides e.g., descriptions, expressions of opinion, appreciation and analysis).	
	9.1d Demonstrates effective interpersonal communication skills to share ideas and information with others.	**SC.H.1.2.3** Knows that to work collaboratively all team members should be free to reach, explain and justify their own individual conclusions.	Understands the importance of communication among scientists (for example, informing and becoming informed about scientific).

Diocese of Orlando Office of Schools

Information Literacy: Library/Media Curriculum Framework
5th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 5 Performance Descriptors
	9.1e Participates in good discussions and activities by expressing opinions about materials heard, read or viewed. **9.4c** Assumes appropriate role and individual responsibilities and a group member.		

Information Literacy: Library/Media Curriculum Framework
6th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 6 Performance Descriptors
1. The student who is information literate accesses efficiently and effectively.	**1.1b** Determines whether the need is to answer a question, research a topic, create a product, pursue a personal interest. **1.1c** Defines the type and extent of information needed. **1.2b** Understands that the information needed determines the resources selected. **1.3b** Determines a specific focus for the search question or topic. **1.4a** Identifies the library media staff as an information sources. **1.4e** Identifies resources in a variety of formats such as books, magazines, video, multi-media, electronic, telecommunications. **1.4f** Locates collections such as fiction, non-fiction, reference, biography, careers, periodicals, non-print, electronic resources. **1.4g** Recognizes information sources beyond the school library media. **1.5j** Uses specialized resources such as gazetteers, biographical sources, indexes, atlases, bibliographies, periodicals, literary criticism, handbooks, manuals, thesauruses, government documents, dictionaries, almanacs, encyclopedias in print, non-print and/or electronic formats.	**LA.A.2.3.6** Uses a variety of reference material, including indexes, magazines, newspapers, journals and tools, including computer catalogs, to gather information for research topics.	Choose reference materials appropriate to research purpose. Uses multiple sources to locate information relevant to research question (including electronic texts, experts, print resources).

 Revised: January 2006

Information Literacy: Library/Media Curriculum Framework
6th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 6 Performance Descriptors
	1.5l Uses digital technologies such as, periodical indexes, full-text sources, CD-ROMs, productivity software.		
	1.5m Uses local and world wide telecommunications networks.		
2. The student who is information literate evaluates information critically and competently.	**2.1a** Compares, contrasts and classifies information to determine accuracy, relevancy and comprehensiveness.		Examines texts for identification of strong versus weak arguments. Uses resources, such as expert opinion, to check the validity of information obtained from research.
	2.1c Understands when information needs to be verified by use of more than one resource.		
	2.1b Determines authority, reputation and credibility or author, editor, publisher, webmaster or agency.		Identifies and examines the influence of personal values on the conclusion an author draws.
	2.1f Distinguishes whether a primary or secondary source is more appropriate.		Distinguishes between primary and secondary sources of information. Interprets data from charts, tables and graphs.
	2.2a Recognizes that ideas and information can be enhanced, manipulated or distorted.	**LA.D.2.3.6** Understands specific ways that mass media can potentially enhance or manipulate information.	Understands ways mass media may enhance or manipulate information.
	2.2b Recognizes that ideas and information are influenced by social, cultural, political and historical events.		
	2.2c Distinguishes contrasting points of view and perspective in ideas and information.		
		SS.A.1.3.2 Knows the relative value of	

Information Literacy: Library/Media Curriculum Framework
6th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 6 Performance Descriptors
	2.2d Differentiates between fiction and non-fiction; fact and opinion.	primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs. **LA.A.2.3.8** Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. Weak arguments, recognizing that personal values influence the conclusions an author draws.	Distinguishes between fact and opinion.
	2.3a Identifies evidence of persuasion and propaganda. **2.3b** Identifies evidence of bias, prejudice and stereotype. **2.3c** Screens for omissions and/or errors in logic in the representation of information.	**LA.C.2.3.1** Determines main concept, supporting details, stereotypes, bias and persuasion techniques in a non-print message.	Identifies biases, stereotypes and persuasive techniques in a non-print message.
3. The student who is information literate uses information accurately and creatively.	**3.1a** Establishes a clear focus for the product and/or information need.	**LA.A.2.3.5** Locates, organizes and interprets written information for a variety of purposes, including classroom research, collaborative decision making and performing a school or real-world task.	Forms and revises questions for investigations (including but not limited to questions arising from readings).
	3.1b Sequences information alphabetically, numerically, statistically, categorically, chronologically as appropriate.	**LA.A.1.3.4** Uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining and write a grade level-appropriate report.	Restates text by note taking or summarizing.
		LA.A.2.3.7 Synthesizes and separates	

Information Literacy: Library/Media Curriculum Framework
6th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 6 Performance Descriptors
		collected information into useful components using a variety of techniques, such as source cards, note card, spreadsheets and outlines.	Separates collected information into useful components using a variety of techniques.
	3.1b Sequences information alphabetically, numerically, statistically, categorically, chronologically as appropriate.	**KA.B.2.3.2** Organizes information using alphabetical, chronological and numerical systems.	
	3.1c Organizes information for clarity, coherence and emphasis.	**LA.B.2.3.1** Write text, notes, outlines comments and observations that demonstrate comprehension of content and experiences from a variety of media.	Writes notes, outlines, comments and observations that reflect comprehension of content from a variety of media.

Organizes and interprets information from a variety of sources for a school or real-world task. |
| | **3.1d** Synthesizes and separates collected information through techniques, such as source cards, note cards, spreadsheets and outlines.

3.1e Organizes data using electronic tools such as spreadsheets, databases and word-processing.

3.2a Compares new information to personal experience and need.

3.3a Compares the information gathered with the identified need.

3.3b Determines relevancy of information gathered. | | Synthesizes collected information using a matrix or other graphic organizer.

Examines other sources to clarify meaning (for example, encyclopedia, web site or expert). |

Diocese of Orlando Office of Schools

Information Literacy: Library/Media Curriculum Framework
6th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 6 Performance Descriptors
	3.3d Evaluates whether information meets search question or if additional information is needed. **3.4a** Understands that information can be shared in a variety of formats, such as written, oral, visual, electronic.	**LA.B.2.3.4** Uses electronic technology including databases and software to gather information and communicate new knowledge. **LA.D.2.3.4** Understands how the multiple media tools of graphics, picture, color, motion and music can enhance communication in television, file, radio and advertising. **LA.D.2.3.5** Incorporates audio-visual aids in presentations.	Understands ways the tools of graphics pictures, pictures, color, motion, music and computer technology affect communication across the media. Uses multimedia tools to enhance presentations.
	3.4c Prepares presentation for intended audience such as children, adults, supporters, opponents. **3.4d** Selects a presentation format appropriate to the topic, audience, purpose, content and technology available. **3.4e** Uses resources and technology to create and present a quality product such as storytelling, puppetry, drama, speech, oral or written report, research paper, video, multimedia presentation. **1.1b** Determines whether the need is to answer a question, research a topic, create a produce, pursue a personal interest.		

Information Literacy: Library/Media Curriculum Framework
6th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 6 Performance Descriptors
	1.2a Recognizes when there is a need for using more than one source of information.		
	1.3a Identifies the information problem or question to be resolved.		
	1.3c Uses brainstorming, webbing or other graphical organizations to form pre-search questions.		
	1.3d Modifies the search question or topic question as needed.		
	1.4e Identifies resources in a variety of formats such as books, magazines, video, multi-media, electronic, telecommunications.		Uses print and electronic sources to locate books, documents and articles.
	1.5j Uses specialized resources such as gazetteers, biographical sources, indexes, atlases, bibliographies, periodicals, literary criticism, handbooks, manuals, thesauruses, government documents, dictionaries, almanacs, encyclopedias in print, non-print, and/or electronic formats.		
	1.5l Uses digital technologies such as, periodically indexes, full-t3ext sources, CD-ROMs, productivity software.		
	1.5m Uses local and world wide telecommunications network.		
	2.1a Compares, contrasts and classifies information to determine accuracy, relevancy and comprehensiveness.		States the author's purpose and relates it to specific details from the text.

Information Literacy: Library/Media Curriculum Framework
6th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 6 Performance Descriptors
	2.1b Determines authority, reputation and credibility of author, editor, publisher, webmaster or agency. **2.2a** Recognizes that ideas and information can be enhanced, manipulated or distorted. **2.2c** Distinguishes contrasting points of view and perspective in ideas and information.	**LA.A.2.3.2** Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning.	Discusses the meaning and role of point of view in a variety of texts.
4. The student who is information literate pursues information related to personal interest.	**4.1a** Identifies topics of interest and seeks relevant information. **4.1b** Functions as an independent user of information resources to satisfy personal interest. **4.1c** Uses resources form various locations such as library medial center, public library, bookstores, internet and electronic information sources. **4.2b** Establishes criteria to evaluate personal usefulness of product or presentation. **5.1a** Selects resources for personal reading, listening and viewing. **5.1b** Independently selects and reads fiction and nonfiction at an appropriate reading level.	**LA.E.2.3.7** Identifies specific interests and the literature that will satisfy those interests. **HE.A.2.3.2** Knows how to use resources form the home, school, and community that provide valid health information. **HE.A.2.3.4** Knows how to access a variety of technologies for health information.	Reads literature for personal pleasure.
5. The student who is information literate appreciates and enjoys literature and other creative expressions of information.	**5.1a** Selects resources for personal reading, listening and viewing.	**LA.A.2.3.4** Uses a variety of reading materials to develop personal preferences in reading.	Develops personal reading preferences through exploring a variety of prose, poetry and nonfiction.

Information Literacy: Library/Media Curriculum Framework
6th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 6 Performance Descriptors
	5.1b Independently selects and reads fiction and nonfiction at an appropriate reading level.		
	5.1c Recognizes that information resources in a variety of formats can satisfy intellectual curiosity and enrich use of leisure time.	**LA.C.1.3.2** Selects and listens to reading of fiction, drama, non-fiction and informational presentations according to personal preferences.	Listens to fiction, drama, nonfiction and informational presentations according to personal preferences.
	5.1b Recognizes literary and artistic excellence as represented by award winning books, classics and other creative expressions.		
	5.2e Recognizes literary forms, genres and themes, such as adventure, historical fiction, folklore, biography, humor, fantasy, science fiction, realistic fiction, plays short stories, mysteries.		
6. The student who is information literate strives for excellence in information seeking and knowledge generation.			
7. The student who is information literate recognizes the importance of information to a democratic society.			
8. The student who is information literate practices ethical behavior in regard to information and information technology.	**8.2b** Recognizes the purpose of copyright and copyright law. **8.2c** Understands that print, audio, video, computer and other electronic materials and resources are protected by copyright/trademark laws. **8.2b** Practices legal and ethical usage or copyright law and fair use guidelines appropriate to format.	**LA.D.2.3.7** Understands that laws exist that govern what can and cannot be done with mass media.	Understands ways laws govern use of mass media (for example, plagiarism, copyright, libel, slander).

Information Literacy: Library/Media Curriculum Framework
6th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 6 Performance Descriptors
9. The student who is information literate participates effectively in groups to pursue and generate information.	**8.2e** Recognizes that the use of all parts of another person's work requires prior permission. **8.2f** Cites the sources for verbatim quotes, paraphrasing, pictures, graphics and audio or video segments used in a product or presentation. **8.3f** Recognizes that media and technology may not be used to defame another person or group,.		

Information Literacy: Library/Media Curriculum Framework
7th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 7 Performance Descriptors
1. The student who is information literate accesses information efficiently and effectively.	**1.4a** Identifies resources in a variety of formats such as books, magazines, videos, multi-media, electronic, telecommunications. **1.4e** Identifies resources in a variety of formats such as books, magazines, video, multi-media, electronic, telecommunications. **1.4f** Locates collections such as fiction, non-fiction, reference, biography, careers, periodicals, non-print, electronic resources. **1.4g** Recognizes information sources beyond the school library media center. **1.5j** Uses specialized resources such as gazetteers, biographical sources, indexes, atlases, bibliographies, periodicals, literary criticism, handbooks, manual, thesauruses, government documents, dictionaries, almanacs, encyclopedias in print, non-print and/or electronic formats. **1.5l** Uses digital technologies such as, periodical indexes, full-text sources, CD-ROMs, productivity software. **1.5m** Uses local and world wide telecommunications network. **3.3a** Compares the information gathered with the identified need. **3.3b** Determines relevancy of information gathered.	**LA.A.2.3.6** Uses a variety of reference materials, including indexes, magazines, newspapers, journals, tools, including computer catalogs, to gather information for research topics.	Gathers information from a variety of sources, including primary sources (for example, magazines and newspapers). Evaluates and uses information from a variety of sources (including primary sources) when researching content area topics.

Diocese of Orlando Office of Schools

Information Literacy: Library/Media Curriculum Framework
7th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 7 Performance Descriptors
	3.3d Evaluates whether information meets search question or if additional information is needed.		
2. The student who is information literate evaluates information critically and competently.	**2.1a** Compares, contrasts and classifies information to determine accuracy, relevancy and comprehensiveness.		Knows differences between strong versus weak arguments and relevant and irrelevant information in reading selections. Understands the influence of personal values on the conclusions an author draws.
	2.1b Determines authority, reputation, and credibility of author, editor, publisher, web-master or agency.		
	2.1f Distinguishes whether a primary or secondary source is more appropriate.		
	2.2 Differentiates between fiction and non-fiction; fact and opinion.	**LA.A.2.3.8** Check s the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion.	Cites, examines and discusses the use of a differences between fact and opinion within a text.
	2.2a Recognizes that ideas and information can be enhanced, manipulated or distorted.		
	2.2b Recognizes that ideas and information are influenced by social, cultural, political and historical events.		
	2.2c Distinguishes contrasting point of view and perspective in ideas and information.		
	2.3b Identifies evidence of bias, prejudice and stereotype.	**LA.C.2.3.1** Determines main concept, supporting details, stereotypes, bias and persuasion techniques in a non-print message.	Identifies biases and stereotypes in a non-print message.

Information Literacy: Library/Media Curriculum Framework
7th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 7 Performance Descriptors
	2.3c Screens for omissions and/or errors in logic in the representation of information.	**LA.D.2.3.6** Understands specific ways that mass media can potentially enhance or manipulate information.	Understands ways mass media may enhance or manipulate information.
	2.4b Skims print, non-print and electronic resources to identify relevant information.	**SS.A.1.3.2** Knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs.	Draws appropriate conclusions based on data from charts, tables and graphs.
3. The student who is information literate uses information accurately and creatively.	**3.1a** Establishes a clear focus for the product and/or information needed.	**LA.A.2.3.5** Locates, organizes and interprets written information for a variety of purposes, including classroom research, collaborative decision making and performing a school or real-world task.	Extends previously learned knowledge and skills with increasingly complex texts and assignments and tasks (for example, forming question s for readings, using print and electronic sources to locate information, organizing information from a variety of sources for real-work tasks).
	3.1b Sequences information alphabetically, numerically, statistically, categorically, chronologically as appropriate.	**LA.A.2.3.7** Synthesizes and separates collected information into useful components using variety of techniques, such as source cards, note cards, spreadsheets and outlines.	Classifies and records information (for example, using note cards, data files).
		LA.B.2.3.2 Organizes information using alphabetical, chronological and numerical systems.	Logically sequences information using alphabetical, chronological and numerical systems.
			Using the text's structure or progression of ideas to locate and recall information (for example, cause and effect, chronology).
	3.1c Organizes information for clarity, coherence and emphasis.	**LA.B.2.3.1** Writes text, notes, outlines, comments and observations that demonstrate comprehension of content and experiences from a variety of media.	Writes notes, outlines, comments and observations that reflect comprehension content from a variety of media.

Information Literacy: Library/Media Curriculum Framework
7th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 7 Performance Descriptors
	3.1d Synthesizes and separates collected information through techniques, such as source cards, note cards, spreadsheets and outlines.	**LA.A.1.3.4** Uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining and writing a grade level-appropriate report.	Restates or paraphrases text by summarizing. Compiles information using graphic organizers (for example, timelines, circle diagrams). Organizes and summarizes information using a format (for example, note cards).
	3.1e Organizes data using electronic tools such as spreadsheets, databases and word processing.		
	3.2a Compares new information to personal experience and need.		
	3.3b Determines relevancy of information gathered.		
	3.4a Understands that information can be shared in a variety of formats, such as written, oral, visual, electronic.	**LA.B.2.3.4** Uses electronic technology including databases and software to gather information and communicate new knowledge.	Uses electronic technology appropriate to writing tasks (including but not limited to the internet, databases).
		LA.D.2.3.4 Understands how the multiple media tools of graphics, pictures, color, motion and music can enhance communication in television, film, radio and advertising.	Selects communication tools that will enhance understanding. Knows ways the tools of graphics pictures, color, motion, music and computer technology affect communication across the media.
		LA.D.2.3.5 Incorporates audiovisual aids in presentations.	Uses multimedia tools to enhance presentations.
	3.4c Prepares presentation for intended audience such as children, adults, supporters, opponents.		

Diocese of Orlando Office of Schools   Revised: January 2006

Information Literacy: Library/Media Curriculum Framework
7th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 7 Performance Descriptors
	3.4d Selects a presentation format appropriate to the topic, audience purpose, content and technology available. **3.4e** Uses resources and technology to create and present a quality product such as storytelling, puppetry, drama, speech, oral or written report, research paper, video, multimedia presentation. **1.3a** Identifies the information problem or question to be resolved. **1.3c** Uses brainstorming, webbing or other graphical organizers to form research questions. **1.5j** Uses specialized resources such as gazetteers, biographical sources, indexes, atlases, bibliographies, periodicals, literary criticism, handbooks, manuals, thesauruses, government documents, dictionaries, almanacs, encyclopedias in print, non-print and/or electronic formats. **1.5l** Uses digital technologies such as, periodical indexes, full-text sources, CD-ROMs, productivity software. **1.5m** Uses local and world wide telecommunications networks. **2.1a** Compares, contrasts and classifies information to determine accuracy, relevancy and comprehensiveness.		States the author's purpose and relates it to specific details from the text.

Information Literacy: Library/Media Curriculum Framework
7th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 7 Performance Descriptors
	2.1b Determines authority, reputation and credibility of author, editor, publisher, webmaster or agency.	**LA.A.2.3.2** Identifies the author's purpose and/or point of view of texts and uses the information to construct meeting.	Understands ways the author's perspective or point of view affects a text.
	2.2a Recognizes that ideas and information can be enhanced, manipulated or distorted.		
	2.2c Distinguishes contrasting point of view and perspective in ideas and information.		
4. The student who is information literate pursues information related to personal interest.	**4.1a** Identifies topics of interest and seeks relevant information.	**LA.E.2.3.7** Identifies specific interests and the literature that will satisfy those interests.	Reads literature for personal pleasure.
	4.1b Functions as an independent user of information resources to satisfy personal interest.	**HE.A.2.3.2** Knows how to use resources from the home, school and community that provide valid health information.	
	4.1c Uses resources from various locations such as library media center, public library, bookstores, internet and electronic information sources.	**HE.A.2.3.4** Knows how to access a variety of technologies for health information.	
	4.2b Establishes criteria to evaluate personal usefulness of product or presentation.		
5. The student who is information literate appreciates and enjoys literature and other creative expressions of information.	**5.1a** Selects resources for personal reading, listening and viewing.		
	5.1b Independently selects and reads fiction and nonfiction at an appropriate reading level.		
	5.1c Recognizes that information resources in a variety of formats can satisfy intellectual curiosity and enrich use of leisure time.	**LA.A2.3.4** Use a variety of reading materials to develop personal preferences in reading.	Develops and expands personal reading preferences through exploring a variety of prose, poetry and nonfiction.

Information Literacy: Library/Media Curriculum Framework
7th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 7 Performance Descriptors
	5.1d Recognizes literary and artistic excellence as represented by award winning books, classics and other creative expressions. **5.2e** Recognizes literary forms genres and themes, such as adventure, historical fiction, folklore, biography, humor, fantasy, science fiction, realistic fiction, plays, short stories, mysteries.	**LA.C.1.3.2** Selects and listens to readings of fiction, drama, nonfiction and informational presentations according to personal preferences.	Listens to fiction, drama, nonfiction and informational presentations based on personal preferences.
6. The student who is information literate strives for excellence in information seeking and knowledge generation. **7. The student who is information literate recognizes the importance of information to a democratic society.** **8. The student who is information literate practices ethical behavior in regard to information and information technology.**	**8.2b** Recognizes the purpose of copyright and copyright laws. **82.c** Understands that print, audio, video, computer and other electronic materials and resources are protected by copyright/trademark laws. **8.2d** Practices legal and ethical usage or copyright laws and fair use guidelines appropriate to format parts of another person's work requires prior permission.	**LA.D.2.3.7** Understands that laws exist that govern what can and cannot be done with mass media.	Understands ways laws govern use of mass media (for example, plagiarism, copyright, libel, slander.

Information Literacy: Library/Media Curriculum Framework
7th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 7 Performance Descriptors
9. The student who is information literate participates effectively in groups to pursue and generate information.	**8.2f** Cites the sources for verbatim quotes, paraphrasing, pictures, graphics and audio or video segments used in product or presentation. **8.3f** Recognizes that media and technology may not be used to defame another person or group.		

Diocese of Orlando Office of Schools

Information Literacy: Library/Media Curriculum Framework
8th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 8 Performance Descriptors
1. The student who is information literate accesses information efficiently and effectively.		**LA.A.2.3.6** Uses a variety of reference materials, including indexes, magazines, newspapers and journals and tools, including computer catalogs, to gather information for research topics.	Gathers information from a variety of sources, including primary sources. Evaluates and uses information from a variety of sources when researching content area topics (including but not limited to primary sources).
2. The student who is information literate evaluates information critically and competently.	**2.1a** Compares, contrasts and classifies information to determine accuracy, relevancy and comprehensiveness. **2.1b** Determines authority, reputation and credibility of author, editor, publisher, webmaster or agency. **2.2a** Recognizes that ideas and information can be enhanced, manipulated or distorted. **2.2b** Recognizes that ideas and information is influenced by social, cultural, political and historical events. **2.2c** Distinguishes contrasting points of view and perspective in ideas and information. **2.2d** Differentiates between fiction and nonfiction; fact and opinion.	**LA.A.2.3.8** Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing personal values influence the conclusion an author draws.	Extends previously learned knowledge and skills with increasingly complex texts and assignments and tasks (for example, differences between fact and opinion, strong versus weak arguments, relevant and irrelevant information, comparison and contrast, influence of personal values).
	2.3b Identifies evidence of bias, prejudice and stereotype.	**LA.C.2.3.1** Determines main concept, supporting details, stereotypes, bias and persuasion techniques in a non-print message. **LA.D.2.3.6** Understands specific ways that mass media can potentially enhance or manipulate information.	Identifies biases and stereotypes in a non-print message. Understands ways mass media may enhance or manipulate information.

Information Literacy: Library/Media Curriculum Framework
8th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 8 Performance Descriptors
		SS.A.1.3.2 Knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs.	Extends and refines ability to analyze and draw conclusions from the events on timelines, charts, tables and graphs. Evaluates sources of information for a purpose (for example, relevance, reliability, accuracy, objectivity). Knows ways to develop and support a point of view based on a historical event.
	2.3c Screens for omissions and/or errors in logic in the presentation of information.		
3. The student who is information literate uses information accurately and creatively.	**3.1a** Establishes a clear focus for the product and/or information needed.	**LA.A.2.3.5** Locates, organizes and interprets written information for a variety of purposes, including classroom research, collaborative decision making and performing a school or real-world task.	Refines previously learned knowledge and skills of the seventh grade with increasingly complex texts and assignments and tasks (for example, forming questions for readings, using print and electronic sources to locate information, organizing information from a variety of sources for real-world tasks.
	3.1b Sequences information alphabetically, numerically, statistically, categorically, chronologically as appropriate.	**LA.A.1.3.4** Uses strategies to clarify meaning, such as rereading, note taking summarizing outlining and writing a grade level-appropriate report.	Refines previously learned knowledge and skills of the seventh grade with increasingly complex texts and assignments and tasks (for example, monitoring comprehension, modifying understanding, summarizing, using text structure for recall, analyzing information to create a report).
		LA.A.2.3.7 Synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets and outlines.	Classified and records information (for example, using note cards, data files).

Information Literacy: Library/Media Curriculum Framework
8th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 8 Performance Descriptors
	3.1c Organizes information for clarity, coherence and emphasis.	**LA.B.2.3.1** Writes text, notes, outlines, comments and observations that demonstrate comprehensive of content and experiences from a variety of media.	Writes notes, outlines, comments and observations that reflect comprehension of eighth grade level or higher content from a variety of media.
	3.1d Synthesizes and separates collected information through techniques, such as source cards, note cards, spreadsheets and outlines.		
	3.1e Organizes data using electronic tools such as spreadsheets, databases and word processing.		
	3.1g Cities sources using a standard bibliographic format.		
	3.2a Compares new information to personal experience and need.		
	3.3a Compares the information gathered with the identified need.		
	3.3b Determines relevance of information gathered.		
	3.4a Understands that information can be shared in a variety of formats, such as written, oral, visual, electronic.	**LA.B.2.3.4** Organizes information using alphabetical, chronological and numerical systems.	Logically sequences information using alphabetical, chronological and numerical system. Understands ways the tools of graphics, pictures, color, motion, music computer technology affect communication across the media.
	3.4c Prepares presentation for intended audience such as children, adults, supporter, opponents.	**LA.B.2.3.4** Uses electronic technology including databases and software to gather information and communicate new knowledge.	Uses electronic technology appropriate to writing tasks (including but not limited to the internet, databases ands software) to create, revise, retrieve and verify information.

 Revised: January 2006

Information Literacy: Library/Media Curriculum Framework
8th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 8 Performance Descriptors
	3.4d Selects a presentation format appropriate to the topic, audience, purpose, content and technology available.	**LA.D.2.3.5** Incorporates audiovisual aids in presentations.	Evaluates strengths and weakness of multimedia tools in presentations. Uses multimedia tools to enhance presentations.
	3.4e Uses resources and technology to create and present a quality product such as storytelling puppetry, drama speech, oral or written report, research paper, video, multimedia presentation.		
	1.3a Identifies the information problem or question to be resolved.		
	1.5j Uses specialized resources such as gazetteers, biographical sources, indexes, atlases, bibliographies, periodicals, literary criticism, handbooks, manuals, thesauruses, government documents, dictionaries, almanacs, encyclopedias in print, non-print and/or electronic formats.		
	1.5l Uses digital technologies such as, periodical indexes, full-text sources, CD-ROMs, productivity software.		
	1.5m Uses local and world wide telecommunications networks.		
	2.1a Compares, contrasts and classifies information to determine accuracy, relevancy and comprehensiveness.		
	2.1b Determines authority, reputation and credibility of author, editor, publisher, webmaster or agency.	Identifies that author's purpose and/or point of view in a variety of texts and uses the information to construction meaning.	Understands ways the author's perspective or point of view affects a text.

Diocese of Orlando Office of Schools Revised: January 2006

Information Literacy: Library/Media Curriculum Framework
8th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 8 Performance Descriptors
4. The student who is information literate pursues information related to personal interest.	**2.2a** Recognizes that ideas and information can be enhanced, manipulated or distorted. **2.2c** Distinguishes contrasting points of view and perspective in ideas and information. **4.1a** Identifies topics of interest and seeks relevant information. **4.1b** Functions as an independent user of information resources to satisfy personal interest. **4.1c** Uses resources from various locations such as library media center, public library, bookstores, internet and electronic information sources. **4.2b** Establishes criteria to evaluate personal usefulness of product or presentation. **5.1a** Selects resources for personal reading, listening and viewing. **5.1b** Independently selects and reads fiction and nonfiction at an appropriate reading level.	**HE.A.2.3.4** Knows how to access a variety of technologies for health information. **LA.E.2.3.7** Identifies specific interests and the literature that will satisfy those interests.	Reads literature for personal pleasure.
5. The student who is information literate appreciates and enjoys literature and other creative expressions of information.	**5.1a** Selects resources for personal reading, listening and viewing. **5.1b** Independently selects and reads fiction and nonfiction at an appropriate reading level.	**LA.A.2.3.4** Uses a variety of reading materials to develop personal preferences in reading.	Develops and expands personal reading preferences through exploring a variety of prose, poetry and nonfiction.

Information Literacy: Library/Media Curriculum Framework
8th Grade

National Information Power	National Information Literacy Descriptors	Diocese of Orlando Curriculum Descriptors	GRADE 8 Performance Descriptors
	5.1c Recognizes that information resources in a variety of formats can satisfy intellectual curiosity and enrich use of leisure time. **5.1d** Recognizes literary and artistic excellence as represented by award winning books, classics and other creative expressions. **5.2e** Recognizes literary forms, genres and themes, such as adventure, historical fiction, folklore, biography, humor, fantasy, science fiction, realistic fiction, plays, short stories, mysteries.		
		LA.C.1.3.2 Selects and listens to reading of fiction, drama, nonfiction and informational presentations according to personal preferences.	Listens to fiction, drama, nonfiction and informational presentations based on personal preferences.
6. The student who is information literate strives for excellence in information seeking and knowledge generation. **7. the student who is information literate recognizes the importance of information to a democratic society.** **8. The student who is information literate practices ethical behavior in regard to information and information technology.**	**8.2b** Recognizes the purpose of copyright and copyright laws. **8.2c** Understands that print, audio, video, computer and other electronic materials and resources are protected by copyright/trademark laws.	**LA.D.2.3.7** Understands that laws exist that govern what can and cannot be done with mass media.	Understands ways laws govern use of mass media (for example, plagiarism, copyright, libel, slander).

Diocese of Orlando Office of Schools

Information Literacy: Library/Media Curriculum Framework
8th Grade

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	8.2d Practices legal and ethical usage of copyright laws and fair use guidelines appropriate to format. **8.2e** Recognizes that the use of all or parts of another person's work requires prior permission.		

Diocese of Orlando Office of Schools