Illinois Standards-Aligned Instruction for Libraries • 2015

I ♥ SAIL

Aligned with Illinois Common Core Standards,
Next Generation Science Standards,
AASL Standards for the 21st Century Learner,
and Guided by the ISTE Standards

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The Illinois School Library Media Association (ISLMA) would like to express its appreciation to the following persons for assisting with the design and development of this project:

ISLMA Standards Committee consisting of:

2015: Holly Pantle, Chair; Laura Winters, Board Representative; Rebecca Swanson, Becky Robinson, Jennifer Campbell, Angie Green, Pat Salvatini, Dan Heaver, Nancy Wadin, Emily Pickell.

2011: Becky Robinson, Chair; Erin Wyatt, Board Representative; Pam Kramer, Adviser
Katie Alexander, Vandora Elfrink, Inma Galan-Leonard, Angie Green, Marianne O'Keefe,
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2008: Becky Robinson, Chair;
Connie Amon, Dorsey Chambers, Kristen Considine, Angie Green,
John Moranski, Daniel Russo, Christy Semande.

Purpose

To empower, educate, and encourage school library information specialists to plan strategically with other teachers to incorporate information literacy skills in lessons and thereby provide college and career readiness for students.

Vision

The vision of the ISLMA Standards Committee is that this framework will be used to aid in demonstrating the cross-curricular value of school libraries. If used properly, this framework, along with collaboration with other classroom teachers, will provide the data many administrators use for making decisions.

History

Annually, the Alliance Library System consulting staff (now part of RAILS-Reaching Across Illinois Library System) conducted site visits at each of its member libraries. In 2007, the staff noticed a need for an information literacy or library skills curriculum aligned with the Illinois Learning Standards and the new American Association for School Librarians (AASL) standards. In January 2008, a focus group researched sample curricula and drafted the format of the final tool. In August 2008, the Alliance Library System staff, with the help of member librarians, published the first version in CD format and as an online wiki. In October 2008, the framework was presented to the Illinois School Library Media Association (ISLMA) for adoption as a statewide model. The 2011 revision occurred as a response to the adoption of the Illinois Common Core Standards in English and Math. The 2015 revision occurred as a response to the Next Generation Science Standards. The I-SAIL document will continue to be revised as needed to maintain its currency and usefulness.

I-SAIL Standards

Standard 1: Access information efficiently and effectively to inquire, think critically, and gain knowledge

- Recognize the need for information
- Formulate questions based on information needs
- Identify various potential sources of information
- Develop and use successful strategies for locating information
- Seek information from diverse sources

Standard 2: Evaluate information critically and competently

- Determine accuracy, relevance, and comprehensiveness of information
- Distinguish among fact, point of view, and opinion
- Identify inaccurate and misleading information
- Select information appropriate to the problem or question

Standard 3: Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society

- Organize information for practical application
- Integrate new information into own schema
- Produce and communicate information and ideas in appropriate formats
- Use problem-solving techniques to devise strategies for improving process or product
- Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)

Standard 4: Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth

- Cultivate a love of reading and become a self-motivated reader
- Develop a knowledge of genres and literary elements
- Derive meaning from informational texts in various formats

Standard 5: Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes

- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

1st GRADE

Standard 1	LIBRARY BENCHMARKS
Access information efficiently and effectively to inquire, think critically, and gain knowledge	A. Locate parts of a book B. Understand basic organizational pattern of library
• Recognize the need for information • Formulate questions based on information needs • Identify various potential sources of information • Develop and use successful strategies for locating information • Seek information from diverse sources	**LIBRARY OBJECTIVES** 1. Identify the difference between fiction and nonfiction 2. Locate picture books and easy books on the shelves 3. Locate groups of nonfiction on the shelves 4. May use library catalog to locate books

COMMON CORE STANDARDS	NGSS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	ISTE STANDARDS: STUDENTS
Reading Literature *Key Ideas and Details* CC.1.RL.1 Ask and answer questions about key details in a text. CC.1.RL.3 Describe characters, settings, and major events in a story, using key details. *Craft and Structure* CC.1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. *Integration of Knowledge and Ideas* CC.1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. **Reading Informational Text** *Key Ideas and Details* CC.1.RI.1 Ask and answer questions about key details in a text. *Craft and Structure* CC.1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. *Integration of Knowledge and Ideas* CC.1.RI.7 Use the illustrations and details in a text to describe its key ideas. **Reading Foundational Skills** *Print Concepts* CC.1.RF.1 Demonstrate understanding of the organization and basic features of print. *Fluency* C.1.RF.4 Read with sufficient accuracy and fluency to	**Physical Science** *Waves and Their Applications in Technologies for Information Transfer* 1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. 1-PS4-3 Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light. **Life Science** *Heredity: Inheritance and Variation of Traits* 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like their parents. **Earth Science** *Earth's Place in the Universe*	1.1.2 Use prior and background knowledge as context for new learning. 1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 1.1.9 Collaborate with others to broaden and deepen understanding. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and	**3. Research and Information Fluency** Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

English/Language Arts Strand Code: RL=Reading Literature; RI=Reading Informational Text; RF=Reading Foundational Skills; W=Writing; SL=Speaking and Listening; L=Language; RH=Reading in History/Social Studies; RST=Reading in Science and Technical Subjects; WHST=Writing in History/Social Studies, Science, and Technical Subjects; CC=Common Core
Math Standards Code: OA=Operations and Algebraic Thinking; NBT=Number and Operations in Base 10; MD=Measurements and Data; G=Geometry; NF=Number and Operations-Fractions; RP=Rations and Proportional Relationships; NS=Number System; EE=Expressions and Equations; SP=Statistics and Probability; A=Algebra

support comprehension.
CC.1.RF.4.a Read on-level text with purpose and understanding.
CC.1.RF.4.b Read on-level text orally with accuracy, appropriate rate, and expression.

Writing
Research to Build and Present Knowledge
CC.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening
Comprehension and Collaboration
CC.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CC.1.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
CC.1.SL.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CC.1.SL.1.c Ask questions to clear up any confusion about the topics and texts under discussion.
CC.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CC.1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Presentation of Knowledge and Ideas
CC.1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for

1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.
1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.

Engineering, Technology, and Applications of Science
Engineering Design
K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

information.
1.2.3 Demonstrate creativity by using multiple resources and formats.
1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.
1.3.4 Contribute to the exchange of ideas within the learning community.
1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.
1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
1.4.4 Seek appropriate help when it is needed.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
2.3.1 Connect understanding to the real world.
2.4.1 Determine how to act on information (accept, reject, modify).

3.1.2 Participate and collaborate as

English/Language Arts Strand Code: RL=Reading Literature; RI=Reading Informational Text; RF=Reading Foundational Skills; W=Writing; SL=Speaking and Listening; L=Language; RH=Reading in History/Social Studies; RST=Reading in Science and Technical Subjects; WHST=Writing in History/Social Studies, Science, and Technical Subjects; CC=Common Core
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Language
Conventions of Standard English
CC.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Vocabulary Acquisition and Use
CC.1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
CC.1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CC.1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Operations and Algebraic Thinking
CC.1.OA.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
CC.1.OA.2 Represent and solve problems involving addition and subtraction. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the

specific expectations.)

members of a social and intellectual network of learners.
3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
3.2.3 Demonstrate teamwork by working productively with others.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

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unknown number to represent the problem.

Measurements and Data

CC.1.MD.4 Represent and interpret data. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

1st GRADE

Standard 2

Evaluate information critically and competently

- Determine accuracy, relevance, and comprehensiveness of information
- Distinguish among fact, point of view, and opinion
- Identify inaccurate and misleading information
- Select information appropriate to the problem or question

LIBRARY BENCHMARKS

A. Learn the difference between fact and fiction
B. Select books appropriate to interest
C. Answer questions with appropriate resources

LIBRARY OBJECTIVES

1. Use books, pictures, and objects to extract information
2. Select books appropriate to interest using browsing techniques
3. Use sources to answer information needs with guidance
4. Identify the main idea

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COMMON CORE STANDARDS	NGSS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	ISTE STANDARDS: STUDENTS
Reading Literature *Key Ideas and Details* CC.1.RL.1 Ask and answer questions about key details in a text. CC.1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. *Craft and Structure* CC.1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. *Integration of Knowledge and Ideas* CC.1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. CC.1.RL.9 Compare and contrast the adventures and experiences of characters in stories. **Reading Informational Text** *Key Ideas and Details* CC.1.RI.1 Ask and answer questions about key details in a text. CC.1.RI.2 Identify the main topic and retell key details of a text. CC.1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. *Craft and Structure* CC.1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	**Physical Science** ***Waves and Their Applications in Technologies for Information Transfer*** 1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. 1-PS4-2 Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated. 1-PS4-3 Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light. **Life Science** ***From Molecules to Organisms: Structures and Processes*** 1-LS1-1 Use materials to design a solution to a human problem by	1.1.2 Use prior and background knowledge as context for new learning. 1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 1.1.9 Collaborate with others to broaden and deepen understanding. 1.3.4 Contribute to the exchange of ideas within the learning community. 1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary. 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. 1.4.4 Seek appropriate help when	**1. Creativity and Innovation** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: b. create original works as a means of personal or group expression. **2. Communication and Collaboration** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. d. contribute to project teams to produce original works or solve problems. **3. Research and Information Fluency**

<u>**English/Language Arts Strand Code**</u>: RL=Reading Literature; RI=Reading Informational Text; RF=Reading Foundational Skills; W=Writing; SL=Speaking and Listening; L=Language; RH=Reading in History/Social Studies; RST=Reading in Science and Technical Subjects; WHST=Writing in History/Social Studies, Science, and Technical Subjects; CC=Common Core
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CC.1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas
CC.1.RI.7 Use the illustrations and details in a text to describe its key ideas.

CC.1.RI.8 Identify the reasons an author gives to support points in a text.

CC.1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Writing
Research to Build and Present Knowledge
CC.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening
Comprehension and Collaboration
CC.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CC.1.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CC.1.SL.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CC.1.SL.1.c Ask questions to clear up any confusion about the topics and texts under discussion.

CC.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CC.1.SL.3 Ask and answer questions about what a

mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Heredity: Inheritance and Variation of Traits
1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like their parents.

Engineering, Technology, and Applications of Science
Engineering Design
K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths

needed.

2.1.2 Organize knowledge so that it is useful.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3.1 Connect understanding to the real world.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.4 Develop directions for future investigations.

Students apply digital tools to gather, evaluate, and use information. Students:
a. plan strategies to guide inquiry.
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Critical Thinking, Problem Solving, and Decision Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
c. collect and analyze data to identify solutions and/or make informed decisions.
d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
a. advocate and practice safe, legal, and responsible use of information and technology.
b. exhibit a positive attitude toward using technology that supports

speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas
CC.1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

Language
Conventions of Standard English
CC.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Vocabulary Acquisition and Use
CC.1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Operations and Algebraic Thinking
CC.1.OA.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

CC.1.OA.2 Represent and solve problems involving addition and subtraction. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

and weaknesses of how each performs.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working productively with others.

3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.

3.4.1 Access the process by which learning was achieved in order to revise strategies and learn more effectively in the future

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

4.3.2 Recognize that resources are created for a variety of purposes.

collaboration, learning, and productivity.

6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
a. understand and use technology systems.

1st GRADE

Standard 3	LIBRARY BENCHMARKS
Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society • Organize information for practical application • Integrate new information into own schema • Produce and communicate information and ideas in appropriate formats • Use problem-solving techniques to devise strategies for revising and improving process and product • Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)	A. Communicate results of information search in format appropriate for content B. Recognize ownership of written and illustrated material C. Observe Internet guidelines and protocols as defined in the district's policies **LIBRARY OBJECTIVES** 1. Collaborate with other students to solve information problems 2. Begin to organize information using a wider variety of techniques (e.g., graphic organizers or webbing) 3. Present, perform, share, and evaluate the results of information searches in a new form 4. Recognize the need for citing sources 5. Share different points of view and opinions 6. Access preselected digital sources for information needs

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COMMON CORE STANDARDS	NGSS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	ISTE STANDARDS: STUDENTS
Reading Literature *Key Ideas and Details* CC.1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.RL.3 Describe characters, settings, and major events in a story, using key details. **Reading Informational Text** *Key Ideas and Details* CC.1.RI.2 Identify the main topic and retell key details of a text. CC.1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. *Integration of Knowledge and Ideas* CC.1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **Writing** *Text Types and Purposes* CC.1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. CC.1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CC.1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide	**Physical Science** *Waves and Their Applications in Technologies for Information Transfer* 1-PS4-4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. **Life Science** *From Molecules to Organisms: Structures and Processes* 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. *Heredity: Inheritance and Variation of Traits* 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like their parents. **Engineering,**	1.1.2 Use prior and background knowledge as context for new learning. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 1.1.9 Collaborate with others to broaden and deepen understanding. 1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.4 Contribute to the exchange of ideas within the learning community. 1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary. 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.	**1. Creativity and Innovation** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: b. create original works as a means of personal or group expression. **2. Communication and Collaboration** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. d. contribute to project teams to produce original works or solve problems. **3. Research and Information Fluency**

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some sense of closure.
Production and Distribution of Writing
CC.1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CC.1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge
CC.1.W.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
CC.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening
Comprehension and Collaboration
CC.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CC.1.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
CC.1.SL.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
Presentation of Knowledge and Ideas
CC.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CC.1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CC.1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for

Technology, and Applications of Science
Engineering Design
K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

2.1.4 Use technology and other information tools to analyze and organize information.
2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
2.2.4 Demonstrate personal productivity by completing products to express learning.
2.3.1 Connect understanding to the real world.
2.3.3 Use valid information and reasoned conclusions to make ethical decisions.
2.4.3 Recognize new knowledge and understanding.

3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
3.1.3 Use writing and speaking skills to communicate new understandings effectively.
3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Students apply digital tools to gather, evaluate, and use information. Students:
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
b. plan and manage activities to develop a solution or complete a project.
c. collect and analyze data to identify solutions and/or make informed decisions.
d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
a. advocate and practice safe, legal, and responsible use of information and technology.
b. exhibit a positive attitude

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Language
Conventions of Standard English
CC.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Operations and Algebraic Thinking
CC.1.OA.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
CC.1.OA.2 Represent and solve problems involving addition and subtraction. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Measurements and Data
CC.1.MD.4 Represent and interpret data. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

3.1.5 Connect learning to community issues.
3.1.6 Use information and technology ethically and responsibly.
3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
3.2.3 Demonstrate teamwork by working productively with others.
3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints
3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
3.3.4 Create products that apply to authentic, real-world contexts.
3.3.5 Contribute to the exchange of ideas within and beyond the learning community.
3.3.6 Use information and

toward using technology that supports collaboration, learning, and productivity.
d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
a. understand and use technology systems.
b. select and use applications effectively and productively.
d. transfer current knowledge to learning of new technologies.

knowledge in the service of democratic values.

3.4.2 Assess the quality and effectiveness of the learning product.

3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

4.1.6 Organize personal knowledge in a way that can be called upon easily.

4.3.1 Participate in the social exchange of ideas, both electronically and in person.

4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction

1st GRADE

Standard 4	LIBRARY BENCHMARKS
Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth • Cultivate a love of reading and become a self-motivated reader • Develop a knowledge of genres and literary elements • Derive meaning from informational texts in various formats	A. Start using text along with spoken word and illustrations to understand literature B. Select an appropriate book of interest for personal enjoyment C. Identify several types and elements of literature D. Ask how and why questions when presented with information presented creatively in nontextual formats E. Ask for assistance when seeking information related to personal interests F. Select resources and materials based on interest, need, and appropriateness
	LIBRARY OBJECTIVES
	1. Choose a book of interest from the easy and picture book sections with guidance 2. Listen to or read traditional folklore such as trickster tales, fables, and tall tales 3. Listen to or read various types of fiction in easy and short novel formats 4. Listen to or read nonfiction (biography, information books, poetry) 5. Identify literary elements such as plot and point of view 6. Practice literature response through basic discussion and other activities such as storytelling and songs 7. Broaden awareness of the works of various authors and illustrators 8. Begin to develop awareness of award-winning literature 9. Recognize text in various formats (magazines, books, nonprint, electronic resources, newspapers) 10. Read for pleasure and to find answers to questions with guidance 11. Use libraries, library staff, and library resources

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COMMON CORE STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	ISTE STANDARDS: STUDENTS
Reading Literature *Craft and Structure* CC.1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. CC.1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. CC.1.RL.6 Identify who is telling the story at various points in a text. *Integration of Knowledge and Ideas* CC.1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. **Range of Reading and Level of Text Complexity** CC.1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. **Reading Informational Text** *Key Ideas and Details* CC.1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. *Integration of Knowledge and Ideas* CC.1.RI.7 Use the illustrations and details in a text to describe its key ideas. CC.1.RI.8 Identify the reasons an author gives to support points in a text. *Range of Reading and Level of Text Complexity* CC.1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1. **Reading Foundational Skills** *Fluency*	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. 2.4.3 Recognize new knowledge and understanding. 2.4.4 Develop directions for future	**1. Creativity and Innovation** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: c. use models and simulations to explore complex systems and issues. **2. Communication and Collaboration** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. **3. Research and Information Fluency** Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. **4. Critical Thinking, Problem Solving, and Decision Making** Students use critical thinking skills to plan and conduct research, manage projects,

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CC.1.RF.4 Read with sufficient accuracy and fluency to support comprehension.
CC.1.RF.4.a Read on-level text with purpose and understanding.
CC.1.RF.4.b Read on-level text orally with accuracy, appropriate rate, and expression.

Language
Vocabulary Acquisition and Use
CC.1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

investigations.

4.1.1 Read, view, and listen for pleasure and personal growth.
4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.
4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
4.1.4 Seek information for personal learning in a variety of formats and genres.
4.1.5 Connect ideas to own interests and previous knowledge and experience.
4.1.6 Organize personal knowledge in a way that can be called upon easily.
4.2.1 Display curiosity by pursuing interests through multiple resources.
4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

4.3.2 Recognize that resources are created for a variety of purposes.
4.3.3 Seek opportunities for pursuing

solve problems, and make informed decisions using appropriate digital tools and resources. Students:
c. collect and analyze data to identify solutions and/or make informed decisions.
d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
a. advocate and practice safe, legal, and responsible use of information and technology.
b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. demonstrate personal responsibility for lifelong learning.

6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
b. select and use applications effectively and productively.
d. transfer current knowledge to learning of new technologies.

personal and aesthetic growth.

4.4.1 Identify own areas of interest.

4.4.2 Recognize the limits of own personal knowledge.

4.4.3 Recognize how to focus the efforts in personal learning.

4.4.4 Interpret new information based on cultural and social context.

4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.

4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

1st GRADE

Standard 5

Understand and practice Internet safety when using any electric media for educational, social, or recreational purposes

- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

LIBRARY BENCHMARKS

A. Understand personal and public information
B. Recognize the need for adult supervision
C. Use electronic devices safely and appropriately

LIBRARY OBJECTIVES

1. Practice identifying personal and public information (name, gender, age, address, phone number, name of school, screen name, etc.) and when it is appropriate to share this information
2. Use the Internet to visit approved websites with adult supervision or guidance
3. Practice good manners online, recognizing that online communication is between actual people
4. Report uncomfortable situations to an adult
5. Practice identifying between approved content and advertising content
6. Operate and maintain equipment as directed (power-on/off, clean hands, gentle use)

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COMMON CORE STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	ISTE STANDARDS: STUDENTS
Reading Literature *Craft and Structure* CC.1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. CC.1.RL.6 Identify who is telling the story at various points in a text. **Reading Informational Text** *Key Ideas and Details* CC.1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. *Craft and Structure* CC.1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CC.1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **Writing** *Text Types and Purposes* CC.1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. *Production and Distribution of Writing* CC.1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 1.1.9 Collaborate with others to broaden and deepen understanding. 2.1.4 Use technology and other information tools to analyze and organize information. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.2.4 Demonstrate personal productivity by completing products to express learning. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.1.3 Use writing and speaking skills to	**2. Communication and Collaboration** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. c. develop cultural understanding and global awareness by engaging with learners of other cultures. **3. Research and Information Fluency** Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks. **4. Critical Thinking, Problem Solving, and Decision Making** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: c. collect and analyze data to identify

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Research to Build and Present Knowledge
CC.1.W.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

Language
Conventions of Standard English
CC.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

communicate new understandings effectively.

3.2.3 Demonstrate teamwork by working productively with others.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
4.3.2 Recognize that resources are created for a variety of purposes.

solutions and/or make informed decisions.

5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
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