

Georgia Information Literacy Checklist

The Georgia Library Media Association and the Georgia Department of Education began a collaborative effort in the summer of 1998 to bring together school library media specialists from across the state at an annual Leadership Institute. The charge was to create tools which will assist in the delivery of quality information literacy skills instruction across the curriculum. The initial task was to extract from existing QCC documents those objectives, which are most obviously linked to information access. This work can be found at the [Georgia Learning Connections](#) site.

After completing work with the four major academic areas, the participants at the 2000 Leadership Workshop devised a grade-by-grade checklist of information literacy skills that student should know and be able to do as they progress through their academic experiences.

We welcome your comments and concerns. Be assured that the checklists will be addressed and revised as needed during the next GLMA/DOE "Summer Camp."

Please send comments and requests for further information about the Leadership Institute to:

glma@jlh-consulting.com

Elementary Information Literacy Checklists

Literacy Skills Checklists for:

[Kindergarten](#)

[First Grade](#)

[Second Grade](#)

[Third Grade](#)

[Fourth Grade](#)

[Fifth Grade](#)

KINDERGARTEN		
TEACHER	X	THE STUDENT WILL:
		Participate in media center orientation Know media specialist, staff and their purpose Know rules and expected behavior Know proper care of books and other materials Know checkout procedures
		Locate areas of the media center (E and non-fiction)
		Know the arrangement of E books
		Select a book based on personal interest
		Identify parts of a book (cover, spine, title page)
		Recognize author, illustrator and their functions
		Recognize award-winning books (Caldecott, Georgia Picture Book, etc.)
		Experience traditional and contemporary literature through a variety of media
		Experience a variety of literary forms
		Develop listening skills through read-out-louds
		Recognize appropriate uses of information and information technology
		Use basic research techniques with teacher guidance.

FIRST GRADE

TEACHER	X	THE STUDENT WILL:
		Participate in media center orientation Know media specialist, staff and their purpose Know rules and expected behavior Know proper care of books and other materials Know checkout procedures
		Distinguish between fiction and non-fiction
		Know the alphabetical arrangement of the easy fiction section and how the call number on the spine relates to author's last name
		Recognize numerical order of non-fiction books
		Independently locate and select a book based on personal interest through browsing
		Use maps and globes as sources of information
		Use picture dictionaries as information sources
		Use primary encyclopedias to answer information questions
		Identify parts of a book (cover, spine, title page, copyright, dedication, table of contents)
		Understand purpose of title page and table of contents
		Experience cultural diversity in literature
		Recognize award-winning books (Caldecott, Georgia Picture Books, etc.)
		Experience and demonstrate comprehension of a variety of literary forms
		Recognize basic elements found in literature (main idea, sequence, cause and effect, character, setting)
		Experience traditional and contemporary literature through a variety of media
		Acquire information through reading
		Read a variety of books for information and pleasure
		Recognize appropriate uses of information and information technology
		Use basic research techniques with teacher guidance.

SECOND GRADE

TEACHER	X	THE STUDENT WILL:
		Participate in media center orientation Know media specialist, staff and their purpose Know rules and expected behavior Know proper care of books and other materials Know checkout procedures
		Distinguish between fiction and non-fiction
		Expand on the alphabetical arrangement of the easy fiction section and how the call number on the spine relates to author's last name
		Recognize numerical order of non-fiction books
		Independently locate and select a book based on personal interest through browsing
		Use maps and globes as sources of information
		Use guide words to locate information in beginner dictionaries
		Use primary encyclopedias to answer information questions
		Use parts of a book (cover, spine, title page, copyright, dedication, table of contents, glossary) as information sources
		Experience cultural diversity in literature
		Recognize award-winning books (Caldecott, Georgia Picture Books, etc.)
		Experience and demonstrate comprehension of a variety of literary forms
		Recognize basic elements found in literature (main idea, sequence, cause and effect, character, setting)
		Discriminate between realism and fantasy
		Draw conclusions and makes predictions and comparisons
		Read a variety of books for information and pleasure
		Use a variety of media to locate information
		Locate a book using Dewey Decimal System

	Locate a book using online catalog
	Begin note taking process
	Begin bibliographic citation process (to include title, author)
	Recognize appropriate uses of information and information technology.
	Use basic research techniques with teacher guidance.

THIRD GRADE		
TEACHER	X	THE STUDENT WILL:
		Participate in media center orientation Know media specialist, staff and their purpose Know rules and expected behavior Know proper care of books and other materials Know checkout procedures
		Distinguish between fiction and non-fiction
		Demonstrates comprehension when reading a variety of literary forms (fiction, non-fiction, poetry, drama).
		Explain the alphabetical arrangement (to the third letter) of the fiction section and how the call number on the spine relates to author's last name
		Locate non-fiction books using Dewey Decimal System
		Independently locate and select a book based on personal interest
		Use guide words in dictionaries, encyclopedias, etc., as aids for finding information.
		Use various sources (periodicals, A-V, software, encyclopedias, atlases, thesauri, multimedia and Internet resources, newspapers and other reference resources) to answer information questions.
		Use parts of a book (cover, spine, title page, copyright, dedication, table of contents, glossary, index) as information sources Use abridged dictionary to identify appropriate word meanings and correct spellings.
		Recognize award-winning books (Newbery, Georgia Book Award, etc.)
		Define basic elements found in literature (main idea, sequence, cause and effect, character, setting).
		Determine whether a group of statements are fact or opinion.
		Read a variety of books for information and pleasure
		Locate a book using online catalog (searches by title, author, keyword, and subject)
		Take notes from resources using skimming, identifying keywords and paraphrasing avoiding plagiarism
		Cite bibliographic information (include title, author, copyright dates)
		Identify the steps of the research process
		Recognize appropriate uses of information and information technology.

		Use basic research techniques with teacher guidance.
		Demonstrate ethical and legal use of technology and information.

FOURTH GRADE		
TEACHER	X	THE STUDENT WILL:
		Participate in media center orientation Know media specialist, staff and their purpose Know rules and expected behavior Know proper care of books and other materials Know checkout procedures
		Demonstrate comprehension when reading a variety of literary forms (fiction, non-fiction, poetry, drama).
		Use alphabetical order to locate information.
		Locate media center resources using Dewey Decimal System
		Independently locate and select a book based on personal interest
		Use guide words in dictionaries, encyclopedias, etc., as aids for finding information.
		Use various sources (periodicals, A-V, software, encyclopedias, atlases, thesauri, multimedia and Internet resources, newspapers and other reference resources) to answer information questions Use GALILEO for basic information searches
		Use parts of a book (cover, spine, title page, copyright, dedication, table of contents, glossary, index, appendix, bibliography) as information sources
		Use abridged dictionary to identify appropriate word meanings and correct spellings
		Recognize award-winning books (Newbery, Georgia Book Award, etc.)
		Define basic elements found in literature (main idea, sequence, cause and effect, character, setting)
		Determine whether a group of statements are fact or opinion
		Read a variety of books for information and pleasure
		Locate a book using online catalog (searches by title, author, keyword, subject and Boolean searches)
		Select and evaluate print and non-print resources
		Take notes from resources using skimming, identifying keywords and paraphrasing avoiding plagiarism
		Cite bibliographic information (include title, author, copyright dates, page number)
		Produce final product from research such as paragraph, poster, model, etc. using a research process.

	Recognize appropriate uses of information and information technology.
	Use basic research techniques with teacher guidance.
	Demonstrate ethical and legal use of technology and information.
	Use telecommunication tools and online resources to communicate with others, gather information, and express ideas.

FIFTH GRADE

TEACHER	X	THE STUDENT WILL:
		<p>Participate in media center orientation</p> <p>Know media specialist, staff and their purpose</p> <p>Know rules and expected behavior</p> <p>Know proper care of books and other materials</p> <p>Know checkout procedures</p>
		Demonstrate comprehension when reading a variety of literary forms (fiction, non-fiction, poetry, drama).
		<p>Use alphabetical order to locate information.</p> <p>Locate media center resources using Dewey Decimal System</p>
		Independently locate and select a book based on personal interest
		Use guide words in dictionaries, encyclopedias, etc., as aids for finding information.
		Use maps and globes to explain geographical settings of historical and current events
		Use various sources (periodicals, A-V, software, encyclopedias, atlases, thesauri, multimedia and Internet resources, newspapers and other reference resources) to answer information questions
		Use GALILEO for basic information searches
		Use parts of a book (cover, spine, title page, copyright, dedication, table of contents, glossary, index, appendix, bibliography) as information sources
		Use abridged dictionary to identify appropriate word meanings and correct spellings
		Recognize award-winning books (Newbery, Georgia Book Award, etc.)
		Define basic elements found in literature (main idea, sequence, cause and effect, character, setting)
		Determine whether a group of statements are fact or opinion
		Read a variety of books for information and pleasure
		Locate a book using online catalog (searches by title, author, keyword, subject and Boolean searches)
		Use cross-references in multiple types of sources
		Select and evaluate print and non-print resources
		Take notes from resources using skimming, identifying keywords and paraphrasing avoiding plagiarism

	Cite bibliographic information (include title, author, copyright dates, page number, publisher/producer, place of publication)
	Produce final product from research such as paragraph, poster, model, etc. using a research process
	Recognize appropriate uses of information and information technology.
	Use basic research techniques with teacher guidance.
	Demonstrate ethical and legal use of technology and information.
	Use telecommunication tools and online resources to communicate with others, gather information, and express ideas.

Middle Information Literacy Checklists

Literacy Skills Checklists for:

Sixth Grade

Seventh Grade

Eighth Grade

SIXTH GRADE

TEACHER	X	THE STUDENT WILL:
		Recognize the organizational system used for the media collection and reference sources
		Use the organizational system to locate information in the media center
		Use the media center and available technology as sources of information and pleasure
		Begin to use a research process: topic selection, question formulation, key word identification, source selection, skimming, paraphrasing, note taking, and summarizing
		Select the most appropriate reference for a given topic and retrieve information from multiple types of sources (e.g., periodicals, newspaper, indices, almanacs, dictionaries, general and specialized materials, audio visuals, databases where available)
		Analyze information to determine relevance to topic
		Collect main ideas and supporting details from two or more sources and create a simple outline
		Use cross reference in multiple types of sources
		Select one or more presentation formats (e.g., written report, transparencies, displays, audio tapes, videotapes) to present information
		Cite bibliographic information including author(s), title, publisher/producer, place of publication, copyright date, page numbers
		Use online catalog for advanced searches
		Use the Internet to locate sources of information
		Use search engines to locate sources of information
		Use GALILEO as a source of information for research projects
		Understand the ethics of using resources including copyright restrictions and the concept of plagiarism
		Work independently and respectful of the rights of all patrons in the media center
		Print information from the Internet efficiently
		Evaluate, select, and use telecommunication tools and online resources to communicate ideas that persuade, describe, inform, or involve.
		Recognize the appropriate use of information and information technology.
		Demonstrate and advocate ethical and legal use of technology and information
		Use technology and telecommunication tools to locate, analyze, synthesize, evaluate, apply, and communicate information.
		Use a variety of technology tools to solve problems.

SEVENTH GRADE

TEACHER	X	THE STUDENT WILL:
		Recognizes the organizational system used for the media collection and reference sources
		Use the organizational system to locate information in the media center
		Use the media center and available technology as sources of information and pleasure
		Use a research process: topic selection, question formulation, key word identification, source selection, skimming, paraphrasing, note taking, and summarizing, outlining, and presenting
		Select the most appropriate reference for a given topic and retrieves information from multiple types of sources (e.g., periodicals, newspaper, indices, almanacs, dictionaries, general and specialized materials, audio visuals, databases where available)
		Analyze information to determine relevance to topic
		Use cross reference in multiple types of sources
		Select one or more presentation formats (e.g., written report, transparencies, displays, audio tapes, videotapes) to present information
		Know how to write an entry for a bibliography
		Use the Internet to locate sources of information
		Use search engines to locate sources of information
		Use GALILEO as a source of information for research projects
		Work independently and respectful of the rights of all patrons in the media center
		Print information from the Internet efficiently
		Understand the ethics of using resources including copyright restrictions and the concept of plagiarism
		Evaluate, select, and use telecommunication tools and online resources to communicate ideas that persuade, describe, inform, or involve.
		Recognize the appropriate use of information and information technology.
		Demonstrate and advocate ethical and legal use of technology and information
		Use technology and telecommunication tools to locate, analyze, synthesize, evaluate, apply, and communicate information.
		Use a variety of technology tools to solve problems.

EIGHTH GRADE

TEACHER	X	THE STUDENT WILL:
		Recognize the organizational system used for the media collection and reference sources
		Use the organizational system to locate information in the media center
		Use the media center and available technology as sources of information and pleasure
		Use a research process: topic selection, question formulation, key word identification, source selection, skimming, paraphrasing, note taking, and summarizing, outlining, and presenting
		Use the most appropriate reference for a given topic and retrieves information from multiple types of sources (e.g., periodicals, newspaper, indices, almanacs, dictionaries, general and specialized materials, audio visuals, electronic databases where available)
		Analyze information to determine relevance to topic
		Use cross reference in multiple types of sources
		Select one or more presentation formats (e.g., written report, transparencies, displays, audio tapes, videotapes) to present information
		Develop a research report including a bibliography using the research process.
		Use the Internet to locate sources of information
		Use search engines to locate sources of information
		Use GALILEO as a source of information for research projects
		Work independently and respectful of the rights of all patrons in the media center
		Print information from the Internet efficiently
		Understand the ethics of using resources including copyright restrictions and the concept of plagiarism
		Evaluate websites for accuracy of information (reliability, credibility, accuracy)
		Evaluate, select, and use telecommunication tools and online resources to communicate ideas that persuade, describe, inform, or involve.

	Recognize the appropriate use of information and information technology.
	Demonstrate and advocate ethical and legal use of technology and information
	Use technology and telecommunication tools to locate, analyze, synthesize, evaluate, apply, and communicate information.
	Use a variety of technology tools to solve problems.
	Use a variety of telecommunication tools to communicate the results of research projects.

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High Information Literacy Checklists

GRADES 9-12		
TEACHER:	X	THE STUDENT WILL:
		Log on to Internet to locate sources of information.
		Use search engines to locate sources of information.
		Evaluate web sites for accuracy of information (reliability, credibility, accuracy).
		Use GALILEO as a source of information for research projects and personal information.
		Know how to create citations/ bibliographies for both print and non-print sources.
		Understand the ethics of using resources including copyright restrictions and the concept of plagiarism.
		Understand how to use periodical indices. From the citations students will be able to identify author, title, publisher, copyright dates, etc...
		Use a variety of indices.
		Use OPACs to located resources in a library media center.
		Understand and use the Dewey classification system.
		Differentiate the strengths of different formats and determine the resource most appropriate to their needs.
		Employ appropriate research strategies.
		Work independently.
		Respect the rights of all patrons in the media center.
		Use specialized reference works and databases.
		Create and share multimedia presentations.
		Combine or transfer information from different applications to prepare and present information to solve
		Use technology tools to convey information and ideas, communicate, and collaborate at all levels from interpersonal to global.

