

# K-5 Information and Digital Literacy Learning Targets

White Bear Lake Area Schools

## K-2

Scoring

Information Literacy (Print and Digital)				
<b>Inquiry/Research</b>	<b>K</b>	<b>1</b>	<b>2</b>	
Locate information in a variety of sources (Informational reports)	X	X	X	
Generate questions based on interests, observations, information or stories	X	X	X	
Give credit to the original creator of the work referenced. (Book reviews, Info reports)	X	X	X	
Identify topics, facts and supporting details in a variety of nonfiction materials	X	X	X	
Summarize ideas from the material in their own words.	X	X	X	
Use the online catalog to search for material by title or subject (Destiny) *move to skills			E	C
Present their learning through oral, written and/or digital project	X	X	X	
<b>Evaluating Resources</b>	<b>K</b>	<b>1</b>	<b>2</b>	
Evaluate <i>Media</i> (mass communication): identify the target audience, appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience (examples: pictures in newspapers - intended audience, which books will give us the best information for what we need, is this website fiction or non-fiction)	E	E	E	
<b>Literature Appreciation</b>	<b>K</b>	<b>1</b>	<b>2</b>	
Select, read and comprehend literature and informational texts for personal enjoyment, interest, and academic tasks.	X	X	X	
Recognize the differences between the roles of authors and illustrators	X	X	X	
Recognize other cultures and their unique perspectives.	X	X	X	
Recognize that criteria-based awards indicate quality works (connect with Media Specialist)	X	X	X	
Identify the difference between fact and opinion	X	X	X	
Using age-appropriate digital media to share information and works with teachers, other students, and family members		E	X	C
<b>Digital Citizenship (Poster)</b>	<b>K</b>	<b>1</b>	<b>2</b>	
Follow the established rules for the use of community property and technology use (Acceptable Use Policy) <a href="#">WBL Acceptable Use Policy</a> <a href="#">Safety Pledges</a>	X	X	X	C
Collaborate with other students using age-appropriate digital media to share information and works with teachers, other students, and family members.			X	C
Know strategies to deal with inappropriate material	X	X	X	C
Consider how their own technology use may positively or negatively affect those around them	X	X	X	R
Protect private information	E	X	X	C
<b>Digital Operations (Basics)</b>	<b>K</b>	<b>1</b>	<b>2</b>	
Log in using a username and password		E	X	C
Perform basic software operations: opening a document, sharing a document, inserting images, cut & paste, deleting (using google docs)		E	X	C
Recognize and use common terminology, icons, and symbols (What is the internet? can be used)	X	X	X	C
Use the keyboard, mouse or other devices (headphones, mics, listening centers, touchpads)	E	E	X	C
Access school district social media	E	E	E	

Student I CAN statements are aligned with the following standards:

**ISTE NETS**

**ITEM Standards**

**MDE Academic Standards**

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## 3-5

<b>Information Literacy (Print and Digital)</b>				
<b>Inquiry/Research</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Select the best format to communicate learning in identified situation (knowing choices)	X	X	X	R
Create presentations that demonstrate organization, creativity and design.	X	X	X	R
Use collaborative electronic authoring tools (google docs, schoology) *now using chromebooks	E	X	X	C
Access online resources from a variety of sources	X	X	X	C
Compare two or more sources to evaluate for bias, completeness and purpose	X	X	X	
Find information in print, non-print, and digital resources using a variety of strategies	X	X	X	
Use the online catalogue to search for material by title, author, and subject	X	X	X	R
Know concepts of copyright materials	X	X	X	C
Revise, add, or delete questions as information needs change	X	X	X	
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	X	X	X	
Distinguish between primary and secondary sources		E	X	C
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably	X	X	X	
Take notes from various sources, linking information to its source.	X	X	X	
While taking notes, identify and organize topics	X	X	X	
Summarize ideas from the material in their own words	X	X	X	
<b>Evaluating Resources</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Distinguish, understand, and use different types of print, digital, and media (voice, video, blog)	E	E	E	
Make informed judgments about messages promoted in the mass media.(e.g., film television, radio, magazines, advertisements, newspapers) (Social Studies, Benchmark)	X	X	X	
Identify possible inaccuracies in topics because of age of resources	X	X	X	C
Evaluate the accuracy and credibility of information found in digital sources and text	X	X	X	
Listen to selected stories and identify bias and discrimination	X	X	X	
Describe how a narrator's or speaker's point of view influences how events are described	X	X	X	
<b>Literature Appreciation</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Recognize that criteria-based awards indicate quality works	X	X	X	C
Select and read or listen to a variety of high quality works	X	X	X	C
<b>Digital Citizenship</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Follow District Acceptable Use	X	X	X	R
Navigate in virtual environments	X	X	X	C
Learn password security and the importance of personal digital safety	X	X	X	C
Limit personal information disclosed online	X	X	X	C
Use secure passwords Strong passwords	X	X	X	C
Explain why private identity information should not be communicated without permission of a teacher or parent/guardian.	X	X	X	C
Not use technology to bully, intimidate, malign or otherwise harass others	X	X	X	C
Return borrowed materials in a timely manner	X	X	X	C
Cite online sources	X	X	X	R

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Recognize ethical standards and safe practices in social and personal media communications	X	X	X	C
Understand that there are features unique to publishing material on the internet such as permanence and wide accessibility	X	X	X	C
<b>Technology Operations (Basics)</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Capture, create and modify audio and visual images	X	X	X	C
Use spreadsheet programs to record and display data	X	X	X	C
Use various online programs to communicate ideas	X	X	X	C
Use multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes	X	X	X	R
Demonstrate <i>qwerty</i> keyboarding skills ( <i>see separate document with grade level expectations and resources</i> )	X	X	X	R
Use District social media	X	X	X	C
Locate, use and evaluate websites appropriate for their search	X	X	X	R

- **Yellow** = are taught within the core curriculum for Literacy (Benchmark Literacy) or Social Studies (TCI)
  - E = Exposure
  - X = Taught
- Media Specialists and classroom teachers will work in collaboration to implement the Information and Digital Literacy Learning Targets during 2015-2016 school year. Proficiency levels, rubrics and grade level assessments will be developed during the school year for implementation in 2016-2017.
- Digital literacy will not be scored or appear on the report card this year. The learning targets will be shared with parents on the district website.

Authors: Chris Dahl, Betsy Peterson, Mary Pokorny, Connie Stirling, Dan Schmidt and Elementary Curriculum Leaders (2013-2015)

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