

Illinois Standards-Aligned Instruction for Libraries • 2011

# ISAIL

Aligned with Illinois Common Core Standards,  
AASL Standards for the 21<sup>st</sup> Century Learner,  
and Guided by NETS-S

*Experimental Learning Standards for the TPS Library Media Program 2013-2014*

# I-SAIL Standards

## **Standard 1: Access information efficiently and effectively to inquire, think critically, and gain knowledge**

- Recognize the need for information
- Formulate questions based on information needs
- Identify various potential sources of information
- Develop and use successful strategies for locating information
- Seek information from diverse sources

## **Standard 2: Evaluate information critically and competently**

- Determine accuracy, relevance, and comprehensiveness of information
- Distinguish among fact, point of view, and opinion
- Identify inaccurate and misleading information
- Select information appropriate to the problem or question

## **Standard 3: Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society**

- Organize information for practical application
- Integrate new information into own schema
- Produce and communicate information and ideas in appropriate formats
- Use problem-solving techniques to devise strategies for improving process or product
- Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)

## **Standard 4: Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth**

- Cultivate a love of reading and become a self-motivated reader
- Develop a knowledge of genres and literary elements
- Derive meaning from informational texts in various formats

## **Standard 5: Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes**

- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

**9th GRADE**

<b><u>Standard 1</u></b>  <b>Access information efficiently and effectively to inquire, think critically, and gain knowledge</b>	<b>LIBRARY BENCHMARKS</b>
<ul style="list-style-type: none"> <li>• Recognize the need for information</li> <li>• Formulate questions based on information needs</li> <li>• Identify various potential sources of information</li> <li>• Develop and use successful strategies for locating information</li> <li>• Seek information from diverse sources</li> </ul>	<ul style="list-style-type: none"> <li>A. Understand scope, depth, and potential usefulness of more advanced, sophisticated, and diverse resources</li> <li>B. Develop and execute successful strategies to access information efficiently and effectively</li> </ul>
	<b>LIBRARY OBJECTIVES</b> <ol style="list-style-type: none"> <li>1. With guidance, create a purpose or thesis statement to define an information need and use search strategies to identify resources and locate information</li> <li>2. Identify and use various strategies and techniques to execute and refine successful searches (e.g., Boolean)</li> <li>3. Employ advanced features of library catalog and other databases with guidance</li> <li>4. Consider scope, depth, and accessibility of materials to efficiently select resource most appropriate for information need</li> </ol>

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**9th GRADE**

<p><b><u>Standard 2</u></b></p> <p><b>Evaluate information critically and competently</b></p> <ul style="list-style-type: none"> <li>• Determine accuracy, relevance, and comprehensiveness of information</li> <li>• Distinguish among fact, point of view, and opinion</li> <li>• Identify inaccurate and misleading information</li> <li>• Select information appropriate to the problem or question</li> </ul>	<p><b>LIBRARY BENCHMARKS</b></p> <p>A. Identify main, supporting, and conflicting information using multiple sources to support interpretation or point of view</p> <p>B. Critically examine and analyze relevant information from various sources to discover relationships and patterns among ideas</p> <p><b>LIBRARY OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Read, view, and listen to information critically</li> <li>2. Apply evaluative criteria to print and/or nonprint materials to determine the relative value of the information: relevancy, suitability, authority, objectivity, currency</li> <li>3. Identify information relevant and essential to the information need</li> <li>4. Use paraphrasing, highlighting, or other extraction techniques or strategies to identify and record relevant information</li> <li>5. Combine ideas and information to develop and demonstrate new understanding</li> <li>6. Work with others to select, organize, and integrate information and ideas from various sources and formats</li> <li>7. Use technology tools, online environments, and other collaborative tools to create and share information</li> <li>8. Cite all sources used according to style formats within print and electronic resources effectively and independently</li> </ol>
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**9th GRADE**

<p><b><u>Standard 3</u></b></p> <p><b>Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society</b></p> <ul style="list-style-type: none"> <li>• Organize information for practical application</li> <li>• Integrate new information into own schema</li> <li>• Produce and communicate information and ideas in appropriate formats</li> <li>• Use problem-solving techniques to devise strategies for revising and improving process and product</li> <li>• Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)</li> </ul>	<p><b>LIBRARY BENCHMARKS</b></p> <p>A. Organize and synthesize information from multiple sources B. Create and effectively communicate information and ideas to others C. Understand and respect the concepts of intellectual freedom, intellectual property, and plagiarism</p> <p><b>LIBRARY OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Analyze information and identify topics, subtopics, and relationships</li> <li>2. Organize information in a logical sequence</li> <li>3. Select an appropriate format for communicating ideas</li> <li>4. Develop a formal outline or storyboard</li> <li>5. Create a product that clearly expresses ideas</li> <li>6. Use appropriate resources and technology in creating products</li> <li>7. Revise and refine as necessary</li> <li>8. Present, perform, or share information and ideas successfully</li> <li>9. Evaluate product or presentation</li> <li>10. Do not plagiarize</li> <li>11. Observe copyright guidelines</li> <li>12. Cite print and nonprint sources in a properly formatted bibliography</li> <li>13. Respect intellectual freedom and recognize various viewpoints</li> </ol>
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<p><b><u>Standard 4</u></b></p> <p><b>Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth</b></p> <ul style="list-style-type: none"> <li>• Cultivate a love of reading and become a self-motivated reader</li> <li>• Develop a knowledge of genres and literary elements</li> <li>• Derive meaning from informational texts in various formats</li> </ul>	<p><b>LIBRARY BENCHMARKS</b></p> <ol style="list-style-type: none"> <li>Use both text and visuals to understand literature</li> <li>Select a book for a specific purpose</li> <li>Distinguish between different types and elements of literature</li> <li>Analyze and understand information presented creatively in various nontextual formats</li> <li>Seek information related to personal interests</li> <li>Select resources and materials based on interest, need, and appropriateness</li> </ol> <p><b>LIBRARY OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>Self-select reading material appropriate for a specific purpose</li> <li>Read literature from diverse places and perspectives</li> <li>Read from a wide range of genres</li> <li>Read informational texts for enjoyment and to fulfill information need</li> <li>Reinforce mastery of literary elements</li> <li>Participate in discussions about literature to share opinions and responses</li> <li>Refine individual taste in series, author, and genre reading</li> <li>Use literary awards to help guide personal reading selections</li> <li>Appreciate information presented creatively in various formats</li> <li>Read for pleasure, seek answers, and explore topics of personal interest</li> <li>Access libraries, library staff, and library resources both personally and virtually</li> </ol>
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<u>Standard 5</u>	LIBRARY BENCHMARKS
<p><b>Understand and practice Internet safety when using any electric media for educational, social, or recreational purposes</b></p> <ul style="list-style-type: none"> <li>Practice strategies that promote personal safety and protect online and offline reputation</li> <li>Recognize that networked environments are public places governed by codes of ethical behavior</li> <li>Practice positive digital citizenship</li> <li>Distinguish website authority, validity, and purpose</li> <li>Understand the need for protecting personal privacy when using public access to digital sources</li> <li>Protect personal information and electronic devices in an online environment</li> </ul>	<p>A. Understand the long-term impact of digital information B. Behave responsibly and respectfully in a networked environment C. Use electronic devices safely and appropriately</p> <p><b>LIBRARY OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>Acknowledge the permanence of online content and understand that once information (including photos, videos, etc.) is posted online, it is no longer controlled by the original poster, and consider the consequences of posting personal information</li> <li>Use the Internet to locate information safely</li> <li>Foster a positive online reputation and abstain from inappropriate or illegal online behavior</li> <li>Report inappropriate online behavior (harassment, cyberbullying, threats, etc.)</li> <li>Recognize and avoid inappropriate content (advertising, malware, phishing, viruses, pornography, etc.)</li> <li>Recognize and avoid potentially damaging or invasive content (malware, phishing scams, viruses, etc.) by using appropriate filters and antivirus software</li> <li>Download content only from ethical and reputable sources</li> <li>Understand the basics of online consumerism (identity theft, security, fraud, phishing, etc.)</li> <li>Read and comprehend AUPs, privacy policies, and terms of use</li> </ol>

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