

## **VBCPS Essential Information Literacy Skills Grades 3-5**

As part of the Library Media Program coordination for the Department of Technology, the Essential Information Literacy Skills for grades K-12 are to be reviewed, revised, realigned and updated biannually. An EILS Revision and Realignment Committee consisting of elementary, middle and high school library media specialists reviewed and realigned the current EILS. The committee compressed and streamlined current skills resulting in a spiral approach to teaching information literacy and technology skills. This approach allows for increased creativity and enhancement when correlating to the curricular objectives for Virginia Beach Public Schools.

EILS are no longer divided by individual grade levels but are clustered into 4 groups: K-2, 3-5, 6-8, and 9-12. Draft copies of the revised EILS were sent to LMSs for comments and the consensus was that the cluster approach was positive and the work of the committee was on target. Alignment with the newly revised Computer Technology SOL was included in the revision. EILS continue to align and reflect the national Information Literacy Standards for Student Learning as defined in Information Power.

The EILS should be used in conjunction with the goals and objectives of the Educational Technology Team. They serve as a collaborative tool and guideline for library media specialists during planning sessions with teachers. Since the emphasis is integrating the EILS across all curricular areas, teachers should provide the curricular objectives. Hence, the EILS do not include direct correlations to the Virginia Beach Public Schools curricular objectives. LMSs should ensure that the information literacy skills are being integrated with the VBOs while continuing to provide multiple opportunities for students to become successful life-long learners.

Since the EILS serve as a basic guideline for LMSs, it does require that library media specialists have a clear working understanding of content and instructional delivery systems. LMSs are encouraged to provide experiences for students above and beyond the EILS. For example, listening to and responding to literature is no longer included in the EILS; although, it is expected that LMSs would continue to integrate literature into the curriculum.

Once, again, the VBCPS Essential Information Literacy Skills are designed to be a guideline for library media specialists when collaborating and planning with teachers. While integrating the EILS into the curricular, library media specialists should remember that a major goal is the integration of the nine information literacy standards from Information Power: Building Partnerships for Learning. These standards provide a framework for school libraries ensuring that students and teachers have the skills necessary to succeed in a world where information and the ways of obtaining information change with each passing day.

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<i><b>Information Power Literacy Standards</b></i>	<i><b>Essential Information Literacy Skills Grades 3-5</b></i>
<i><b>Information Literacy</b></i>	<i><b>Information Literacy</b></i>
<p>A student who is information literate</p> <ul style="list-style-type: none"> <li>• accesses information efficiently and effectively.</li> <li>• evaluates information critically and competently.</li> <li>• uses information accurately and creatively.</li> </ul>	<p>The student will</p> <p>EILS 3-5.1 utilize and refine search strategies when locating materials or information. (C/T 3-5.6)</p> <p>EILS 3-5.2 identify a variety of potential sources of information.</p> <p>EILS 3-5.3 select and evaluate the best resources for a given purpose. (C/T 3-5.7)</p> <p>EILS 3-5.4 identify and use various technologies including books, electronic resources and other media, to obtain information. (C/T 3-5.2)</p> <p>EILS 3-5.5 demonstrate the ability to use information from a variety of resources such as dictionary, index, glossary, thesaurus, encyclopedia, online materials, almanac, atlas (Grade 3), newspapers and periodicals (by Grade 5).</p> <p>EILS 3-5.6 use cross-references in resource materials (Grade 5).</p> <p>EILS 3-5.7 organize and record information using a variety of visual formats. (C/T 3-5.8)</p>
<i><b>Independent Learner</b></i>	<i><b>Independent Learner</b></i>
<p>A student who is an independent learner</p> <ul style="list-style-type: none"> <li>• appreciates literature and other creative expressions of information.</li> <li>• pursues information related to personal interests.</li> <li>• strives for excellence in information seeking and knowledge generation.</li> </ul>	<p>The student will</p> <p>EILS 3-5.8 paraphrase or summarize information from a variety of sources.</p> <p>EILS 3-5.9 synthesize information from a variety of sources. (C/T 3-5.7)</p> <p>EILS 3-5.10 recognize a variety of genres.</p> <p>EILS 3-5.11 identify the characteristics of biographies and autobiographies, poetry, fairy tales, myths, folk tales, legends, and fables. (Grade 3).</p> <p>EILS 3-5.12 identify the characteristics of poetry and historical fiction. (Grade 4).</p>

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	<p>EILS 3-5.13 identify the characteristics of poetry such as limericks, haiku and diamante. (Grade 5).</p> <p>EILS 3-5.14 utilize the online catalog to find information for research and personal use, including reading for personal growth and pleasure. (C/T 3-5.6)</p>
<b><i>Social Responsibility</i></b>	<b><i>Social Responsibility</i></b>
<p>A student who contributes positively to the learning community and to society is information literate and</p> <ul style="list-style-type: none"> <li>• participates effectively in groups to pursue and generate information.</li> <li>• practices ethical behavior in regard to information and information technology.</li> <li>• recognizes the importance of information to a democratic society.</li> </ul>	<p>The student will</p> <p>EILS 3-5.15 develop an understanding of the ethical use of information. (C/T 3-5.4)</p> <p>EILS 3-5.16 provide citation information when given a template</p> <p>EILS 3-5.17 understand the concept of copyright and explain the meaning and consequences of plagiarism (Grades 4 &amp; 5). (C/T 3-5.4)</p> <p>EILS 3-5.18 collaborate actively in the sharing of knowledge and problem-solving.</p> <p>EILS 3-5.19 use the Internet appropriately as a means of personal learning and the respectful exchange of ideas and products. (C/T 3-5.5)</p> <p>EILS 3-5.20 practice Internet safety. (C/T 3-5.4)</p> <p>EILS 3-5.21 comply with the school division's Acceptable Use Policy. (C/T 3-5.4)</p>