

National Information Power
and

Florida Student Information Literacy
Descriptors K-12

Section one, National *Information Power* and Florida Student Information Literacy Descriptors K-12, identifies those skills necessary for Florida students to be information literate. Helping students master these skills is the responsibility of library media specialists in collaboration with teachers. These descriptors are **not identified** by specific grades, for as students advance from kindergarten through twelfth grade, all of the indicators should be addressed with more specialization and depth at each grade level.



Accesses Information

The student who is information literate accesses information efficiently and effectively.

| National <i>Information Power</i> Indicators | Florida Student Information Literacy Descriptors K-12 |
|---|---|
| 1.1 Recognizes the need for information | 1.1a Recognizes that information is essential 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 |
| 1.2 Recognizes that accurate and comprehensive information is the basis for intelligent decision making | 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 |
| 1.3 Formulates questions based on information needs | 1.3a Identifies the information problem or question to be resolved 1.3b Determines a specific focus for the search question or topic 1.3c Uses brainstorming, webbing, or other graphical organizers to form pre-search questions 1.3d. Modifies the search question or topic question as needed |



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| 1.4 Identifies a variety of potential sources of information | 1.4a Identifies the library media staff as an information source 1.4b Identifies areas of the library media center such as leisure reading, listening and viewing, production and presentation, small group activities 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 |
| 1.5 Develops and uses successful strategies for locating information | 1.5a Understands that organization of information varies according to type/format of resource 1.5b Browses with a purpose to select information 1.5c Adapts information seeking strategies appropriate to the type of resource |



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| 1.5 (continued) | <p>1.5d Utilizes the Dewey Decimal System and other classification systems</p> <p>1.5e Uses online public access catalogs (OPAC) in the local school, district, and public libraries, and the SUNLINK statewide school library database</p> <p>1.5f Uses shared resources such as those available from SUNLINK and multitype library consortiums</p> <p>1.5g Defines significant terms such as author, illustrator, title, publisher/producer</p> <p>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</p> <p>1.5i Uses graphical clues, such as size, color, font, headings, legends, icons, bold face and italics</p> <p>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, nonprint, and/or electronic formats</p> <p>1.5k Uses graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals</p> |



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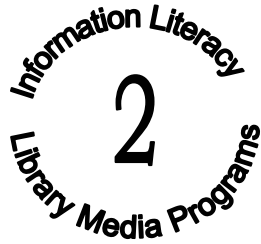
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| 1.5 (continued) | 1.5l Uses digital technologies such as, periodical indexes, full-text sources, CD-ROMs, productivity software 1.5m Uses local and world wide telecommunications networks 1.5n Uses a variety of searches, as appropriate, such as browse search, hypertext, hierarchical, analytical, Boolean logic 1.5o Selects and operates appropriate equipment to utilize a nonprint or electronic resource |



Evaluates Information

The student who is information literate evaluates information critically and competently.

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| 2.1 Determines accuracy, relevance and comprehensiveness | 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 2.1d Recognizes when the currency of information is important 2.1e Determines if resources provide retrospective or current information 2.1f Distinguishes whether a primary or secondary source is more appropriate |
| 2.2 Distinguishes among facts, point of view, and opinion | 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 |



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| 2.2. (continued) | 2.2d Differentiates between fiction and non-fiction; fact and opinion |
| 2.3 Identifies inaccurate and misleading information | 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 presentation of information |
| 2.4 Selects information appropriate to the problem or question at hand | 2.4a Selects information in formats appropriate for the topic/presentation |
| | 2.4b Skims print, non-print, and electronic resources to identify relevant information |
| | 2.4c Reads, listens and views for significant concepts and details |
| | 2.4d Extracts or retains only information appropriate to the defined task |
| | 2.4e Records bibliographic information for future use |



Uses Information

The student who is information literate uses information accurately and creatively.

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| 3.1 Organizes information for practical application | 3.1a Establishes a clear focus for the product and/or information need 3.1b Sequences information alphabetically, numerically, statistically, categorically, chronologically as appropriate 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 3.1e Organizes data using electronic tools such as spreadsheets, databases, and word-processing 3.1f Cites sources using a standard bibliographic format |
| 3.2 Integrates new information into one's own knowledge | 3.2a Compares new information to personal experience and need 3.2b Applies personal perspective to new information |
| 3.3 Applies information in critical thinking and problem solving | 3.3a Compares the information gathered with the identified need 3.3b Determines relevancy of information gathered |



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| 3.3 (continued) | 3.3c Predicts outcomes, sequences events, and uses visual and oral clues to interpret information 3.3d Evaluates whether information meets search question or if additional information is needed |
| 3.4 Produces and communicates information and ideas in appropriate formats | 3.4a Understands that information can be shared in a variety of formats, such as written, oral, visual, electronic 3.4b Determines if the purpose of communication is to persuade, entertain 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 |



Pursues Information

The student who is an independent learner is information literate and pursues information related to personal interests.

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| 4.1 Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits | 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 |
| 4.2 Designs, develops, and evaluates information products and solutions related to personal interests | 4.2a Comprehends how an information product or presentation can benefit or enrich personal pursuits 4.2b Establishes criteria to evaluate personal usefulness of product or presentation |



Appreciates and Enjoys Literature

The student who is an independent learner is information literate and appreciates and enjoys literature and other creative expressions of information.

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|---|---|
| 5.1 Is a competent and self-motivated reader | 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 |
| 5.2 Derives meaning from information presented creatively in a variety of formats | 5.2a Develops an aesthetic appreciation for the artistic design of a book and other media 5.2b Recognizes that different styles of writing, illustrations/graphics can influence meaning 5.2c Recognizes the correlation between text and illustrations/graphics 5.2d Recognizes the contributing roles of author, illustrator, publisher/producer, editor, videographer, webmaster 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 |



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| 5.2 (continued) | 5.2f Derives meaning from presentation techniques used for illustrations, graphics, other visuals, sound, symbols, animation, color |
| 5.3 Develops creative products in a variety of formats | 5.3a Uses activities such as storytelling, booktalking, puppetry, drama to demonstrate appreciation of literature 5.3b Produces products, such as dioramas, posters, videos, multimedia presentations to demonstrate creative expression 5.3c Produces creative products for contests, fairs, campaigns, school activities, and personal interests |



Strives for Excellence

The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

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| 6.1 Assesses the quality of the process and products of personal information seeking | 6.1a Establishes appropriate assessment strategies such as checklists, rubrics, conferences, journals, timelines, portfolios to determine success of process and product 6.1b Compares outcomes with criteria previously defined for the information task 6.1c Determines if information obtained or product produced has met needs 6.1d Reflects on personal satisfaction with the process and product. |
| 6.2 Devises strategies for revising, improving, and updating self-generated knowledge | 6.2a Evaluates ability to select and utilize information 6.2b Determines if there are information gaps and applies strategies for filling them 6.2c Revises work based on feedback from others such as peer review, reaction panels, focus groups |



Recognizes the Importance of Information

The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

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| 7.1 Seeks information from diverse sources, contexts, disciplines and cultures | 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 |
| 7.2 Respects the principle of equitable access to information | 7.2a Exhibits behavior which respects the rights of others to access information 7.2b Recognizes the need for equal access to materials and resources 7.2c Respects the rights of others to access information representing diverse points of view |



Practices Ethical Behavior

The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

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| 8.1 Respects the principles of intellectual freedom | 8.1a Understands the concept of intellectual freedom and its importance as evidenced in the U.S. Constitution Amendment 1, and the American Library Association Library Bill of Rights and its interpretations 8.1b Recognizes the need for privacy and protection of personal information |
| 8.2 Respects intellectual property rights | 8.2a Evidences understanding of the concept of intellectual property rights 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 8.2d Practices legal and ethical usage of copyright law 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 8.2f Cites the sources for verbatim quotes, paraphrasing, pictures, graphics, and audio or video segments used in a product or presentation |



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| 8.3 Uses information technology responsibly | 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 8.3f Recognizes that media and technology may not be used to defame another person or group |



Participates Effectively in Groups

The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

| National <i>Information Power</i> Indicators | Florida Student Information Literacy Descriptors K-12 |
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| 9.1 Shares knowledge and information with others | 9.1a Effectively uses a variety of media to communicate ideas to others 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 9.1f Participates in storytelling, booktalks, media productions and other creative activities |
| 9.2 Respects others' ideas and backgrounds and acknowledges their contributions | 9.2a Shows respect for diverse ideas, backgrounds, and learning styles 9.2b Allows individuals to maintain their own opinions while working toward group consensus |
| 9.3 Collaborates with others, both in person and through technologies, to identify information problems and to | 9.3a Questions, explains, and justifies information necessary for group consensus 9.3b Seeks additional information as needed for the group activity |



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seek their solutions

9.4 Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions

- 9.4a Determines criteria and design for group project
- 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 Completes individual tasks in a timely manner for benefit of the group
- 9.4e Evaluates continuously the group process, individual roles and the product