

# Kansas PreK-12 Curricular Standards for Library, Information and Technology



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*Sincere thanks to Mrs. Jodi DeArmond and her student at Chapman High School in Chapman Kansas for assisting in the design of this standards booklet.*

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**Invited Committee Members**

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Anita Able  
John F. Kennedy Elementary, Kansas City

Sheila K. Blume  
Washington High, Kansas City

Ken Stewart  
Blue Valley High

Mona Huggins  
Kansas School for the Deaf

Cherylene Lovett  
Topeka West High

Vicky Richardson  
Plum Creek Elementary  
Buhler

Brenda Lemon  
Chapman Schools

Mirah Dow, Co-chair  
Emporia State University

Carmaine Ternes  
Emporia High School

Sheri Roberts  
Wichita Schools

Janea Lawrence  
Chanute Elementary

Ruth McCauley  
Lowell and Country View

Barbara Bahm, Chair  
Tonganoxie

Cristy Bolton  
Blue Valley

Lori Franklin  
Olathe Instruction Resource Center

Kufahl Lindsay  
Farley Elementary

Judy Hopson  
Holcomb Schools

Mechele Thompson  
Florence Wilson Elementary  
Garden City

Jane Maresch  
Salina Central High

Traci Henning  
Newton High

Dee Ann Merhoff  
Sedgwick Schools

Michelle Hudiburg  
Pittsburg State University

Suzanne Becking  
Fort Hays State University



## Kansas Library and Technology Standards

- Education, including schools and school libraries, enables students to become productive citizens. To accomplish this goal, today's children and youth must learn to persist in searching for appropriate information sources necessary to carry out the learning process.
- Information and technology literacy skills are embedded in all content standards. These skills have become more complex as the definition of information literacy continues to change. Changes include multiple literacies in digital, visual, and textual skills that are crucial for this century learners. They are important for personal, academic, and career success.
- School libraries are spaces where children and youth can read, think, learn, create, explore and grow either individually or collaboratively.
- In school libraries, what is learned in content areas becomes reinforced and enhanced with informational literacy skills instructed by a school library media professional.
- School librarians are teachers with specialized knowledge and skills for co-teaching with content area teachers. They provide students innovative opportunities to develop intellectual curiosity and deep thinking skills.
- School librarians teach vital 21st century skills useful in academic, nonacademic and career activities.
- School librarians focus on information access and literacy. Informational literacy is defined as a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate and effectively use the needed information sources.
- School librarians use both primary and secondary sources in many modalities, including print, audio and visual resources. Potential resources can include social media sites, podcasts, news footage, articles, music, graphs, visuals, artifacts, personal interviews, and novels.
- School librarians collaborate with other educators to teach reading, writing, thinking, listening, and speaking.
- School librarians, and access to effective school library programs, positively impact student achievement through personalized, rigorous learning experiences and equitable access to resources for all students.
- The development of these standards was informed by the new Association of College and Research Libraries *Framework for Information Literacy for Higher Education*. They answer the question, "What will children and youth need to know and be able to do beyond high school?" They are created to provide a framework for school librarians and content area co-teaching partners to design, implement, and evaluate inquiry based instruction. The instruction can include curriculum, assignments, and projects that connect content, information and technology skills toward student success in becoming independent lifelong learners.

Learners who are developing information literate abilities should use cognitive and technical skills, resources, and tools to:

1. **Information Value:** determine the value and purpose of information.
  - Students recognize information as a product or service.
  - Students understand information as a means for education, influence, or entertainment.
  - Students use information as a means of discussing and understanding life-situations to make informed choices.
2. **Information as Exploration:** know the scope of the task required to meet an information need.
  - Students explore information products for non-academic, academic, or career goals.
  - Students, as independent learners, seek answers to their own questions.
3. **Information Research as Inquiry:** pursue, study, and investigate problems for new understandings.
  - Students develop and refine questions to investigate a problem.
  - Students use appropriate compute technology tools to access, retrieve, evaluate, and use information to create new knowledge across academic disciplines.
  - Students apply an inquiry process for individual or collaborative research.
4. **Information as Authority:** identify and evaluate information.
  - Students identify the expertise and credibility of the creators of an information resource.
  - Students critically evaluate information resources based on information need and context for which information is used.
5. **Information Format:** recognize and distinguish uses and limits of products
  - Students use appropriate technology tools and other resources to organize information.
  - Students assess the fit between an information product and a particular information need.
6. **Information as Conversation:** actively engages in non-academic, academic, and professional conversations.
  - Students read and contribute to conversations at an appropriate contextual level.
  - Students correctly cite and refer to evidence from various print and digital sources to support conclusions.

# Pre-K

By Kindergarten, the student will...

## Information Value

- P.1.1. identify the front cover, back cover, and title page of a book.
- P.1.2. identify characters, settings, or illustrations to retell major events of the story.
- P.1.3. be aware of points-of-view (e.g., who is telling the story; where does the story take place).
- P.1.4. compare and contrast adventures and experiences of characters in familiar stories.
- P.1.5. interact with different types of text.
- P.1.6. identify sources of information (e.g., print, electronic, people).

## Information as Exploration

- P.21 seek information related to personal interest.
- P.22 answer questions based on information presented in a text.

## Information Research as Inquiry

- P.31 gather information from provided resources for a specific topic.
- P.32 state a simple problem or need for information.

## Information Authority

- P.41 identify the author and illustrator.
- P.42 identify an appropriate resource for an information need from presented texts.

## Information Format

- P.51 ask and answer questions about key details in a text.
- P.52 use various formats to gain new information.

## Information as Conversation

- P.61 actively engage in large and small group reading activity with purpose and understanding.
- P.62 predict and share what will happen next in a story.

## STANDARDS

# Grades K-2

By the end of the 2<sup>nd</sup> grade, the student will...

### Information Value

- G2.1.1. recognize information appropriate to a task (e.g., fiction, nonfiction).
- G2.1.2. explain and discuss various examples of fiction.
- G2.1.3. distinguish the roles of author and illustrator.
- G2.1.4. identify characteristics of folklore (e.g., fairy tale, folk tale, and tall tale).
- G2.1.5. identify elements of a story or illustration (e.g., characters, problem, setting, main idea, and sequence of events).
- G2.1.6. listen, view, and interact with media of various types and lengths to gain information for pleasure and personal growth.
- G2.1.7. recognize facts, opinions, and points-of-view in various information sources.
- G2.1.8. describe accurately and completely ideas of characters in a story.
- G2.1.9. compare and contrast personal experiences to experiences of characters in stories.
- G2.1.10. seek and evaluate information related to personal interest.

### Information as Exploration

- G2.2.1. locate the library media center.
- G2.2.2. check out materials with assistance and return materials on time.
- G2.2.3. understand the layout and basic organization of the library.
- G2.2.4. exhibit proper respect for and care of library materials, facilities, and equipment.
- G2.2.5. identify and use parts of a book to gather information (e.g., title page, glossary, index).
- G2.2.6. explain fiction and nonfiction.
- G2.2.7. generally seek and evaluate information for personal interest.

### Information Research as Inquiry

- G2.3.1. formulate broad questions with prompting.
- G2.3.2. recognize the need for information.
- G2.3.3. follow steps of a basic problem solving model in a group setting.
- G2.3.4. demonstrate knowledge and skills to draw conclusions by integrating prior knowledge with new information from materials viewed, read, or heard.

### Information Authority

- G2.4.1. locate and select information appropriate to a problem or question (e.g., fiction, nonfiction).
- G2.4.2. identify simple reference sources (e.g., encyclopedias, maps, bookmarked websites, and local experts).
- G2.4.3. define and give examples of accurate information.

### Information Format

- G2.5.1. understand and demonstrate knowledge of the steps of a basic research model.
- G2.5.2. use and evaluate multiple formats to gain and present new information.
- G2.5.3. with guidance, take notes to gather relevant information from a variety of sources.
- G2.5.4. demonstrate in a group setting the knowledge and basic skills to organize information.
- G2.5.5. create and share information that contribute to the success of the group (e.g., share appropriate text; share appropriate pictures).
- G2.5.6. illustrate, communicate, and publish ideas and original stories using digital tools and media resources.
- G2.5.7. interpret a complex visual and/or aural message in a different format (e.g., write a poem about a picture; illustrate song lyrics).
- G2.5.8. understand and use Internet safety rules.

### Information as Conversation

- G2.6.1. demonstrate knowledge and skills to draw conclusions by integrating prior knowledge with new information from materials viewed, read, or heard.
- G2.6.2. recognize the importance of accurately expressing information in the student's own words.
- G2.6.3. describe other's ideas accurately and completely.
- G2.6.4. understand the basic concept of intellectual freedom.
- G2.6.5. understand the concept of giving credit to the author of an information source with a simple bibliography (e.g., author and title).

# Grades 3-5

## Information Value

By the end of 5<sup>th</sup> grade, the student will...

- G5.1.2 understand different types of resources can be used for different purposes (e.g., books, databases, periodicals, websites).
- G5.1.3 explain differences in facts, opinions, and points-of-view.
- G5.1.4 respond respectfully to the points-of-view of others, to the ideas of others, and acknowledge the contributions of others.
- G5.1.5 explore a range of resources related to one's information needs, personal interests, and well-being (e.g., nutrition, healthy play, hobbies).
- G5.1.6 make connections among materials that are read, heard, and viewed.
- G5.1.7 identify and respond to characteristics of realistic fiction, historical fiction, fantasy, science fiction, legends, fables, and information text representing a variety of cultures and time periods.
- G5.1.8 differentiate reading strategies among informational, prose, and narrative types of text.
- G5.1.9 analyze elements of a story including characters, setting, theme, and plot.
- G5.1.10 communicate reaction to books read individually or in a small group.

## Information as Exploration

- G5.2.1 check out materials and understand how to reserve (on hold) and share materials with others.
- G5.2.2 identify and use subject headings, keywords, author, and title when using the catalog.
- G5.2.3 understand subject classification and information location in libraries.
- G5.2.4 expand identification and use of parts of a book, including the appendix, bibliography, glossary, copyright date, publisher, title page, table of contents, index, and preface.

## Information Research as Inquiry

- G5.3.1 refine questions as information needs change.
- G5.3.2 individually with minimal guidance, follow steps of a basic problem solving model.
- G5.3.3 use background knowledge as context for new learning.
- G5.3.4 determine the need for additional information.
- G5.3.5 demonstrate the knowledge and skills to apply information by combining ideas on a given topic from more than one source and more than one format.
- G5.4.1 seek and select the most appropriate reference sources of information (e.g., books, databases, websites).
- G5.4.2 evaluate resources for currency, credibility, and authority.
- G5.4.3 identify and use parts of a book to gain information (i.e., copyright, publisher, table of contents, index, and glossary).
- G5.4.4 compare and contrast three information sources to verify accuracy and relevance.

## Information Format

- G5.5.1 take notes to utilize relevant information from a variety of sources.
- G5.5.2 implement a research model to find and synthesize information.
- G5.5.3 use online tools and organize information in a visual way that is appropriate for the assignment or project (e.g., graphic organizers, story maps).
- G5.5.4 with guidance, consider the purpose and audience for presenting information.
- G5.5.5 choose the most appropriate format to express new understandings.
- G5.5.6 understand Internet safety precautions (e.g., personal information, passwords, etc.).

## Information as Conversation

- G5.6.1 discuss ideas with others in the group, listen well, and change ideas when appropriate.
- G5.6.2 respond respectfully to the points-of-view and ideas of others and acknowledge the contributions of each.
- G5.6.3 with assistance, summarize, and paraphrase information in own words.
- G5.6.4 give credit using a bibliography with basic citations.
- G5.6.5 define or give examples of plagiarism.
- G5.6.6 define or give examples of intellectual freedom.

# Grades 6-8

## Information Value

By the end of 8<sup>th</sup> grade, the student will... issues.

- G8.1.2 encourage consideration of ideas and information from all group members.
- G8.1.3 with guidance analyze and explain information presented in various formats; recognize the relationships of parts and the whole in visual and/or aural messages.
- G8.1.4 read and evaluate the strengths and weakness of literature.
- G8.1.5 recognize reading as a lifelong pursuit.
- G8.1.6 identify characteristics of autobiography, drama, short stories, and mythology representing a variety of cultures and time periods.
- G8.1.7 recognize characteristic styles of various authors and illustrators.

## Information as Exploration

- G8.2.1 explore a range of resources related to one's information needs, personal interests, and well-being (e.g., nutrition, activities, hobbies).
- G8.2.2 use information resources efficiently so that resources are available for others to use.
- G8.2.3 comprehensively use parts and functions of print and electronic information sources (i.e., index, table of contents, glossary, text features, etc.).

## Information Research as Inquiry

- G8.3.1 develop essential questions that go beyond fact finding.
- G8.3.2 review and extend skills in stating the problem or need for information.
- G8.3.3 perform advanced search techniques and queries.
- G8.3.4 seek diverse perspectives to resolve an information problem or question.
- G8.3.5 independently demonstrate knowledge and skills to apply a problem solving model to critical issues encountered in various non-academic, and academic situations.
- G8.3.6 demonstrate the knowledge and skills to analyze and synthesize information on given topics from multiple sources to create new meanings.
- G8.3.7 read and use data as evidence to support claims.
- G8.3.8 display emotional resilience by persisting in information searching despite challenges.

## Information Authority

- G8.4.1 independently use information from a variety of sources for academic subjects and personal knowledge.
- G8.4.2 evaluate resources for points-of-view, bias, value or intent of information.
- G8.4.3 identify inaccurate and misleading information.
- G8.4.4 compare and contrast multiple sources and formats to verify information accuracy and relevance.
- G8.4.5 understand the difference between primary and secondary sources.
- G8.4.6 give credit to original ideas of others through proper attribution.

## Information Format

- G8.5.1 demonstrate the knowledge and skills to find and organize information using a research model.
- G8.5.2 utilize digital tools to plan strategies for managing and designing projects or products.
- G8.5.3 independently communicate information in the most appropriate format for the message and audience.
- G8.5.4 choose a variety of ways to demonstrate competency and content knowledge using digital tools.
- G8.5.5 seek, communicate actively, and integrate information within a group to create a common product.
- G8.5.6 apply prior and new information to planning, creation, and evaluation of a particular information product.
- G8.5.7 create a presentation using primary and secondary sources.
- G8.5.8 practice safe, legal, ethical, and responsible use of websites and social media (e.g., passwords, personal information, etc.).

## Information as Conversation

- G8.6.1 use appropriate editorial style for referencing documentation.
- G8.6.2 analyze sources and/or products to determine the steps necessary to respect intellectual property rights.
- G8.6.3 independently summarize and paraphrase information in students own words avoiding plagiarism.
- G8.6.4 cite text and image sources properly to avoid plagiarism.
- G8.6.5 participate in discussion about First Amendment rights, responsibilities, and intellectual freedom.
- G8.6.6 encourage consideration of ideas and information from all group members.
- G8.6.7 recognize that there might be more than one published perspective on an issue.



# Grades 9-12

By the end of 12<sup>th</sup> grade, the student will...

## **Information Value**

- G12.1.1. assemble facts, opinions, and points-of-view and determine when appropriate in one's own work (e.g., essay, report, presentation).
- G12.1.2. recognize gaps in one's own knowledge.
- G12.1.3. understand and encourage the contributions of all group members in creating an information product.
- G12.1.4. assess the value of various types of print and electronic information resources including databases, Internet sites, e-books, and government resources.
- G12.1.5. access, retrieve, evaluate, and use information in real-life situations (e.g., job application; renting an apartment; selecting a physician).
- G12.1.6. explore work of authors who write in different fictional genres and literary styles.
- G12.1.7. understand complex forms of literary expression.
- G12.1.8. read a variety of materials for educational and personal enjoyment.
- G12.1.9. read and evaluate strengths and weaknesses of literature.
- G12.1.10. read regularly for pleasure.

## **Information as Exploration**

- G12.2.1. access, retrieve, evaluate, and use information in real-life situations to recognize new knowledge and understanding.
- G12.2.2. apply information problem-solving skills to personal life.
- G12.2.3. judge the quality of one's own information products and solutions.
- G12.2.4. actively support and/or create strategies for ensuring equitable access to information resources.
- G12.2.5. demonstrate motivation by seeking information to answer non-academic (e.g., community service; team compromise) and academic (e.g., related to education goals) questions and interests; trying a variety of formats and genres; and displaying willingness to go beyond academic requirements.

## **Information Research as Inquiry**

- G12.3.1. review and extend skills in stating a problem or need for information.
- G12.3.2. revise questions and inquiry as information needs change.
- G12.3.3. demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- G12.3.4. evaluate outside information sources used to resolve an information problem or question (e.g., community college, university, government agency, interlibrary loan).
- G12.3.5. follow a problem solving model when seeking knowledge in academic subjects and make real-world connections.
- G12.3.6. recognize and use alternative systems for accessing and organizing information (e.g., government sources, databases, digital collections, and social media).
- G12.3.7. assess for gaps or weaknesses in information gathered.
- G12.3.8. read and use data as the basis for evidence; analyze and evaluate data; make valid and reliable claims.
- G12.3.9. monitor own information-seeking processes for effectiveness and progress, and make necessary adjustments.
- G12.3.10. display emotional resilience by persisting in information searching despite challenges.

## Grades 9-12 Continued

### Information Authority

- G12.4.1. evaluate and select information based on quality, credibility, accuracy, appropriateness for needs, and social and cultural perspective.
- G12.4.2. understand the difference between relevant and irrelevant information.
- G12.4.3. realize that conflicting facts, inconsistencies, and/or false claims are found in a multitude of sources.
- G12.4.4. recognize and understand own personal biases and cultural context in relation to finding, gathering, and processing information.
- G12.4.5. use digital tools to collect, analyze, and represent data in order to find patterns and organize the data into reliable and valid conclusions.
- G12.4.6. select primary and secondary sources as appropriate.
- G12.4.7. demonstrate the knowledge and skills to analyze, synthesize, and evaluate information on complex topics from multiple sources and multiple formats to create new meanings.
- G12.4.8. understand the social nature of information and how information changes over time.
- G12.4.9. give credit to original ideas of others through proper attribution and citation.
- G12.4.10. differentiate various types of authority (e.g., academic expertise; social or political office or title; or special experience such as participation in a historical event).

### Information Format

- G12.5.1. use appropriate information tools and other resources to organize information in new ways that others can view, use, and evaluate.
- G12.5.2. utilize a variety of formats to communicate and disseminate information and ideas and to evaluate the effectiveness of own product.
- G12.5.3. recognize that content is affected by format.
- G12.5.4. understand an intended audience; demands of a presentation format; and essential ideas being presented.
- G12.5.5. create products that apply to authentic, real-world contexts.
- G12.5.6. use social networks and information tools to gather, share, and publish work in venues that meet identified goals.
- G12.5.7. judge the quality of one's own information products and solutions related to topics of personal interest.
- G12.5.8. use information and computer technology ethically and responsibly.
- G12.5.9. actively foster a positive digital identity and reputation.

### Information as Conversation

- G12.6.1. construct appropriate bibliographic citations including in-text citations for research papers.
- G12.6.2. cite text and image sources properly to avoiding plagiarism.
- G12.6.3. participate and collaborate as members of a social or intellectual network of learners to reach goals and pursue lifelong learning.
- G12.6.4. use speaking and writing skills to communicate and validate effectively new understandings.
- G12.6.5. demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
- G12.6.6. build cultural understanding by collaborating locally and globally with learners from different regions and backgrounds.
- G12.6.7. maintain openness to new ideas when evidence supports change.
- G12.6.8. help groups move to consensus of information after substantive conversation and sharing by group members.
- G12.6.9. identify and evaluate more than one published perspective on an issue.

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