

Illinois Standards-Aligned Instruction for Libraries • 2015



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 Heaven, Nancy Wadin, Emily Pickell.

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2008: Becky Robinson, Chair;
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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

KINDERGARTEN

Standard 1	LIBRARY BENCHMARKS
<p>Access information efficiently and effectively to inquire, think critically, and gain knowledge</p> <ul style="list-style-type: none"> 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 	<p>A. Locate parts of a book B. Understand basic organizational pattern of library</p>
	<p>LIBRARY OBJECTIVES</p> <ol style="list-style-type: none"> Identify title page, author, title, page number, and spine Learn where picture books and easy books are located in the library Ask where to find a book to read

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=Ratios and Proportional Relationships; NS=Number System; EE=Expressions and Equations; SP=Statistics and Probability; A=Algebra

COMMON CORE STANDARDS	NGSS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	ISTE STANDARDS: STUDENTS
<p>Reading Literature Key Ideas and Details CC.K.RL.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>Craft and Structure CC.K.RL.4 Ask and answer questions about unknown words in a text. CC.K.RL.5 Recognize common types of texts (e.g., storybooks, poems). CC.K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>Integration of Knowledge and Ideas CC.K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>Reading Informational Text Craft and Structure CC.K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. CC.K.RI.5 Identify the front cover, back cover, and title page of a book. CC.K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>Integration of Knowledge and Ideas CC.K.RI.7 With prompting and support, describe</p>	<p>Earth Science Earth's Systems K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.</p> <p>Earth and Human Activity K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p> <p>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</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>1.1.6 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>1.1.9 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>1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>1.4.3 Monitor gathered information</p>	<p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students:</p> <p>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p>

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the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

new or improved object or tool.

and assess for gaps or weaknesses.

CC.K.RI.8 With prompting and support, identify the reasons an author gives to support points.

CC.K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Reading Foundational Skills

Print Concepts

CC.K.RF.1 Demonstrate understanding of the organization and basic features of print.

Writing

Research to Build and Present Knowledge

CC.K.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.K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CC.K.SL.1.b Continue a conversation through multiple exchanges.

CC.K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and

1.4.4 Seek appropriate help when needed.

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.

2.3.1 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 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.

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

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requesting clarification if something is not understood.

CC.K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

CC.K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Language

Conventions of Standard English

CC.K.L.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

Vocabulary Acquisition and Use

CC.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CC.K.L.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

CC.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Measurements and Data

CC.K.MD.3 Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

4.1.5 Connect ideas to own interests and previous knowledge and experience.

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

KINDERGARTEN

<p>Standard 2</p> <p>Evaluate information critically and competently</p> <ul style="list-style-type: none"> 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 	<p>LIBRARY BENCHMARKS</p>
	<p>A. Learn the difference between fact and fiction</p> <p>B. Select books appropriate to interest</p> <p>C. Answer questions with appropriate resources</p>
	<p>LIBRARY OBJECTIVES</p> <ol style="list-style-type: none"> Use pictures and objects to extract information Make book selections using simple scanning techniques (e.g., cover and illustrations) Listen to and follow directions Make simple decisions

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COMMON CORE STANDARDS	NGSS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	ISTE STANDARDS: STUDENTS
<p>Reading Literature <i>Key Ideas and Details</i> CC.K.RL.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>Reading Informational Text <i>Key Ideas and Details</i> CC.K.RI.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>Writing <i>Production and Distribution of Writing</i> CC.K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. CC.K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Speaking and Listening <i>Presentation of Knowledge and Ideas</i> CC.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>Physical Science <i>Matter and Stability: Forces and Interactions</i> K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p> <p>Energy K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface.</p> <p>Life Science <i>From Molecules to Organisms: Structures and Processes</i> K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>	<p>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. 2.1.2 Organize knowledge so that it is useful. 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. 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them</p>	<p>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.</p> <p>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.</p> <p>3. Research and Information Fluency Students apply digital tools to</p>

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Earth Science *Earth's Systems*

- K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.
- K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Earth and Human Activity

- K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

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.

- 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.
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
- 3.2.3 Demonstrate teamwork by working productively with others.
- 3.4.1 Access the process by which learning was achieved in order to revise strategies and learn more effectively in the future

- 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.

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:

- 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, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- advocate and practice safe, legal, and responsible use of information and technology.
- exhibit a positive attitude toward using technology that supports collaboration, learning, and

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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.

productivity.

6. Technology Operations and Concepts

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

KINDERGARTEN

Standard 3	LIBRARY BENCHMARKS
<p>Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society</p> <ul style="list-style-type: none"> 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) 	<p>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</p>
	<p>LIBRARY OBJECTIVES</p> <ol style="list-style-type: none"> Collaborate with other students to solve information problems Begin to organize information with guidance using such techniques as webbing, pictograms, KWLs, and Y charts Present, perform, share, and evaluate the results of information search in a new form Identify authors and illustrators Share different points of view and opinions Access preselected digital sources for information needs

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<p>Reading Literature Integration of Knowledge and Ideas CC.K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Range of Reading and Level of Text Complexity CC.K.RL.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Reading Informational Text Key Ideas and Details CC.K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Range of Reading and Level of Text Complexity CC.K.RI.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Writing Text Types and Purposes CC.K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>CC.K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>CC.K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely</p>	<p>Physical Science Matter and Stability: Forces and Interactions K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p>Energy K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface.</p> <p>Life Science From Molecules to Organisms: Structures and Processes K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>Earth Science Earth's Systems K-ESS2-1 Use and share observations of local weather conditions to describe patterns over</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>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>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>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p>	<p>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.</p> <p>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. d. exhibit leadership for digital citizenship.</p>

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linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

CC.K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

CC.K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Speaking and Listening

Presentation of Knowledge and Ideas

CC.K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Language

Conventions of Standard English

CC.K.L.1.f Produce and expand complete sentences in shared language activities.

time.

K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Earth and Human Activity

K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

Engineering, 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.

2.3.3 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.

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.

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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- 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.
- 3.4.2 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

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electronically and in person.
4.3.4 Practice safe and ethical
behaviors in personal
electronic communication and
interaction

KINDERGARTEN

Standard 4	LIBRARY BENCHMARKS
<p>Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth</p> <ul style="list-style-type: none"> • 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 	<p>A. Use both auditory and visual clues to understand literature B. Select an appropriate book of interest for personal enjoyment C. Begin to identify different types and elements of literature D. Begin to recognize information presented creatively in various nontextual formats E. Ask for information related to personal interests F. Select resources and materials based on interest, need, and appropriateness</p>
	<p>LIBRARY OBJECTIVES</p> <ol style="list-style-type: none"> 1. Choose a book of interest from a provided assortment 2. Listen to traditional folklore such as nursery rhymes and fairy tales 3. Listen to fiction in picture book and short novel formats 4. Listen to nonfiction (biography, information books, poetry) 5. Identify literary elements such as character and setting 6. Respond to literature in participatory activities such as puppetry, finger plays, and drama 7. Engage with the work of various authors and illustrators 8. Enjoy award-winning literature 9. Begin to use print and nonprint materials 10. Appreciate reading for pleasure, for learning, and for finding answers 11. Use libraries, library staff, and library resources

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COMMON CORE STANDARDS

AASL STANDARDS FOR
THE 21ST CENTURY
LEARNERISTE STANDARDS:
STUDENTS**Reading Literature****Key Ideas and Details**

CC.K.RL.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

CC.K.RL.5 Recognize common types of texts (e.g., storybooks, poems).

CC.K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

CC.K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

CC.K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

CC.K.RL.10 Actively engage in group reading activities with purpose and understanding.

Reading Informational Text**Key Ideas and Details**

CC.K.RI.1 With prompting and support, ask and answer questions about key details in a text.

CC.K.RI.2 With prompting and support, identify the main topic and retell key details of a text.

Craft and Structure

CC.K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

CC.K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

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.

2.1.1 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 investigations.

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, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

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Reading Foundational Skills**Fluency**

CC.K.RF.4 Read emergent-reader texts with purpose and understanding.

Writing**Research to Build and Present Knowledge**

CC.K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Language**Conventions of Standard English**

CC.K.L.1.f Produce and expand complete sentences in shared language activities.

Vocabulary Acquisition and Use

CC.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

- 3.1.2 Participate and collaborate as 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.
- 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 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

- 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.

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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.

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.

KINDERGARTEN

<p>Standard 5</p> <p>Understand and practice Internet safety when using any electric media for educational, social, or recreational purposes</p> <ul style="list-style-type: none"> 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 	<p>LIBRARY BENCHMARKS</p>
	<p>A. Understand personal and public information B. Recognize the need for adult supervision C. Use electronic devices safely and appropriately</p>
	<p>LIBRARY OBJECTIVES</p> <ol style="list-style-type: none"> With guidance, identify personal information (name, gender, age, address, phone number, name of school, screen name, etc.) and when it is appropriate to share this information Use the Internet to visit approved websites with adult supervision or guidance Practice good manners online, recognizing that online communication is between actual people Report uncomfortable situations to an adult With guidance, identify approved content and advertising content 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
<p>Writing <i>Production and Distribution of Writing</i> CC.K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p>	<p>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:</p> <ul style="list-style-type: none"> b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. c. develop cultural understanding and global awareness by engaging with learners of other cultures. d. contribute to project teams to produce original works or solve problems. <p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students:</p> <ul style="list-style-type: none"> b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. <p>5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:</p> <ul style="list-style-type: none"> 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.

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- 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.

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