K-12 Library Standards for Information Literacy

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

A THINK The learner displays curiosity and initiative by being able to: 1.T

1. 1.T.1 Formulate questions about a personal interest or a curricular topic. 1.T.1
2. 1.T.2 Recall prior and background knowledge as context for new meaning. 1.T.2

B CREATE The learner engages with new knowledge by: 1.C

1. 1.C.1 Use evidence to investigate questions. 1.C.1
2. 1.C.2 Devise and implement a plan to fill knowledge gaps. 1.C.2
3. 1.C.3 Generate products that illustrate learning 1.C.3

C SHARE The learner adapts, communicates, and exchanges learning products with others by being able to: 1.S

1. 1.S.1 Interact with content presented by others. 1.S.1
2. 1.S.2. Provide feedback. 1.S.2
3. 1.S.3 Act on feedback to improve. 1.S.3
4. 1.S.4 Share products with an authentic audience. 1.S.4

D GROW The learner participates in an ongoing inquiry- based process as evidenced by the ability to: 1.G

1. 1.G.1 Continually seek knowledge. 1.G.1
2. 1.G.2 Engage in inquiry. 1.G.2
3. 1.G.3 Enact new understanding through realworld connections. 1.G.3
4. 1.G.4 Use reflection to guide informed decisions. 1.G.4

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

Skip to main content

A THINK The learner contributes a balanced perspective when participating in a learning community as evidenced by the ability to: 2.T

1. 2.T.1 Articulate an awareness of the contributions of a range of learners. 2.T.1
2. 2.T.2 Adopt a discerning stance toward points of view and opinions expressed in information resources and learning products. 2.T.2
3. 2.T.3 Describe their understanding of cultural relevancy and placement within the global learning community. 2.T.3

B **CREATE The learner adjusts their awareness of the global learning community by demonstrating the ability to:** 2.C

1. 2.C.1 Interact with learners who reflect a range of perspectives. 2.C.1
2. 2.C.2 Evaluate a variety of perspectives during learning activities. 2.C.2
3. 2.C.3 Represent diverse perspectives during learning activities. 2.C.3

C **SHARE The learner exhibits empathy with and tolerance for diverse ideas as evidenced by the ability to:** 2.S

1. 2.S.1 Engage in informed conversation and active debate. 2.S.1
2. 2.S.2 Contribute to discussions in which multiple viewpoints on a topic are expressed. 2.S.2

D **GROW The learner demonstrates empathy and equity in knowledge building within the global learning community as evidenced by the ability to:** 2.G

1. 2.G.1 Seek interactions with a range of learners. 2.G.1
2. 2.G.2 Demonstrate interest in other perspectives during learning activities. 2.G.2
3. 2.G.3 Reflect on their own place within the global learning community. 2.G.3

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

A **THINK The learner identifies collaborative opportunities as evidenced by the ability to:** 3.T

1. 3.T.1 Demonstrate a desire to broaden and deepen understanding. 3.T.1
2. 3.T.2 Develop new understandings through engagement in a learning group. 3.T.2
3. 3.T.3 Decide to solve problems informed by group interaction. 3.T.3

B **CREATE The learner participates in personal, social, and intellectual networks as evidenced by the ability to:** 3.C

1. 3.C.1 Use a variety of communication tools and resources. 3.C.1
2. 3.C.2 Establish connections with other learners to build on their own prior knowledge and create new knowledge. 3.C.2

C **SHARE The learner works working productively with others to solve problems as evidenced by the ability to:** 3.S

1. 3.S.1 Solicit and respond to feedback from others. 3.S.1
2. 3.S.2 Involve diverse perspectives in their own inquiry processes. 3.S.2

D **GROW The learner actively participates with others in learning situations as evidenced by the ability to:** 3.G

1. 3.G.1 Actively contribute to group discussions. 3.G.1
2. 3.G.2 Recognize learning as a social responsibility. 3.G.2

Skip to main content

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

A THINK The learner acts on an information need as evidenced by the ability to: 4.T

1. 4.T.1 Determine the need to gather information. 4.T.1
2. 4.T.2 Identify possible sources of information. 4.T.2
3. 4.T.3 Make critical choices about information sources to use. 4.T.3

B CREATE The learner gathers information appropriate to the task as evidenced by the ability to: 4.C

1. 4.C.1 Seek a variety of sources. 4.C.1
2. 4.C.2 Collect information representing diverse perspectives. 4.C.2
3. 4.C.3 Systematically question and assess the validity and accuracy of information. 4.C.3
4. 4.C.4 Organize information by priority, topic or other systematic scheme. 4.C.4

C SHARE The learner exchanges information resources within and beyond their learning community as evidenced by the ability to: 4.S

1. 4.S.1 Access and evaluate collaboratively constructed information sites. 4.S.1
2. 4.S.2 Contribute to collaboratively constructed information sites by ethically using and reproducing others' work. 4.S.2
3. 4.S.3 Join with others to compare and contrast information derived from collaboratively constructed information sites. 4.S.3

D GROW The learner selects and organizes information for a variety of audiences as evidenced by the ability to: 4.G

1. 4.G.1 Perform ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 4.G.1
2. 4.G.2 Integrate and depict in a conceptual knowledge network their understanding gained from resources. 4.G.2
3. 4.G.3 Openly communicate curation processes for others to use, interpret, and validate. 4.G.3

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

A THINK The learner develops and satisfies personal curiosity as evidenced by the ability to: 5.T

1. 5.T.1 Read widely and deeply in multiple formats and write and create for a variety of purposes. 5.T.1
2. 5.T.2 Reflect and question assumptions and possible misconceptions. 5.T.2
3. 5.T.3 Engage in inquirybased processes for personal growth. 5.T.3

B CREATE The learner constructs new knowledge as evidenced by the ability to: 5.C

1. 5.C.1 Problem solve through cycles of design, implementation, and reflection. 5.C.1
2. 5.C.2 Persist through selfdirected pursuits by tinkering and making. 5.C.2

Skip to main content

C **SHARE The learner engages with the learning community as evidenced by the ability to:** 5.S

1. 5.S.1 Express curiosity about a topic of personal interest or curricular relevance. 5.S.1
2. 5.S.2 Co-construct innovative means of investigation. 5.S.2
3. 5.S.3 Collaboratively identify innovative solutions to a challenge or problem. 5.S.3

D **GROW The learner develops through experience and reflections as evidenced by the ability to:** 5.G

1. 5.G.1 Iteratively respond to challenges. 5.G.1
2. 5.G.2 Recognize capabilities and skills that can be developed, improved, and expanded 5.G.2
3. 5.G.3. Open-mindedly accept feedback for positive and constructive growth. 5.G.3

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

A **THINK The learner follows ethical and legal guidelines for gathering and using information as evidenced by the ability to:** 6.T

1. 6.T.1 Responsibly apply information, technology, and media to learning. 6.T.1
2. 6.T.2 Understand the ethical use of information, technology, and media. 6.T.2
3. 6.T.3 Evaluate information for accuracy, validity, social and cultural context, and appropriateness for need. 6.T.3

B **CREATE The learner uses valid information and reasoned conclusions to make ethical decisions in the creation of knowledge as evidenced by the ability to:** 6.C

1. 6.C.1 Ethically use and reproduce others' work. 6.C.1
2. 6.C.2 Acknowledge authorship and demonstrate respect for the intellectual property of others. 6.C.2
3. 6.C.3 Include elements in personal-knowledge products that allow others to credit content appropriately 6.C.3

C **SHARE The learner responsibly, ethically, and legally shares new information with a global community as evidenced by the ability to:** 6.S

1. 6.S.1 Share information resources in accordance with modification, reuse, and remix policies. 6.S.1
2. 6.S.2 Disseminate new knowledge through means appropriate for the intended audience. 6.S.2

D **GROW The learner engages with information to extend personal learning as evidenced by the ability to:** 6.G

1. 6.G.1 Personalize their use of information and information technologies. 6.G.1
2. 6.G.2 Reflect on the process of ethical generation of knowledge. 6.G.2

Skip to main content

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