Kansas Standards for Library and Informational Literacy



KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

September 13, 2023

Kansas State Board of Education

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Kansas leads the world in the success of each student.

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

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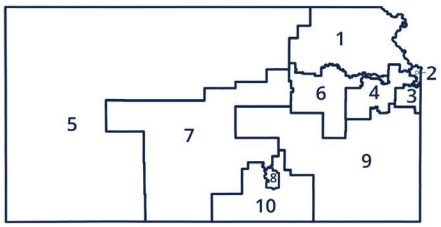


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May 27, 2026

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Introduction

Education, including schools and school libraries, enables students to become productive citizens. To accomplish this goal, today's students must learn to persist in searching for appropriate information sources necessary to conduct the learning process.

Information and technology literacy skills are embedded in all content standards. These skills have become more complex as the definition of information literacy continues to change. Changes include multiple literacies in critical, information, visual, media, digital and multimodal literacy skills that are crucial for learners in achievement of personal, academic and career success. Certified school librarians are effective educators who lead and guide organizational and personal change. They foster a positive learning environment and through quality instruction prepare learners for postsecondary success.

- School libraries are spaces where children and youth can read, think, learn, create, explore and grow either individually or collaboratively.
- In school libraries, what is learned in content areas becomes reinforced and enhanced with informational literacy skills instructed by a school library media professional.
- School librarians are teachers with specialized knowledge and skills for partnering with other teachers and for co-teaching within content areas. They provide students innovative opportunities to develop intellectual curiosity and deep-thinking skills.
- School librarians teach information and technology skills useful across contexts in school, home, work and recreational activities.
- School librarians focus on information access and literacy. Information literacy is a set of critical thinking skills necessary to locate and use information effectively. Information literacy means knowing when one needs information and knowing where to look for and how to evaluate information.
- School librarians teach how to use both primary and secondary sources in many modalities, including print, audio and visual resources. Potential resources can include social media sites, podcasts, webinars, news footage, articles, music, graphs, visuals, artifacts, personal interviews and novels.
- School librarians collaborate with other educators to teach reading, writing, thinking, listening and speaking.
- School librarians collaborate with other educators to encourage students to read for personal growth and academic competency, becoming lifelong learners and readers.
- To have a positive impact, students need access to school library spaces, effective school library programs, and certified school librarians. They also need support staff who allow for rigorous learning experiences, equitable access to resources for all students, and opportunities to think, create, share and grow across grade levels.

These standards are designed to provide a framework for school librarians and other co-teaching partners to design, implement and evaluate inquiry-based instruction that is aligned to content area standards and assessments. The instruction can include assignment of a task and/or projects that connect content, information, and technology skills toward student success in becoming independent lifelong learners.

KANSAS STANDARDS FOR LIBRARY AND INFORMATIONAL LITERACY

Anchor Standards and Benchmarks

Learners who are developing information, media and technology literacy skills are able to think, create, share and grow as engaged and informed citizens to ...

Anchor Standard 1: Inquire

Build new knowledge by inquiring, thinking critically, identifying problems and developing strategies for solving problems.

BENCHMARK CODE	DESCRIPTION
1.1	Students develop and refine questions about a personal interest or to investigate a problem.
1.2	Students apply an ongoing inquiry process for individual or collaborative research.

Anchor Standard 2: Include

Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

BENCHMARK CODE	DESCRIPTION
2.1	Students recognize information as a means for developing empathy, equity and knowledge building within the global learning community.
2.2	Students interact with, include and evaluate diverse perspectives during learning activities.
2.3	Students use information as a means of discussing and understanding life situations to make informed choices.

Anchor Standard 3: Collaborate

Work effectively with others to broaden perspectives and work toward common goals.

BENCHMARK CODE	DESCRIPTION
3.1	Students read and contribute to conversations to broaden and deepen understanding at an appropriate contextual level.
3.2	Students involve diverse perspectives in their own inquiry processes.
3.3	Students give and receive information with each other, establishing connections between information users and the topic.

Anchor Standard 4: Curate

Make meaning for oneself and others by collecting, organizing and sharing resources of personal relevance.

BENCHMARK CODE	DESCRIPTION
4.1	Students recognize information as a product or service.
4.2	Students assess and organize information sources to address a particular need and make critical choices about what information sources to use.
4.3	Students use appropriate technology tools to access, retrieve, evaluate and organize information to create new knowledge across academic disciplines.

Anchor Standard 5: Explore

Discover and innovate in a growth mindset developed through experience and reflection.

BENCHMARK CODE	DESCRIPTION
5.1	Students read widely and deeply for nonacademic, academic or career goals.
5.2	Students develop and satisfy personal curiosity by engaging in inquiry-based processes.
5.3	Students identify and question information experts.
5.4	Students utilize information across contexts and as a means for education, influence or entertainment.

Anchor 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.

BENCHMARK CODE	DESCRIPTION
6.1	Students identify the expertise and credibility of the creators of an information resource.
6.2	Students correctly cite and refer to information from a variety of communication tools and resources.
6.3	Students follow internet safety guidelines and demonstrate responsible digital citizenship.
6.4	Students critically evaluate information resources based on information need and context for which information is used.
6.5	Students use information ethically and responsibly to address problems.

Standards Coding Guide

Example 1

CODE: **PK.1.2**

CODE	DESCRIPTION
PK	End of Grade Level (pre-K).
1	Anchor Standard (inquire).
2	Standard (seek information related to personal interest).

Example 2

CODE: **8.2.3**

CODE	DESCRIPTION
8	End of Grade Level (Eighth grade).
2	Anchor Standard (include).
3	Standard (interact with learners who reflect a range of perspectives).

Pre-kindergarten

By the end of pre-kindergarten, students will know and be able to ...

Anchor Standard 1: Inquire

CODE	DESCRIPTION
PK.1.1	State a simple problem or need for information.
PK.1.2	Seek information related to personal interest.
PK.1.3	Gather information from provided resources for a specific topic.
PK.1.4	Ask and answer questions about key details in a text.

Anchor Standard 2: Include

CODE	DESCRIPTION
PK.2.1	State a simple problem or need for information.

Anchor Standard 3: Collaborate

CODE	DESCRIPTION
PK.3.1	Actively engage in large- and small-group reading activities with purpose and understanding.
PK.3.2	Predict and share what will happen next in a story.

Anchor Standard 4: Curate

CODE	DESCRIPTION
PK.4.1	Locate the library media center.
PK.4.2	Identify sources of information (e.g., print, electronic, people).
PK.4.3	Use various formats to gain new information.
PK.4.4	Check out materials with assistance and return materials on time.
PK.4.5	Identify the front cover, back cover and title page of a book.
PK.4.6	Identify characters, settings or illustrations to retell major events of the story.
PK.4.7	Be aware of points of view (e.g., who is telling the story).

Pre-Kindergarten

Anchor Standard 5: Explore

CODE	DESCRIPTION
PK.5.1	Interact with different types of text.
PK.5.2	Answer questions based on information presented in various types of texts.
PK.5.3	Compare and contrast adventures and experiences of characters in familiar stories.

Anchor Standard 6: Engage

CODE	DESCRIPTION
PK.6.1	Recognize the roles of the author and illustrator.

Grades K-2

By the end of second grade, students will know and be able to ...

Anchor Standard 1: Inquire

CODE	DESCRIPTION
2.1.1	Recognize the need for information.
2.1.2	Formulate broad questions with prompting.
2.1.3	Follow steps of a basic inquiry (research) model in a group setting.
2.1.4	Seek and evaluate information related to personal interest.
2.1.5	Demonstrate knowledge and skills to draw conclusions by integrating prior knowledge with new information from materials viewed, read or heard.

Anchor Standard 2: Include

CODE	DESCRIPTION
2.2.1	Describe other's ideas accurately and completely.
2.2.2	Recognize the value of cultural differences.
2.2.3	Explore examples of global folklore.

Anchor Standard 3: Collaborate

CODE	DESCRIPTION
2.3.1	Create and share information that contributes to the success of the group (e.g., share appropriate text; share appropriate pictures).

Grades K-2

Anchor Standard 4: Curate

CODE	DESCRIPTION
2.4.1	Explain the layout and basic organization of the library.
2.4.2	Exhibit proper respect for and care of library materials, facilities and equipment.
2.4.3	Check out materials with assistance and return materials on time.
2.4.4	Explain and discuss various examples of fiction.
2.4.5	Identify elements of a story or illustration (e.g., characters, problem, setting, main idea, and sequence of events).
2.4.6	Describe ideas of characters in a story accurately and completely.
2.4.7	Identify who is telling a story.
2.4.8	Locate and select information appropriate to a problem or question.
2.4.9	Identify and use parts of a book to gather information (e.g., title page, glossary, index).
2.4.10	Identify simple reference sources (e.g., encyclopedias, maps, bookmarked websites and local experts.).
2.4.11	Recognize information appropriate to a task (e.g., fiction, nonfiction).
2.4.12	With guidance, take notes to gather relevant information from a variety of sources.
2.4.13	Use and evaluate multiple formats and share new information.
2.4.14	Demonstrate in a group setting the knowledge and basic skills to organize information.

Anchor Standard 5: Explore

CODE	DESCRIPTION
2.5.1	Read for lifelong educational and personal enjoyment.
2.5.2	Listen, view and interact with media of various types and lengths to gain information for pleasure and personal growth.
2.5.3	Explain fiction and nonfiction.
2.5.4	Compare and contrast personal experiences to experiences of characters in stories.
2.5.5	Interpret a visual and/or aural message in a different format (e.g., write a poem influenced by an image; illustrate song lyrics).

Anchor Standard 6: Engage

CODE	DESCRIPTION
2.6.1	Distinguish the roles of author and illustrator.
2.6.2	Recognize facts, opinions and authors' points of view in various information sources.
2.6.3	Define and give examples of accurate information.
2.6.4	Recognize the importance of accurately expressing information in the student's own words.
2.6.5	Discuss the concept of giving credit to the author of an information source (e.g., author and title).
2.6.6	Discuss the basic concept of intellectual freedom (e.g., your ideas are your own).
2.6.7	Identify and apply internet safety rules.

Grades 3-5

By the end of fifth grade, students will know and be able to ...

Anchor Standard 1: Inquire

CODE	DESCRIPTION
5.1.1	Explore a variety of resources related to one's information needs, personal interests, and well-being.
5.1.2	Determine the need for additional information.
5.1.3	Individually, with minimal guidance, follow steps of a basic inquiry (research) model.
5.1.4	Use background knowledge as context for new learning.
5.1.5	Make connections among materials that are read, heard, and viewed.
5.1.6	Refine questions as information needs change.
5.1.7	With assistance, summarize and paraphrase information.

Anchor Standard 2: Include

CODE	DESCRIPTION
5.2.1	Identify and respond to texts representing a variety of cultures and time periods.
5.2.2	Respond respectfully to the points of views of others, to the ideas of others, and acknowledge the contributions of others.

Anchor Standard 3: Collaborate

CODE	DESCRIPTION
5.3.1	Communicate reactions to books read individually or in a small group.
5.3.2	Discuss ideas with others in a group, listen well, and change ideas when appropriate.

Grades 3-5

Anchor Standard 4: Curate

CODE	DESCRIPTION
5.4.1	Independently find library resources and materials.
5.4.2	Identify and use subject headings, keywords, author and title when using the catalog.
5.4.3	Explain subject classification and information location in the library.
5.4.4	Check out materials and understand how to reserve (on hold) and share materials with others.
5.4.5	Analyze elements of a story, including characters, setting, theme and plot.
5.4.6	Identify and respond to characteristics of a variety of genres.
5.4.7	Interact independently with media of various types and lengths to gain information.
5.4.8	Demonstrate how different types of resources can be used for different purposes (e.g., books, databases, periodicals, websites).
5.4.9	Identify the use of parts of a book to gain information, including the bibliography, glossary, copyright date, publisher, title page, table of contents and index.
5.4.10	Seek and select the most appropriate reference sources of information.
5.4.11	Demonstrate the knowledge and skills to apply information from more than one source.
5.4.12	Take notes to utilize relevant information from a variety of sources.
5.4.13	Organize information in a way that is appropriate for the assignment or project (e.g., graphic organizer; story map, etc.).

Anchor Standard 5: Explore

CODE	DESCRIPTION
5.5.1	Read for lifelong educational and personal enjoyment.
5.5.2	Listen, view and interact with media of various types and lengths to gain information for pleasure and personal growth.
5.5.3	Identify the author's purpose for creating a text.
5.5.4	Compare and contrast experiences of characters in stories (text to text, text to self, text to world).

Anchor Standard 6: Engage

CODE	DESCRIPTION
5.6.1	Explain differences in facts, opinions and authors' points of view.
5.6.2	Evaluate resources for currency, credibility and authority.
5.6.3	Compare and contrast multiple information sources to verify accuracy and relevance.
5.6.4	Give credit using appropriate citations (author, title, etc.).
5.6.5	Define or give examples of plagiarism.
5.6.6	Define or give examples of intellectual freedom.
5.6.7	Identify and apply Internet safety rules and digital citizenship.

Grades 6-8

By the end of eighth grade, students will know and be able to ...

Anchor Standard 1: Inquire

CODE	DESCRIPTION
8.1.1	Explore a range of resources related to one's information needs, personal interests and well-being.
8.1.2	Develop essential questions that go beyond fact finding.
8.1.3	Review and extend skills in stating the problem or need for information.
8.1.4	Read and use evidence to support claims.
8.1.5	Create products that illustrate new understandings.

Anchor Standard 2: Include

CODE	DESCRIPTION
8.2.1	Seek diverse perspectives to resolve an information problem or question.
8.2.2	Recognize that there might be more than one published perspective on an issue.
8.2.3	Interact with learners who reflect a range of perspectives.

Anchor Standard 3: Collaborate

CODE	DESCRIPTION
8.3.1	Encourage consideration of ideas, giving and receiving information as a member of a group.
8.3.2	Use information resources efficiently so that resources are available for others to use.
8.3.3	Seek, communicate actively and integrate information within a group to create a common product.

Grades 6-8

Anchor Standard 4: Curate

CODE	DESCRIPTION
8.4.1	Independently use information from a variety of sources for academic subjects and personal knowledge.
8.4.2	Identify and respond to characteristics of a variety of genres.
8.4.3	Perform advanced search techniques and queries.
8.4.4	Select and explain information presented in various formats.
8.4.5	Recognize the relationships of parts and the whole in visual and/or aural messages.
8.4.6	Independently analyze and synthesize information on given topics from multiple sources.
8.4.7	Identify the difference between primary and secondary sources.
8.4.8	Analyze multiple sources and formats for information quality, accuracy and relevance.
8.4.9	Determine how different points of view can influence the facts and opinions present in various sources.
8.4.10	With guidance, evaluate resources for points of view, bias, value or intent of information.
8.4.11	Systematically organize information in a way that is appropriate for the task.

Anchor Standard 5: Explore

CODE	DESCRIPTION
8.5.1	Read widely and deeply in multiple formats for lifelong educational and personal enjoyment.
8.5.2	Recognize characteristic styles of various authors and illustrators.
8.5.3	Apply an inquiry model to issues found in various nonacademic and academic situations.
8.5.4	Apply prior and new information to planning, creation and evaluation of a particular information product.
8.5.5	Display emotional resilience by persisting in information searching despite challenges.

Anchor Standard 6: Engage

CODE	DESCRIPTION
8.6.1	Evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.
8.6.2	Independently demonstrate competency and communicate knowledge in the most appropriate format for the message and audience.
8.6.3	Independently summarize and paraphrase information in students' own words avoiding plagiarism.
8.6.4	Analyze sources and/or products to determine the steps necessary to respect intellectual property rights.
8.6.5	Give credit to original ideas of others through proper attribution.
8.6.6	Use appropriate style for citations of text and image sources to avoid plagiarism.
8.6.7	Participate in discussion about first amendment rights, responsibilities and intellectual freedom.
8.6.8	Practice internet safety and digital citizenship.

Grades 9-12

By the end of 12th grade, students will know and be able to ...

Anchor Standard 1: Inquire

CODE	DESCRIPTION
12.1.1	Review and extend skills in stating a problem or need for information.
12.1.2	Revise questions and inquiry as information needs change.
12.1.3	Recognize gaps in one's own knowledge and information gathered.
12.1.4	Analyze and evaluate data as the basis for evidence, using it to make valid and reliable claims.
12.1.5	Demonstrate new understanding gained through information from real-life situations.
12.1.6	Use speaking and writing skills to communicate new understandings effectively.
12.1.7	Publish and share work with an authentic audience.

Anchor Standard 2: Include

CODE	DESCRIPTION
12.2.1	Acknowledge and encourage the contributions of diverse perspectives during learning activities.
12.2.2	Actively support and/or create strategies for ensuring equitable access to information resources.
12.2.3	Recognize one's own personal biases and cultural context in relation to finding, gathering and processing information.
12.2.4	Identify and evaluate more than one published perspective on an issue.
12.2.5	Build cultural understanding by collaborating locally and globally with learners from different regions and backgrounds.

Anchor Standard 3: Collaborate

CODE	DESCRIPTION
12.3.1	Recognize and encourage the contributions of all group members in creating an information product.
12.3.2	Participate and collaborate as members of a network of learners, giving and receiving information, to reach goals and pursue lifelong learning.
12.3.3	Help groups move to consensus of information after substantive conversation and sharing by group members.

Grades 9-12

Anchor Standard 4: Curate

CODE	DESCRIPTION
12.4.1	Assemble facts, opinions and points of view and determine when appropriate in one's own work (e.g., essay; report; presentation).
12.4.2	Assess the value of various types of information resources.
12.4.3	Access, evaluate and use outside information sources for organizing information to resolve a problem or question.
12.4.4	Monitor one's own information-seeking processes for effectiveness and progress and make necessary adjustments.
12.4.5	Evaluate and select information based on the source's quality, credibility, accuracy, appropriateness for needs and social and cultural perspective.
12.4.6	Identify the difference between relevant and irrelevant information.
12.4.7	Realize that conflicting facts, inconsistencies, and/or false claims are found in a multitude of sources.
12.4.8	Select primary and secondary sources as appropriate for a given task.
12.4.9	Analyze, synthesize and use information on given topics from multiple sources to create new meanings.

Anchor Standard 5: Explore

CODE	DESCRIPTION
12.5.1	Read widely and deeply in multiple formats for lifelong educational and personal enjoyment.
12.5.2	Explore works of authors who write in different fictional genres and literary styles.
12.5.3	Demonstrate motivation by seeking information to answer questions and interests.
12.5.4	Apply an inquiry model to issues found in various nonacademic and academic situations.
12.5.5	Maintain openness to new ideas when evidence supports change.
12.5.6	Judge the quality of one's own information products and solutions.
12.5.7	Demonstrate a willingness to seek information beyond academic requirements.
12.5.8	Display emotional resilience by persisting in information searching despite challenges.

Anchor Standard 6: Engage

CODE	DESCRIPTION
12.6.1	Access, evaluate and use information in real-life situations.
12.6.2	Organize information in new ways that others can view, use and evaluate.
12.6.3	Give credit to original ideas of others through proper attribution and citation.
12.6.4	Cite text and image sources properly and construct appropriate bibliographic citations, including in-text citations, to avoid plagiarism.
12.6.5	Communicate and disseminate new knowledge and essential ideas through means appropriate for the intended audience.
12.6.7	Use information ethically and responsibly.
12.6.8	Actively foster a positive digital identity and reputation.
12.6.9	Practice internet safety and digital citizenship.

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