

It Take's Two Collaboration - Media & You!

Indiana Information Literacy Regional Workshop

Sponsored by the Office of Learning Resources
Indiana Department of Education

Lowell Elementary Media Center

May 16, 2001

Presenters from the School Library Media Specialist Cadre:
Carl A. Harvey II, Lowell Elementary Media Specialist
Leslie B. Preddy, Perry Meridian Middle School Media Specialist

8/28/2004

**Questions you are dying to
know the answer to!**

**WHEN IS LUNCH?
WHERE ARE THE
RESTROOMS?**

8/28/2004

Introduce yourself...

Name

Building / District

Grade Level / Subject

Which “team” you and your partner related to and why.

Information Literacy Standards Standard 1

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

Source:
Information Power:
Building Partnerships
for Learning,
AASL & ACTE
©1998.

8/28/2004

Information Literacy Standards

Standard 1 - Indicators

Recognizes the need for information.

Recognizes that accurate and comprehensive information is the basis for intelligent decision making.

Formulates questions based on information needs.

Identifies a variety of potential sources of information.

Develops and uses successful strategies for locating information

Source:
Information Power:
Building Partnerships
for Learning,
AASL & ACTE
©1998.

8/28/2004

Information Literacy Standards Standard 2

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

Source:
Information Power:
Building Partnerships
for Learning,
AASL & ACTE
©1998.

8/28/2004

Information Literacy Standards

Standard 2 - Indicators

Determines accuracy, relevance, and comprehensiveness.

Distinguishes among fact, point of view, and opinion.

Identifies inaccurate and misleading information.

Selects information appropriate to the problem or question at hand.

Source:
Information Power:
Building Partnerships
for Learning,
AASL & ACTE
©1998.

8/28/2004

Information Literacy Standards Standard 3

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

Source:
Information Power:
Building Partnerships
for Learning,
AASL & ACTE
©1998.

8/28/2004

Information Literacy Standards

Standard 3 - Indicators

Organizes information for practical application.

Integrates new information into one's own knowledge.

Applies information in critical thinking and problem solving.

Produces and communicates information and ideas in appropriate format.

Source:
Information Power:
Building Partnerships
for Learning,
AASL & ACTE
©1998.

8/28/2004

Information Literacy Standards Standard 4

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

Source:
Information Power:
Building Partnerships
for Learning,
AASL & ACTE
©1998.

8/28/2004

Information Literacy Standards

Standard 4 - Indicators

Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.

Designs, develops, and evaluates information products and solutions related to personal interests.

Source:
Information Power:
Building Partnerships
for Learning,
AASL & ACTE
©1998.

8/28/2004

Information Literacy Standards Standard 5

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

Source:
Information Power:
Building Partnerships
for Learning,
AASL & ACTE
©1998.

8/28/2004

Information Literacy Standards Standard 5 - Indicators

Is a competent and self-motivated reader.

Derives meaning from information presented creatively in a variety of formats.

Develops creative products in a variety of formats.

Source:
Information Power:
Building Partnerships
for Learning,
AASL & ACTE
©1998.

8/28/2004

Information Literacy Standards Standard 6

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

Source:
Information Power:
Building Partnerships
for Learning,
AASL & ACTE
©1998.

8/28/2004

Information Literacy Standards Standard 6 - Indicators

Assesses the quality of the process and products of personal information seeking.

Devises strategies for revising, improving, and updating self-generated knowledge.

Source:
Information Power:
Building Partnerships
for Learning,
AASL & ACTE
©1998.

8/28/2004

Information Literacy Standards Standard 7

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.

Source:
Information Power:
Building Partnerships
for Learning,
AASL & ACTE
©1998.

8/28/2004

Information Literacy Standards Standard 7 - Indicators

Seeks information from diverse sources, contexts, disciplines, and cultures.

Respects the principle of equitable access to information.

Source:
Information Power:
Building Partnerships
for Learning,
AASL & ACTE
©1998.

8/28/2004

Information Literacy Standards Standard 8

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.

Source:
Information Power:
Building Partnerships
for Learning,
AASL & ACTE
©1998.

8/28/2004

Information Literacy Standards Standard 8 - Indicators

Respects the principles of intellectual freedom.

Respects intellectual property rights.

Uses information technology responsibly.

Source:
Information Power:
Building Partnerships
for Learning,
AASL & ACTE
©1998.

8/28/2004

Information Literacy Standards Standard 9

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.

Source:
Information Power:
Building Partnerships
for Learning,
AASL & ACTE
©1998.

8/28/2004

Information Literacy Standards

Standard 9 - Indicators

Shares knowledge and information with others.

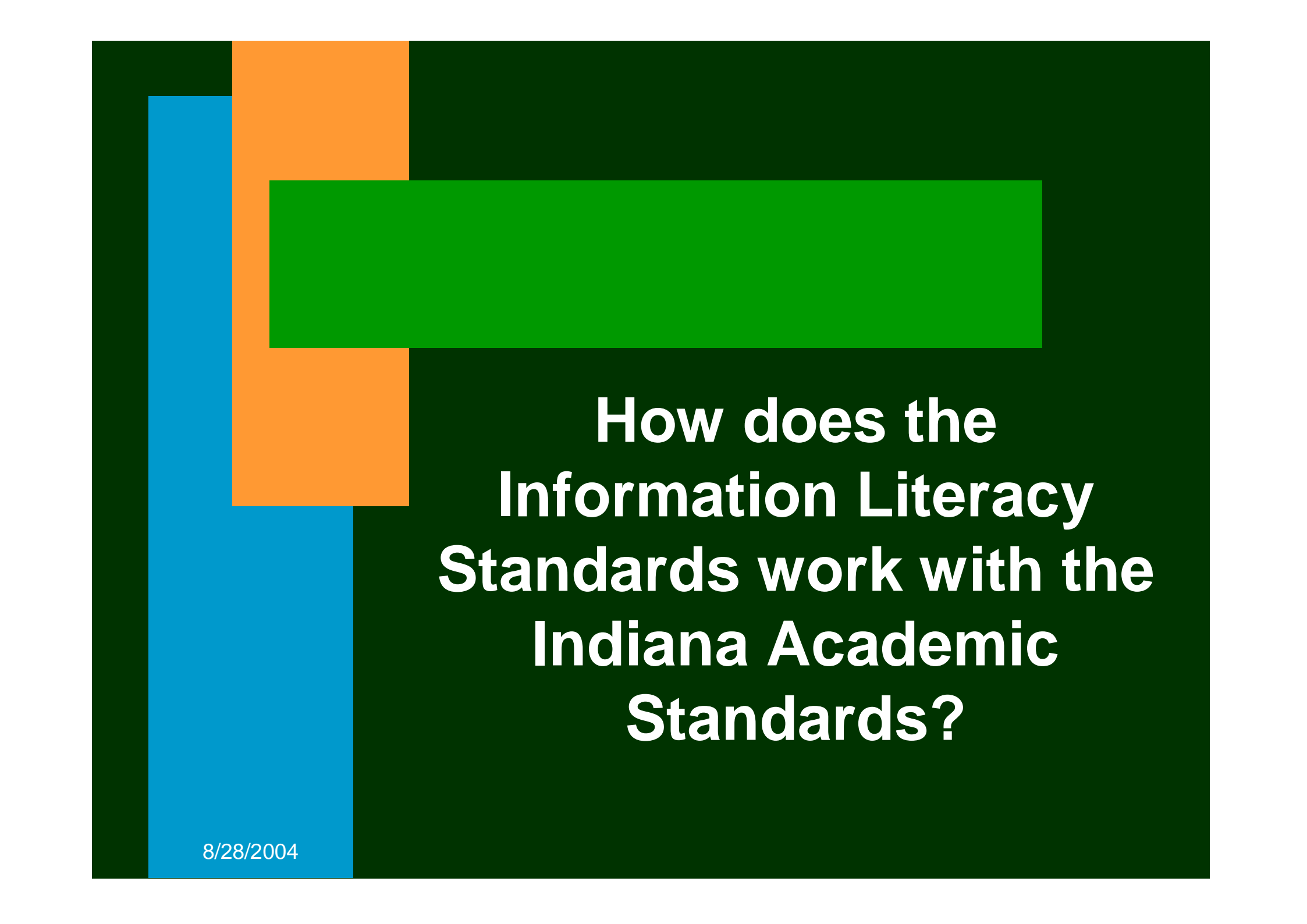
Respects others' ideas and backgrounds and acknowledges their contributions.

Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions

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

Source:
Information Power:
Building Partnerships
for Learning,
AASL & ACTE
©1998.

8/28/2004



**How does the
Information Literacy
Standards work with the
Indiana Academic
Standards?**

8/28/2004

The standards are being correlated.

Language Arts is done now.

- Copy in your packet
- Posted on Office of Learning Resources website
 - < <http://www.doe.state.in.us/olr/>
- mailed to every media specialist in the state

Other subjects are being worked on. As they are released will be posted on OLR website.

The Language Arts Correlations

CORRELATION OF THE LIBRARY INFORMATION LITERACY STANDARDS AND
THE ENGLISH/LANGUAGE ARTS STANDARDS 2000 FOR INDIANA SCHOOLS



Prepared by the
Indiana Department of Education
School Library Media Specialists' Leadership Cadre
Information Literacy Task Force Committee
November 2000

8/28/2004

GRADE	STAND	INDIC	DESCRIPTION	ILS 1	ILS 2	ILS 3	ILS 4	ILS 5	ILS 6	ILS 7	ILS 8	ILS 9
2	WRITING	2.4.6	Review, evaluate, and revise writing for meaning and clarity.			X		X	X	X		
2	WRITING	2.4.7	Proofread one's own writing, as well as that of others, using an editing checklist...			X		X	X	X		X
2	WRITING	2.4.8	Revise original drafts to improve sequence or to provide more descriptive detail.									
2	WRITING	2.5.1	Write brief narratives (stories) based on their experiences...			X			X		X	X
2	WRITING	2.5.2	Write a brief description of a familiar object, place, or event...	X	X	X	X		X		X	X
2	WRITING	2.5.3	Write a friendly letter complete with the date, salutation, body, closing, and signature.		X	X			X		X	X
2	WRITING	2.5.4	Write rhymes and simple poems.			X			X		X	X
2	WRITING	2.5.5	Use descriptive words when writing.									
2	WRITING	2.5.6	Write for different purposes and to a specific audience or person.	X	X	X	X	X	X	X	X	X
2	WRITING	2.6.1	Form letters correctly and space words and sentences properly so that writing can be read...									
2	WRITING	2.6.2	Distinguish between complete and incomplete sentences.									
2	WRITING	2.6.3	Use the correct word order in written sentences.									
2	WRITING	2.6.4	Identify and correctly write various parts of speech, including nouns and verbs.									
2	WRITING	2.6.5	Use commas in the greeting and closure of a letter and with dates and items in a series.									
2	WRITING	2.6.6	Use quotation marks correctly to show that someone is speaking.									
2	WRITING	2.6.7	Capitalize all proper nouns, words at the beginning of sentences and greetings, months...									
2	WRITING	2.6.8	Spell correctly words like was, were, says, said, who, what, why, which are used frequently...									
2	WRITING	2.6.9	Spell correctly words with short and long vowel sounds and consonant-blend patterns.									
2	LISTENING	2.7.1	Determine the purpose or purposes of listening.	X	X	X			X			
2	LISTENING	2.7.2	Ask for clarification and explanation of stories and ideas.	X	X	X			X			
2	LISTENING	2.7.3	Paraphrase (restate in own words) information that has been shared orally by others.	X		X			X			X
2	LISTENING	2.7.4	Give and follow simple three- and four-step oral directions.			X			X			X
2	LISTENING	2.7.5	Organize presentations to maintain a clear focus.			X			X			
2	LISTENING	2.7.6	Speak clearly and at an appropriate pace for the type of communication.			X						X
2	LISTENING	2.7.7	Tell experiences in a logical order.			X			X			X
2	LISTENING	2.7.8	Retell stories, including characters, setting, and plot.			X		X	X			X
2	LISTENING	2.7.9	Report on a topic with supportive facts and details	X	X	X			X	X	X	X
2	LISTENING	2.7.10	Recount experiences or present stories...	X	X	X		X	X		X	X
2	LISTENING	2.7.11	Report on a topic with facts and details, drawing from several sources of information.	X	X	X	X	X	X	X	X	X

Sample Page from the Correlations Document



Now that you have some resources....

Pick a topic.

Take a break.

Share with the group.

An example...

Collaboration forms in your packet.

- Several designed by various people.
- We have one we used, too.

The United States Project



Collaboration Time!

Now it is your turn!

8/28/2004