



Oklahoma Academic Standards

INFORMATION LITERACY



OKLAHOMA
Education



Table of Contents



Introduction	2
Grades PK-2	4
Grades 3-5	5
Grades 6-8	6
Grades 9-12	7



Introduction

The school library is a hub for information, inquiry, and collaboration where students can learn, explore, and create. Oklahoma school libraries launch students into a world of new knowledge by providing access to exciting books, online resources, and emerging technologies. In the twenty-first century, the information age has transformed from dial-up Internet and floppy disks to WiFi and tablets. In a world with a surplus of information, students need guidance on how to navigate the physical and digital texts they encounter. Library media specialists play a crucial role in the education and development of Oklahoma students to access, evaluate, communicate, and even create information. Certified school librarians are an essential part of a school's faculty, partnering with educators to connect learners with resources. They empower students to be critical thinkers, enthusiastic readers, and ethical users of information.

The 2024 Information Literacy standards represent an update to the 2007 Information Literacy standards as currently found in the Oklahoma Administrative Code 210:15-3-173. Information literacy is the ability “to efficiently locate, accurately evaluate, ethically use, and clearly communicate information in various formats.” These information literacy standards are a set of competencies that represent what students should know and be able to do as they progress through school. Library media specialists can adapt and personalize these skills, which are organized into four grade bands, for the students they serve.

Students bring skills and knowledge from a wide array of disciplines to the school library where they can integrate their learning as they seek additional information. For further details about other [Oklahoma Academic Standards](#) (OAS), including those associated with school libraries, please consult the following subject areas:

- **Digital Literacy:** Oklahoma adopted the [2016 ISTE standards](#) for education technology, which include standards for students as empowered learners, digital citizens, knowledge constructors, innovative designers, computational thinkers, creative communicators, and global collaborators. These standards are for all students in grades PK-12.
- **Media Literacy:** The [2023 OAS for Fine Arts](#) include standards for media arts such as animation, graphic design, film, and video and audio production. These standards are written for students in grades PK-8 and 9-12.
- **English Language Arts:** The [2021 OAS for English Language Arts](#) include numerous objectives regarding literacy skills, including main idea, purpose, genre, literary elements and devices, inference, writing process, research, and independent reading. These standards exist for each grade level, PK-12.



Defining Standards, Curriculum, and Instruction

Standards are neither curriculum, instructional practices, nor strategies; standards serve as a foundation for curriculum. See below for the distinction between standards, curriculum, and instruction:

- **Standards:** The concepts, content, and skills students should master by the end of a specific grade or grade band.
- **Curriculum:** The materials and resources used for teaching the standards.
- **Instruction:** The practices teachers use to deliver academic content to students.

The 5 Standards of Oklahoma Academic Standards for Information Literacy

The Oklahoma Academic Standards for Information Literacy are divided into five standards. An overview of each standard is provided below.

Standard 1: Read & Grow

Consume a variety of texts and resources, and plan for future reading.

Standard 2: Question & Plan

Set research goals, form research plans, and compose questions.

Standard 3: Research & Explore

Use resources to search for and evaluate information in context.

Standard 4: Collect & Organize

Record, classify, and use information and resources in meaningful and ethical ways.

Standard 5: Share & Reflect

Create and distribute information with others. Reflect on the inquiry process.

Standards Organization

The standards are grouped into grade bands on the following pages. Each grade band is organized by the five standards followed by grade band-specific objectives. The objectives are coded based on standard, then grade band, then objective. The highest grade of the grade band is used for coding purposes (i.e., PK-2 = 2, 3-5 = 5, 6-8 = 8, 9-12 = 12).

Sample Objective	Code Explanation
2.5.3 Choose which parts of a topic or problem will be researched.	<ul style="list-style-type: none"> • 2 → Standard 2 • 5 → 3-5 grade band • 3 → objective



Grades PK-2

Standard	Objective
<p>1. Read & Grow Consume a variety of texts and resources, and plan for future reading.</p>	<p>1.2.1 Visit the school library, in person or virtually, to access resources. 1.2.2 Read literary and informational texts suited to ability and interest. 1.2.3 Listen to or view resources for enjoyment and/or information. 1.2.4 Listen to and read award-winning works by authors, illustrators, and creators. 1.2.5 With guidance, set and monitor goals to expand or continue volume or variety of titles, authors, and genres consumed.</p>
<p>2. Question & Plan Set research goals, form research plans, and compose questions.</p>	<p>2.2.1 With guidance, discuss reasons and ways to locate information. 2.2.2 Brainstorm and choose a topic. 2.2.3 With guidance, generate and discuss possible research questions. 2.2.4 With guidance, list questions to expand and narrow a research topic.</p>
<p>3. Research & Explore Use resources to search for and evaluate information in context.</p>	<p>3.2.1 With guidance, use internet search engines to locate information. 3.2.2 Identify the author or creator of a work or source. 3.2.3 With guidance, determine facts related to a topic.</p>
<p>4. Collect & Organize Record, classify, and use information and resources in meaningful and ethical ways.</p>	<p>4.2.1 With guidance, discuss the importance of locating information from multiple resources. 4.2.2 Identify or read for key ideas related to an identified topic. 4.2.3 With guidance, discuss and classify key ideas into groups or categories orally or with graphic organizers.</p>
<p>5. Share & Reflect Create and distribute information with others. Reflect on the inquiry process.</p>	<p>5.2.1 Cooperate with group members to answer questions or solve problems. 5.2.2 With guidance, create products to share learning with an intended audience. 5.2.3 With guidance, seek and provide constructive feedback, revising products as needed. 5.2.4 With guidance, use multiple communication tools and methods to share information.</p>



Grades 3-5

Standard	Objective
<p>1. Read & Grow Consume a variety of texts and resources, and plan for future reading.</p>	<p>1.5.1 Use the school library catalog system to locate and access resources in person or virtually. 1.5.2 Select and read literary and informational texts suited to ability and interest. 1.5.3 Select and listen to or view resources for enjoyment and/or information. 1.5.4 Identify and read or listen to award-winning works by authors, illustrators, and creators. 1.5.5 Set and monitor weekly goals to expand or continue volume or variety of titles, authors, and genres consumed.</p>
<p>2. Question & Plan Set research goals, form research plans, and compose questions.</p>	<p>2.5.1 Discuss the inquiry process and how it works. 2.5.2 Explain why a research topic or problem is important or relevant. 2.5.3 Choose which parts of a topic or problem will be researched. 2.5.4 Determine if sample research questions are too broad, too narrow, or viable. 2.5.5 Compose viable research questions about a topic or problem.</p>
<p>3. Research & Explore Use resources to search for and evaluate information in context.</p>	<p>3.5.1 Conduct a short research project using a research process model. 3.5.2 Identify strategies to narrow or broaden a search. 3.5.3 Determine the relevance of the information gathered. 3.5.4 Determine facts and opinions related to the topic. 3.5.5 Comprehend and summarize a variety of sources. 3.5.6 Reflect on prior knowledge to add context to research findings.</p>
<p>4. Collect & Organize Record, classify, and use information and resources in meaningful and ethical ways.</p>	<p>4.5.1 Read for key ideas and text evidence related to a chosen topic. 4.5.2 With guidance, select text evidence from sources to answer questions and support claims. 4.5.3 Examine different methods to collect and sort information. 4.5.4 Categorize information using grade-appropriate skills. 4.5.5 Brainstorm and discuss how to effectively use information from selected print and digital resources. 4.5.6 Cite and list sources used in research, following a modified citation style.</p>
<p>5. Share & Reflect Create and distribute information with others. Reflect on the inquiry</p>	<p>5.5.1 Contribute to a group by answering questions or solving problems together. 5.5.2 Select and use multiple communication tools and/or resources. 5.5.3 Create products based on research for an intended audience.</p>



process.	<p>5.5.4 Seek and provide constructive feedback, revising products as needed.</p> <p>5.5.5 Identify the knowledge of a topic gained through the inquiry process, including what others think.</p> <p>5.5.6 Reflect on the research process, the topic of inquiry, and/or product with guided questions from the librarian.</p>
----------	---

Grades 6-8

Standard	Objective
<p>1. Read & Grow Consume a variety of texts and resources, and plan for future reading.</p>	<p>1.8.1 Access physical and digital school library resources independently.</p> <p>1.8.2 Explore, select, and read literary and informational texts suited to ability and interest.</p> <p>1.8.3 Explore, select, and listen to or view resources for enjoyment and/or information.</p> <p>1.8.4 Select and read or listen to award-winning works by authors, illustrators, and creators.</p> <p>1.8.5 Set and monitor goals to expand or continue volume or variety of titles, authors, and genres consumed.</p>
<p>2. Question & Plan Set research goals, form research plans, and compose questions.</p>	<p>2.8.1 Determine research goals.</p> <p>2.8.2 Generate and discuss if sample research questions are too broad, too narrow, or viable.</p> <p>2.8.3 Compose open-ended, viable questions about a relevant topic or problem.</p> <p>2.8.4 Identify research steps needed to achieve research goals.</p>
<p>3. Research & Explore Use resources to search for and evaluate information in context.</p>	<p>3.8.1 Conduct focused research projects using a research process model.</p> <p>3.8.2 Apply search strategies to narrow or broaden a search, and use keywords to locate a variety of primary and secondary sources.</p> <p>3.8.3 Determine the relevance and reliability of the information gathered.</p> <p>3.8.4 Summarize and paraphrase a variety of sources.</p> <p>3.8.5 Distinguish between facts, opinions, and misinformation about a topic.</p> <p>3.8.6 Discuss and explore appropriate uses of generative artificial intelligence.</p> <p>3.8.7 Reflect on prior knowledge and/or previous experience to add context to research findings.</p>
<p>4. Collect & Organize Record, classify, and use information and resources in meaningful and ethical ways.</p>	<p>4.8.1 Read closely to determine if text evidence supports or refutes current knowledge, assumptions, and research.</p> <p>4.8.2 Select and evaluate text evidence from multiple sources to answer questions and support claims.</p> <p>4.8.3 Use a physical or digital method for collecting information from digital and print resources.</p> <p>4.8.4 Categorize information to answer research questions, and organize information using digital or print platforms.</p> <p>4.8.5 Document sources using a standard format for citation to avoid plagiarism.</p>



<p>5. Share & Reflect Create and distribute information with others. Reflect on the inquiry process.</p>	<p>5.8.1 Collaborate in groups to ask and answer questions and problem-solve. 5.8.2 Select the most appropriate communication tool(s) and resource(s) for the task. 5.8.3 Use information to create products for an intended audience. 5.8.4 Seek and provide constructive feedback, revising products as needed. 5.8.5 Reflect on the knowledge of a topic gained through the inquiry process, considering what experts think. 5.8.6 Analyze the research process, the topic of inquiry, product, and/or learner understanding with guided questions from the librarian.</p>
---	--

Grades 9-12

Standard	Objective
<p>1. Read & Grow Consume a variety of texts and resources, and plan for future reading.</p>	<p>1.12.1 Access and share physical and digital school library resources independently and effectively. 1.12.2 Explore, select, and read literary and informational texts suited to ability and interest. 1.12.3 Explore, select, and listen to or view resources for enjoyment and/or information. 1.12.4 Select, read or listen to, and evaluate award-winning works by authors, illustrators, and creators. 1.12.5 Set and monitor goals to expand or continue volume or variety of titles, authors, and genres consumed.</p>
<p>2. Question & Plan Set research goals, form research plans, and compose questions.</p>	<p>2.12.1 Set research goals, consider the research process, and determine next steps. 2.12.2 Evaluate the qualities of effective research questions. 2.12.3 Compose effective research questions about a topic or problem.</p>
<p>3. Research & Explore Use resources to search for and evaluate information in context.</p>	<p>3.12.1 Conduct focused and extended research projects using a research process model. 3.12.2 Apply search strategies to narrow or broaden a search, and use keywords to locate a variety of sources in databases, online catalogs, and web sources. 3.12.3 Determine the relevance, reliability, and validity of the information gathered. 3.12.4 Summarize, paraphrase, and synthesize a variety of primary and/or secondary sources. 3.12.5 Identify, analyze, and counter misinformation related to the topic. 3.12.6 Identify and employ ethical uses of generative artificial intelligence in the inquiry process. 3.12.7 Reflect on prior knowledge and previous experience to add context to research findings.</p>



<p>4. Collect & Organize Record, classify, and use information and resources in meaningful and ethical ways.</p>	<p>4.12.1 Read closely to determine how text evidence supports or refutes claims and counterclaims. 4.12.2 Evaluate and select text evidence to answer questions and support claims. 4.12.3 Use an appropriate method for collecting information from digital and/or print resources. 4.12.4 Use or create an effective method or platform to collect, organize, and present information. 4.12.5 Document sources using a standard format for citation to avoid plagiarism.</p>
<p>5. Share & Reflect Create and distribute information with others. Reflect on the inquiry process.</p>	<p>5.12.1 Incorporate multiple viewpoints in a group to solve problems and ask and answer questions. 5.12.2 Select the communication tool(s) and resource(s) most appropriate for the task. 5.12.3 Use information to create products for publication and/or discourse. 5.12.4 Seek and provide constructive feedback, revising products as needed. 5.12.5 Analyze the depth of understanding of a topic gained through the inquiry process, considering what experts and others think locally, nationally, and/or globally. 5.12.6 Evaluate the inquiry process, including questions, sources, searches, and collection and organization strategies, and determine if and how the inquiry process should change in the future.</p>



Works Consulted

“Library Media.” Oklahoma State Department of Education. January 2024. <https://sde.ok.gov/library-media>

“Ohio’s Library Guidelines for Learners.” Ohio Department of Education. January 2021.

https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Library-Guidelines/Library_Guidelines_Learners.pdf

“Oklahoma Academic Standards for English Language Arts.” Oklahoma State Department of Education. 2021.

<https://sde.ok.gov/sites/default/files/documents/files/2021%20Oklahoma%20Academic%20Standards%20for%20English%20Language%20Arts.pdf>

“READS-Florida’s K-12 integrated library media reading guidelines.” Florida Department of Education. 2011.

<https://www.fldoe.org/academics/standards/subject-areas/library-media-services-instructional-t/library-media-services.stml>

“School Library Programs: Standards and Guidelines for Texas.” 2017. Texas State Library and Archives Commission and the Texas Education Agency.

<https://www.tsl.texas.gov/sites/default/files/public/tslac/ld/schoollibs/sls/Texas%20School%20Library%20Standards%20E-Version%20FINAL.pdf>