

# 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 community.** 2

**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

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**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
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**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
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**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
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**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
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**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
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**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
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**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
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**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
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**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
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**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
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**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
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**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
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**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

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**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
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**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
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**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
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**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
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**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

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