

**PROPOSED REGULATION OF THE
STATE BOARD OF EDUCATION**

LCB File No. R071-01

July 25, 2001

EXPLANATION – Matter in *italics* is new; matter in brackets [~~omitted material~~] is material to be omitted.

AUTHORITY: §§2-6, NRS 385.080 and 389.520.

Section 1. Chapter 389 of NAC is hereby amended by adding thereto the provisions set forth as sections 2 to 6, inclusive, of this regulation.

Sec. 2. *By the end of the second grade, pupils must know and be able to do everything required in the previous grades to be literate in the process of obtaining information in such a manner as to access information efficiently, evaluate information critically and competently and use information accurately and creatively. Instruction in the second grade, regardless of whether it takes place in the library or the classroom, must be designed so that pupils meet the following standards for information literacy by the completion of the second grade:*

1. Seek information relating to various dimensions of personal well-being, such as vocational interests, involvement in community, matters concerning health and recreational pursuits by:

(a) Occasionally seeking information about topics of personal interest or aspects of well-being; and

(b) Generally expanding beyond the pupil's own knowledge to seek information concerning topics of personal interest or aspects of well-being.

2. Design, develop and evaluate information and conclusions based upon that information relating to topics of personal interest to the pupil by organizing and presenting basic information gathered by the pupil relating to those topics of personal interest.

3. Demonstrate that the pupil is a competent and self-motivated reader by explaining and discussing various examples of fiction.

4. Derive meaning from information presented creatively in a variety of formats by explaining and discussing films, plays and other creative presentations of information.

5. Develop creative methods of conveying information in a variety of formats by expressing information and ideas creatively in simple formats.

6. Assess the quality of the process and outcome of the pupil's efforts to obtain information by retracing the steps the pupil took to find information and explaining which were most useful for resolving a problem or question concerning the information.

Sec. 3. *By the end of the third grade, pupils must know and be able to do everything required in the previous grades to be literate in the process of obtaining information in such a manner as to access information efficiently, evaluate information critically and competently and use information accurately and creatively. Instruction in the third grade, regardless of whether it takes place in the library or the classroom, must be designed so that pupils meet the following standards for information literacy by the completion of the third grade:*

1. Seek information relating to various dimensions of personal well-being, such as vocational interests, involvement in community, matters concerning health and recreational pursuits by:

(a) Occasionally seeking information about topics of personal interest or aspects of well-being; and

(b) Generally expanding beyond the pupil's own knowledge to seek information concerning topics of personal interest or aspects of well-being.

2. Design, develop and evaluate information and conclusions based upon that information relating to topics of personal interest to the pupil by:

(a) Organizing and presenting basic information gathered by the pupil relating to those topics of personal interest; and

(b) Creating solutions and methods of conveying information concerning those topics of personal interest.

3. Demonstrate that the pupil is a competent and self-motivated reader by:

(a) Explaining and discussing various examples of fiction; and

(b) Choosing fiction and other types of literature to read and analyze.

4. Derive meaning from information presented creatively in a variety of formats by explaining and discussing films, plays and other creative presentations of information.

5. Develop creative methods of conveying information in a variety of formats by:

(a) Expressing information and ideas creatively in simple formats; and

(b) Expressing information and ideas creatively in ways that combine several formats.

6. Assess the quality of the process and outcome of the pupil's efforts to obtain information by:

(a) Retracing the steps the pupil took to obtain information and explaining which were most useful for resolving a problem or question concerning the information; and

(b) Assessing each step the pupil took to obtain information with respect to a specific problem concerning the information and assessing the result.

7. Devise basic strategies for revising, improving and updating self-generated knowledge by explaining those basic strategies.

Sec. 4. By the end of the fourth grade, pupils must know and be able to do everything required in the previous grades to be literate in the process of obtaining information in such a manner as to access information efficiently, evaluate information critically and competently and use information accurately and creatively. Instruction in the fourth grade, regardless of whether it takes place in the library or the classroom, must be designed so that pupils meet the following standards for information literacy by the completion of the fourth grade:

1. Seek information relating to various dimensions of personal well-being, such as vocational interests, involvement in community, matters concerning health and recreational pursuits by:

(a) Occasionally seeking information about topics of personal interest or aspects of well-being;

(b) Generally expanding beyond the pupil's own knowledge to seek information concerning topics of personal interest or aspects of well-being; and

(c) Exploring a range of sources to obtain information concerning topics of personal interest or aspects of well-being.

2. Design, develop and evaluate information and conclusions based upon that information relating to topics of personal interest to the pupil by:

(a) Organizing and presenting basic information gathered by the pupil relating to those topics of personal interest; and

(b) Creating solutions and methods of conveying information concerning those topics of personal interest.

3. *Demonstrate that the pupil is a competent and self-motivated reader by:*
 - (a) *Explaining and discussing various examples of fiction;*
 - (b) *Choosing fiction and other types of literature to read and analyze; and*
 - (c) *Reading avidly and evaluating the strengths and weaknesses of literature read.*
 4. *Derive meaning from information presented creatively in a variety of formats by explaining and discussing films, plays and other creative presentations of information.*
 5. *Develop creative methods of conveying information in a variety of formats by:*
 - (a) *Expressing information and ideas creatively in simple formats; and*
 - (b) *Expressing information and ideas creatively in ways that combine several formats.*
 6. *Assess the quality of the process and outcome of the pupil's efforts to obtain information by:*
 - (a) *Retracing the steps the pupil took to obtain information and explaining which were most useful for resolving a problem or question concerning the information; and*
 - (b) *Assessing each step the pupil took to obtain information with respect to a specific problem concerning the information and assessing the result.*
 7. *Devise basic strategies for revising, improving and updating self-generated knowledge by explaining those strategies.*
- Sec. 5.** *By the end of the fifth grade, pupils must know and be able to do everything required in the previous grades to be literate in the process of obtaining information in such a manner as to access information efficiently, evaluate information critically and competently and use information accurately and creatively. Instruction in the fifth grade, regardless of whether it takes place in the library or the classroom, must be designed so that pupils meet the following standards for information literacy by the completion of the fifth grade:*

1. Seek information relating to various dimensions of personal well-being, such as vocational interests, involvement in community, matters concerning health and recreational pursuits by:

(a) Occasionally seeking information about topics of personal interest or aspects of well-being;

(b) Generally expanding beyond the pupil's own knowledge to seek information concerning topics of personal interest or aspects of well-being; and

(c) Exploring a range of sources to obtain information concerning topics of personal interest or aspects of well-being.

2. Design, develop and evaluate information and conclusions based upon that information relating to topics of personal interest to the pupil by:

(a) Organizing and presenting basic information gathered by the pupil relating to those topics of personal interest;

(b) Creating solutions and methods of conveying information concerning those topics of personal interest; and

(c) Judging the quality of the pupil's own solutions and methods of conveying information concerning those topics of personal interest.

3. Demonstrate that the pupil is a competent and self-motivated reader by:

(a) Explaining and discussing various examples of fiction;

(b) Choosing fiction and other types of literature to read and analyze; and

(c) Reading avidly and evaluating the strengths and weaknesses of literature read.

4. Derive meaning from information presented creatively in a variety of formats by explaining and discussing films, plays and other creative presentations of information.

5. Develop creative methods of conveying information in a variety of formats by:

(a) Expressing information and ideas creatively in simple formats; and

(b) Expressing information and ideas creatively in ways that combine several formats.

6. Assess the quality of the process and outcome of the pupil's efforts to obtain information by:

(a) Retracing the steps the pupil took to obtain information and explaining which were most useful for resolving a problem or question concerning the information;

(b) Assessing each step the pupil took to obtain information with respect to a specific problem concerning the information and assessing the result; and

(c) Evaluating the process of obtaining information at each step as it occurs and making such adjustments as are necessary to improve both the process and the outcome.

7. Devise basic strategies for revising, improving and updating self-generated knowledge by:

(a) Explaining those strategies; and

(b) Selecting and applying such strategies as are appropriate.

Sec. 6. *By the end of the sixth grade, and continuing through the twelfth grade, pupils must know and be able to do everything required in the previous grades to be literate in the process of obtaining information in such a manner as to access information efficiently, evaluate information critically and competently and use information accurately and creatively. Instruction in the sixth grade, regardless of whether it takes place in the library or the classroom, must be designed so that pupils meet the following standards for information literacy by the completion of the sixth grade:*

1. Seek information relating to various dimensions of personal well-being, such as vocational interests, involvement in community, matters concerning health and recreational pursuits by:

(a) Occasionally seeking information about topics of personal interest or aspects of well-being;

(b) Generally expanding beyond the pupil's own knowledge to seek information concerning topics of personal interest or aspects of well-being; and

(c) Exploring a range of sources to obtain information concerning topics of personal interest or aspects of well-being.

2. Design, develop and evaluate information and conclusions based upon that information relating to topics of personal interest to the pupil by:

(a) Organizing and presenting basic information gathered by the pupil relating to those topics of personal interest;

(b) Creating solutions and methods of conveying information concerning those topics of personal interest; and

(c) Judging the quality of the pupil's own solutions and methods of conveying information concerning those topics of personal interest.

3. Demonstrate that the pupil is a competent and self-motivated reader by:

(a) Explaining and discussing various examples of fiction;

(b) Choosing fiction and other types of literature to read and analyze; and

(c) Reading avidly and evaluating the strengths and weaknesses of literature read.

4. Derive meaning from information presented creatively in a variety of formats by explaining and discussing films, plays and other creative presentations of information.

5. Develop creative methods of conveying information in a variety of formats by:

(a) Expressing information and ideas creatively in simple formats; and

(b) Expressing information and ideas creatively in ways that combine several formats.

6. Assess the quality of the process and outcome of the pupil's efforts to obtain information by:

(a) Retracing the steps the pupil took to obtain information and explaining which were most useful for resolving a problem or question concerning the information;

(b) Assessing each step the pupil took to obtain information with respect to a specific problem concerning the information and assessing the result; and

(c) Evaluating the process of obtaining information at each step as it occurs and making such adjustments as are necessary to improve both the process and the outcome.

7. Devise basic strategies for revising, improving and updating self-generated knowledge by:

(a) Explaining those strategies;

(b) Selecting and applying such strategies as are appropriate; and

(c) Recognizing gaps in the pupil's own knowledge and applying appropriate strategies for filling those gaps.