

## Illinois Standards-Aligned Instruction for Libraries • 2015



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

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**Iowa City Community School District**

**American Association of School Librarians (AASL)**

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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 Heaven, 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,  
Pat Salvatini, Christy Semande, Paula Shapiro, Karen Smith-Cox.

2008: Becky Robinson, Chair;  
Connie Amon, Dorsey Chambers, Kristen Considine, Angie Green,  
John Moranski, Daniel Russo, Christy Semande.

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# Purpose

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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

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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

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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.

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# 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 pursues 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

**3rd GRADE**

| <b>Standard 1</b>   | <b>LIBRARY BENCHMARKS</b>   |
|---|---|
| <b>Access information efficiently and effectively to inquire, think critically, and gain knowledge</b> <ul style="list-style-type: none"> <li>Recognize the need for information</li> <li>Formulate questions based on information needs</li> <li>Identify various potential sources of information</li> <li>Develop and use successful strategies for locating information</li> <li>Seek information from diverse sources</li> </ul> | A. Explain an information need<br>B. Understand the concept of keywords   |
|   | <b>LIBRARY OBJECTIVES</b>   |
|   | <ol style="list-style-type: none"> <li>1. Begin to use print and/or nonprint dictionary, encyclopedia, atlas, and other reference materials and recognize their unique features</li> <li>2. Identify keywords and/or search terms with guidance</li> <li>3. Locate material by call number</li> <li>4. Determine information need</li> <li>5. Locate materials using library catalog</li> </ol> |

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| COMMON CORE STANDARDS  | NGSS  | AASL STANDARDS<br>FOR THE 21ST<br>CENTURY LEARNER  | ISTE STANDARDS:<br>STUDENTS   |
|--|---|--|---|
| <p><b>Reading Literature</b><br/><b>Key Ideas and Details</b><br/>CC.3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CC.3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><b>Integration of Knowledge and Ideas</b><br/>CC.3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p><b>Reading Informational Text</b><br/><b>Key Ideas and Details</b><br/>CC.3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>Craft and Structure</b><br/>CC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>CC.3.RI.5 Use text features and search tools</p> | <p><b>Physical Science</b><br/><b>Motion and Stability: Forces and Interactions</b><br/>3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.</p> <p><b>Life Science</b><br/><b>From Molecules to Organisms: Structures and Processes</b><br/>3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death</p> <p><b>Biological Evolution: Unity and Diversity</b><br/>3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p> <p>3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</p> | <p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions</p> <p>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.</p> <p>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.</p> <p>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the</p> | <p><b>1. Creativity and Innovation</b><br/>Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.<br/>Students:<br/>c. use models and simulations to explore complex systems and issues.</p> <p><b>2. Communication and Collaboration</b><br/>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:<br/>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.<br/>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.<br/>c. develop cultural understanding and global awareness by engaging with learners of other cultures.</p> <p><b>3. Research and Information Fluency</b></p> |

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(e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC.3.RI.6 Distinguish their own point of view from that of the author of a text.

#### **Integration of Knowledge and Ideas**

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CC.3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

#### **Range of Reading and Complexity of Text**

CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

### **Reading Foundational Skills**

#### **Fluency**

CC.3.RF.4 Read with sufficient accuracy and fluency to support comprehension.

CC.3.RF.4.a Read on-level text with purpose and understanding.

### **Writing**

#### **Text Types and Purposes**

CC.3.W.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

### **Earth & Space Sciences**

#### **Earth's Systems**

3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

3-ESS2-2. Obtain and combine information to describe climates in different regions of the world

#### **Earth and Human Activity**

3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

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 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.

2.1.1 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.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information

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.

### **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.

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CC.3.W.1.b Provide reasons that support the opinion.

CC.3.W.2.b Develop the topic with facts, definitions, and details.

***Production and Distribution of Writing***

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)

***Research to Build and Present Knowledge***

CC.3.W.7 Conduct short research projects that build knowledge about a topic.

CC.3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

***Range of Writing***

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

***Speaking and Listening***

***Comprehension and Collaboration***

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing

and apply knowledge to curricular areas, real world situations, and further investigations.

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.

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

2.4.2 Reflect on systematic process and assess for completeness of investigation.

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.

3.2.3 Demonstrate teamwork by working productively with

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their own clearly.

CC.3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.3.SL.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CC.3.SL.1.d Explain their own ideas and understanding in light of the discussion.

CC.3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

***Presentation of Knowledge and Ideas***

CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CC.3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**Language**

***Conventions of Standard English***

CC.3.L.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

***Knowledge of Language***

CC.3.L.3 Use knowledge of language and its conventions when writing, speaking,

others.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

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

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reading, or listening.

***Vocabulary Acquisition and Use***

CC.3.L.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

CC.3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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**3rd GRADE**

| <b>Standard 2</b>  | <b>LIBRARY BENCHMARKS</b>   |
|--|---|
| <p><b>Evaluate information critically and competently</b></p> <ul style="list-style-type: none"> <li>Determine accuracy, relevance, and comprehensiveness of information</li> <li>Distinguish among fact, point of view, and opinion</li> <li>Identify inaccurate and misleading information</li> <li>Select information appropriate to the problem or question</li> </ul> | <ul style="list-style-type: none"> <li>A. Determine appropriate sources of information</li> <li>B. Identify facts and details that support main ideas</li> <li>C. Analyze and evaluate new information based on previous experience and knowledge</li> <li>D. Find similar ideas in more than one source</li> <li>E. Recognize the differences between sources</li> </ul>   |
|  | <p><b>LIBRARY OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>Learn to choose what facts and details to include in note taking</li> <li>Identify the appropriate use of print and/or electronic resources</li> <li>Use different clues to determine important ideas in illustrations and text</li> <li>Learn common organizational patterns to make sense of information</li> <li>Work in groups to create and evaluate projects and information products</li> <li>Learn to compare content and ideas in different resources</li> <li>Select the most appropriate source to fulfill the information need</li> </ol> |

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| COMMON CORE STANDARDS   | NGSS   | AASL STANDARDS<br>FOR THE 21ST<br>CENTURY LEARNER   | ISTE STANDARDS:<br>STUDENTS   |
|---|--|---|---|
| <p><b>Reading Literature</b><br/><b>Key Ideas and Details</b></p> <p>CC.3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CC.3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><b>Craft and Structure</b></p> <p>CC.3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>CC.3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>CC.3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p>CC.3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>CC.3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p><b>Reading Informational Text</b></p> | <p><b>Physical Science</b><br/><b>Motion and Stability: Forces and Interactions</b></p> <p>3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p> <p>3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</p> <p><b>Life Science</b><br/><b>From Molecules to Organisms: Structures and Processes</b></p> <p>3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death</p> <p><b>Ecosystems: Interactions, Energy, and Dynamics</b></p> <p>3-LS2-1. Construct an argument that some animals form groups that help members survive.</p> <p><b>Heredity: Inheritance and Variation of Traits</b></p> <p>3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that</p> | <p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>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.</p> <p>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.3.4 Contribute to the exchange of ideas within the learning community</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>2.1.1 Continue an inquiry-based</p> | <p><b>1. Creativity and Innovation</b><br/>Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <ol style="list-style-type: none"> <li>apply existing knowledge to generate new ideas, products, or processes.</li> <li>create original works as a means of personal or group expression.</li> <li>use models and simulations to explore complex systems and issues.</li> </ol> <p><b>2. Communication and Collaboration</b><br/>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:</p> <ol style="list-style-type: none"> <li>interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</li> <li>communicate information and ideas effectively to multiple audiences using a variety of media and formats.</li> <li>contribute to project teams to produce original works or</li> </ol> |

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**Key Ideas and Details**

- CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CC.3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- CC.3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**Craft and Structure**

- CC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- CC.3.RI.6 Distinguish their own point of view from that of the author of a text.

**Integration of Knowledge and Ideas**

- CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- CC.3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- CC.3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

**Range of Reading and Complexity of Text**

- CC.3.RI.10 By the end of the year, read and comprehend informational texts, including

variation of these traits exists in a group of similar organisms.

- 3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.

**Biological Evolution: Unity and Diversity**

- 3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

- 3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

- 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

**Earth & Space Sciences****Earth and Human Activity**

- 3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

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.

- 2.1.2 Organize knowledge so that it is useful.
- 2.1.3 Use strategies to draw conclusions
- 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.
- 2.2.1 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.
- 2.2.4 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,

solve problems.

**3. Research and Information Fluency**

- Students apply digital tools to gather, evaluate, and use information. Students:
- plan strategies to guide inquiry.
  - locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - 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:
- plan and manage activities to develop a solution or complete a project.
  - collect and analyze data to identify solutions and/or make informed decisions.
  - use multiple processes and diverse perspectives to explore alternative solutions.

**5. Digital Citizenship**

Students understand human,

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history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

## Reading Foundational Skills

### Fluency

CC.3.RF.4.a Read on-level text with purpose and understanding.

## Writing

### Text Types and Purposes

CC.3.W.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CC.3.W.1.b Provide reasons that support the opinion.

CC.3.W.1.d Provide a concluding statement or section.

CC.3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.3.W.2.b Develop the topic with facts, definitions, and details.

### Production and Distribution of Writing

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)

### Research to Build and Present Knowledge

CC.3.W.7 Conduct short research projects that build knowledge about a topic.

CC.3.W.8 Recall information from experiences or

modify).

2.4.2 Reflect on systematic process and assess for completeness of investigation.

2.4.3 Recognize new knowledge and understanding.

2.4.4 Develop directions for future investigations.

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.

3.2.3 Demonstrate teamwork by working productively with others.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

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.

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.

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

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gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Range of Writing**

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening****Comprehension and Collaboration**

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CC.3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.3.SL.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CC.3.SL.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CC.3.SL.1.d Explain their own ideas and understanding in light of the discussion.

CC.3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.3.SL.3 Ask and answer questions about

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information from a speaker, offering appropriate elaboration and detail.

**Presentation of Knowledge and Ideas**

- CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- CC.3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**Language****Conventions of Standard English**

- CC.3.L.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Knowledge of Language**

- CC.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Vocabulary Acquisition and Use**

- CC.3.L.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- CC.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.
- CC.3.L.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- CC.3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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**3rd GRADE**

| <b>Standard 3</b>   | <b>LIBRARY BENCHMARKS</b>   |
|---|---|
| <p><b>Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society</b></p> <ul style="list-style-type: none"> <li>Organize information for practical application</li> <li>Integrate new information into own schema</li> <li>Produce and communicate information and ideas in appropriate formats</li> <li>Use problem-solving techniques to devise strategies for revising and improving process and product</li> <li>Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)</li> </ul> | <p>A. Communicate results of information search in format appropriate for content<br/>           B. Recognize ownership of written and illustrated material<br/>           C. Observe Internet guidelines and protocols as defined in the district's policies</p>   |
|   | <p><b>LIBRARY OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>With guidance, edit, spell check, save, proofread, and print original documents using a word processor</li> <li>Collaborate with other students to solve information problems</li> <li>Organize information using such differentiated techniques as graphic organizers, storyboarding, or webbing</li> <li>Present, perform, share, and evaluate the results of information searches in a new form</li> <li>Recognize the need for citing sources and begin to make simple bibliographies</li> <li>Respect different points of view and opinions</li> <li>Differentiate between note taking and copying verbatim from sources used</li> </ol> |

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|--|---|---|---|
| <p><b>Reading Literature</b><br/><b>Key Ideas and Details</b><br/>CC.3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CC.3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><b>Craft and Structure</b><br/>CC.3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>Integration of Knowledge and Ideas</b><br/>CC.3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p><b>Reading Informational Text</b><br/><b>Key Ideas and Details</b><br/>CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CC.3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> | <p><b>Life Science</b><br/><b>From Molecules to Organisms: Structures and Processes</b><br/>3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death</p> <p><b>Ecosystems: Interactions, Energy, and Dynamics</b><br/>3-LS2-1. Construct an argument that some animals form groups that help members survive.</p> <p><b>Heredity: Inheritance and Variation of Traits</b><br/>3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</p> <p>3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.</p> <p><b>Biological Evolution: Unity and Diversity</b><br/>3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</p> <p>3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same</p> | <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>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.</p> <p>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.</p> <p>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.4 Contribute to the exchange of ideas within the learning community</p> <p>1.4.2 Use interaction with and feedback from teachers and</p> | <p><b>1. Creativity and Innovation</b><br/>Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <p>a. apply existing knowledge to generate new ideas, products, or processes.</p> <p>b. create original works as a means of personal or group expression.</p> <p><b>2. Communication and Collaboration</b><br/>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:</p> <p>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p> <p>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p> <p>d. contribute to project teams to produce original works or solve problems.</p> <p><b>3. Research and Information</b></p> |

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**Craft and Structure**

CC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC.3.RI.6 Distinguish their own point of view from that of the author of a text.

**Integration of Knowledge and Ideas**

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CC.3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

**Writing****Text Types and Purposes**

CC.3.W.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CC.3.W.1.b Provide reasons that support the opinion.

CC.3.W.1.d Provide a concluding statement or section.

CC.3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.3.W.2.a Introduce a topic and group related information together; include illustrations

species may provide advantages in surviving, finding mates, and reproducing.

3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

**Earth & Space Sciences****Earth's Systems**

3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

3-ESS2-2. Obtain and combine information to describe climates in different regions of the world

**Earth and Human Activity**

3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

peers to guide own inquiry process.

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.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

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.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

2.3.3 Use valid information and

**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.
- d. process data and report results.

**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.
- 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.
- c. troubleshoot systems and

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when useful to aiding comprehension.  
CC.3.W.2.b Develop the topic with facts, definitions, and details.

***Production and Distribution of Writing***

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)

CC.3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

***Research to Build and Present Knowledge***

CC.3.W.7 Conduct short research projects that build knowledge about a topic.

CC.3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

***Range of Writing***

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

***Speaking and Listening***

***Comprehension and Collaboration***

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in

reasoned conclusions to make ethical decisions.

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

2.4.2 Reflect on systematic process and assess for completeness of investigation.

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.

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

applications.

d. transfer current knowledge to learning of new technologies.

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groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CC.3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.3.SL.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CC.3.SL.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CC.3.SL.1.d Explain their own ideas and understanding in light of the discussion.

CC.3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

***Presentation of Knowledge and Ideas***

CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CC.3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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 knowledge in the service of democratic values.

3.3.7 Respect the principles of intellectual freedom.

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

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**Language*****Conventions of Standard English***

CC.3.L.2.a Capitalize appropriate words in titles.

CC.3.L.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

***Knowledge of Language***

CC.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

***Vocabulary Acquisition and Use***

CC.3.L.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

CC.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

CC.3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

creative expressions of ideas in various formats and genres.

- 4.1.6 Organize personal knowledge in a way that can be called upon easily.
- 4.2.3 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.
- 4.3.1 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
- 4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.

**3rd GRADE**

| <b>Standard 4</b>  | <b>LIBRARY BENCHMARKS</b>  |
|--|--|
| <p><b>Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth</b></p> <ul style="list-style-type: none"> <li>• Cultivate a love of reading and become a self-motivated reader</li> <li>• Develop a knowledge of genres and literary elements</li> <li>• Derive meaning from informational texts in various formats</li> </ul> | <ul style="list-style-type: none"> <li>A. Use both text and visuals to understand literature</li> <li>B. Select a "Just Right" book independently for personal reading</li> <li>C. Identify numerous types and elements of literature</li> <li>D. Analyze and understand information presented creatively in nontextual formats</li> <li>E. Seek information related to personal interests</li> <li>F. Select resources and materials based on interest, need, and appropriateness</li> </ul>  |
|  | <p><b>LIBRARY OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Select a "Just Right" book during literature selection</li> <li>2. Listen to or read various traditional folklore</li> <li>3. Read various types of fiction</li> <li>4. Read various types of nonfiction</li> <li>5. Recognize various literary elements within works</li> <li>6. Participate in guided discussions about literature to share opinions and responses</li> <li>7. Begin to develop individual taste in series, author, and genre reading</li> <li>8. Begin to identify literary awards as appropriate to age group</li> <li>9. Appreciate information presented creatively in various formats</li> <li>10. Read for pleasure, seek answers, and explore topics of personal interest</li> <li>11. Access libraries, library staff, and library resources both personally and virtually</li> </ol> |

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| COMMON CORE STANDARDS  | AASL STANDARDS FOR THE 21ST CENTURY LEARNER   | ISTE STANDARDS: STUDENTS  |
|--|---|---|
| <p><b>Reading Literature</b><br/> <b>Key Ideas and Details</b><br/>           CC.3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.<br/>           CC.3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.<br/>           CC.3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>Craft and Structure</b><br/>           CC.3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.<br/>           CC.3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.<br/>           CC.3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>Integration of Knowledge and Ideas</b><br/>           CC.3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).<br/>           CC.3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p><b>Range of Reading and Complexity of Text</b><br/>           CC.3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text</p> | <p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.<br/>           1.1.2 Use prior and background knowledge as context for new learning.<br/>           1.1.3 Develop and refine a range of questions to frame search for new understanding.<br/>           1.1.4 Find, evaluate, and select appropriate sources to answer questions.<br/>           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.<br/>           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.<br/>           1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.<br/>           1.1.9 Collaborate with others to broaden and deepen understanding.<br/>           1.3.4 Contribute to the exchange of ideas within the learning community<br/>           1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>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.</p> | <p><b>3. Research and Information Fluency</b><br/>           Students apply digital tools to gather, evaluate, and use information. Students:<br/>           b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.<br/>           c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p> <p><b>4. Critical Thinking, Problem Solving, and Decision Making</b><br/>           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:<br/>           c. collect and analyze data to identify solutions and/or make informed decisions.<br/>           d. use multiple processes and diverse perspectives to explore alternative solutions.</p> <p><b>5. Digital Citizenship</b><br/>           Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:<br/>           b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.<br/>           c. demonstrate personal responsibility for lifelong learning.</p> <p><b>6. Technology Operations and Concepts</b><br/>           Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:</p> |

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complexity band independently and proficiently.

### Reading Informational Text

#### Key Ideas and Details

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

#### Integration of Knowledge and Ideas

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CC.3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

#### Range of Reading and Complexity of Text

CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

### Reading Foundational Skills

#### Fluency

CC.3.RF.4 Read with sufficient accuracy and fluency to support comprehension.

CC.3.RF.4.a Read on-level text with purpose and understanding.

CC.3.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

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.

2.2.1 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.

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

2.4.2 Reflect on systematic process and assess for completeness of investigation.

2.4.3 Recognize new knowledge and understanding.

2.4.4 Develop directions for future investigations.

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.

3.2.3 Demonstrate teamwork by working

a. understand and use technology systems.

b. select and use applications effectively and productively.

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**Writing****Text Types and Purposes**

- CC.3.W.1.b Provide reasons that support the opinion.  
 CC.3.W.1.d Provide a concluding statement or section.  
 CC.3.W.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  
 CC.3.W.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**Production and Distribution of Writing**

- CC.3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Speaking and Listening****Comprehension and Collaboration**

- CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  
 CC.3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**Presentation of Knowledge and Ideas**

- CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  
 CC.3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

productively with others.

- 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.
- 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.  
 4.1.7 Use social networks and information tools to gather and share information.  
 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 personal and aesthetic growth.

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**Language****Knowledge of Language**

CC.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.3.L.3.a Choose words and phrases for effect.\*

**Vocabulary Acquisition and Use**

CC.3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CC.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

CC.3.L.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CC.3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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.



**3rd GRADE**

|  |  |
|--|--|
| <p><b>Standard 5</b></p> <p><b>Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes</b></p> <ul style="list-style-type: none"> <li>Practice strategies that promote personal safety and protect online and offline reputation</li> <li>Recognize that networked environments are public places governed by codes of ethical behavior</li> <li>Practice positive digital citizenship</li> <li>Distinguish website authority, validity, and purpose</li> <li>Understand the need for protecting personal privacy when using public access to digital sources</li> <li>Protect personal information and electronic devices in an online environment</li> </ul> | <p><b>LIBRARY BENCHMARKS</b></p>   |
|  | <p>A. Use personal and private information appropriately</p> <p>B. Behave responsibly and respectfully in a networked environment</p> <p>C. Use electronic devices safely and appropriately</p>  |
|  | <p><b>LIBRARY OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>Protect personal information and apply stranger-danger knowledge and skills on the Internet</li> <li>Use the Internet to visit assigned websites with limited adult supervision or guidance</li> <li>Practice good online manners recognizing some communications can be hurtful to others.</li> <li>Report uncomfortable situations to an adult</li> <li>Recognize and avoid inappropriate content (advertising, malware, phishing, viruses, pornography, etc.)</li> <li>Protect electronic devices from physical harm and, with guidance, recognize and avoid potential damaging or invasive content.</li> </ol> |

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| COMMON CORE STANDARDS   | AASL STANDARDS FOR THE 21ST CENTURY LEARNER   | ISTE STANDARDS: STUDENTS   |
|---|---|--|
| <p><b>Reading Literature</b><br/> <b>Key Ideas and Details</b><br/>           CC.3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>Reading Informational Text</b><br/> <b>Key Ideas and Details</b><br/>           CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>Integration of Knowledge and Ideas</b><br/>           CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>Writing</b><br/> <b>Text Types and Purposes</b><br/>           CC.3.W.1.b Provide reasons that support the opinion.</p> <p><b>Production and Distribution of Writing</b><br/>           CC.3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>Research to Build and Present Knowledge</b><br/>           CC.3.W.7 Conduct short research projects that build knowledge about a topic.</p> | <p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>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.</p> <p>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> | <p><b>2. Communication and Collaboration</b><br/>           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:</p> <ul style="list-style-type: none"> <li>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</li> <li>c. develop cultural understanding and global awareness by engaging with learners of other cultures.</li> </ul> <p><b>3. Research and Information Fluency</b><br/>           Students apply digital tools to gather, evaluate, and use information. Students:</p> <ul style="list-style-type: none"> <li>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</li> <li>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</li> </ul> <p><b>4. Critical Thinking, Problem Solving, and Decision Making</b><br/>           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:</p> <ul style="list-style-type: none"> <li>c. collect and analyze data to identify solutions and/or make informed decisions.</li> </ul> <p><b>5. Digital Citizenship</b><br/>           Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:</p> <ul style="list-style-type: none"> <li>a. advocate and practice safe, legal, and responsible use</li> </ul> |

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**Speaking and Listening*****Comprehension and Collaboration***

CC.3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Language*****Vocabulary Acquisition and Use***

CC.3.L.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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.

3.2.3 Demonstrate teamwork by working productively with others.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

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.

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.

c. troubleshoot systems and applications.

d. transfer current knowledge to learning of new technologies.