



Chariho Regional School District

Information Literacy: Library Media Curriculum
Grades K-12

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Information Literacy: Library Media Curriculum Grades K-12

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Information Literacy: Library Media Task Force Membership

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Epistemological Foundations

The Chariho Regional School District believes that students learn best when they are actively engaged in and personally responsible for the learning process. Students need a safe and positive environment in which to talk purposefully about learning, to experience learning and to observe learning. Learning is enhanced when students have an interest in and choice about what they learn. Students should be engaged in meaningful learning experiences that match their developmental status.

New learning builds on previous knowledge through a process that is challenging and rigorous. That process must encourage students to problem-solve and to think originally, critically, and creatively. Thinking and problem-solving are closely linked to a demanding core of content knowledge. Learning is most quickly assimilated when connected to student goals, when students evaluate their own work and learning habits, and when instruction appeals to a variety of learning modalities and talents.

In an environment of high expectations, sustained and directed student effort and expert teaching practices determine the extent of learning. Our schools and district will organize to encourage and support both.

Introduction

~~The world has changed and so must we. "Learning in the twenty-first century has taken on new dimensions with the exponential expansion of information, ever-changing tools, increasing digitization of text, and heightened demands for critical and creative thinking;~~

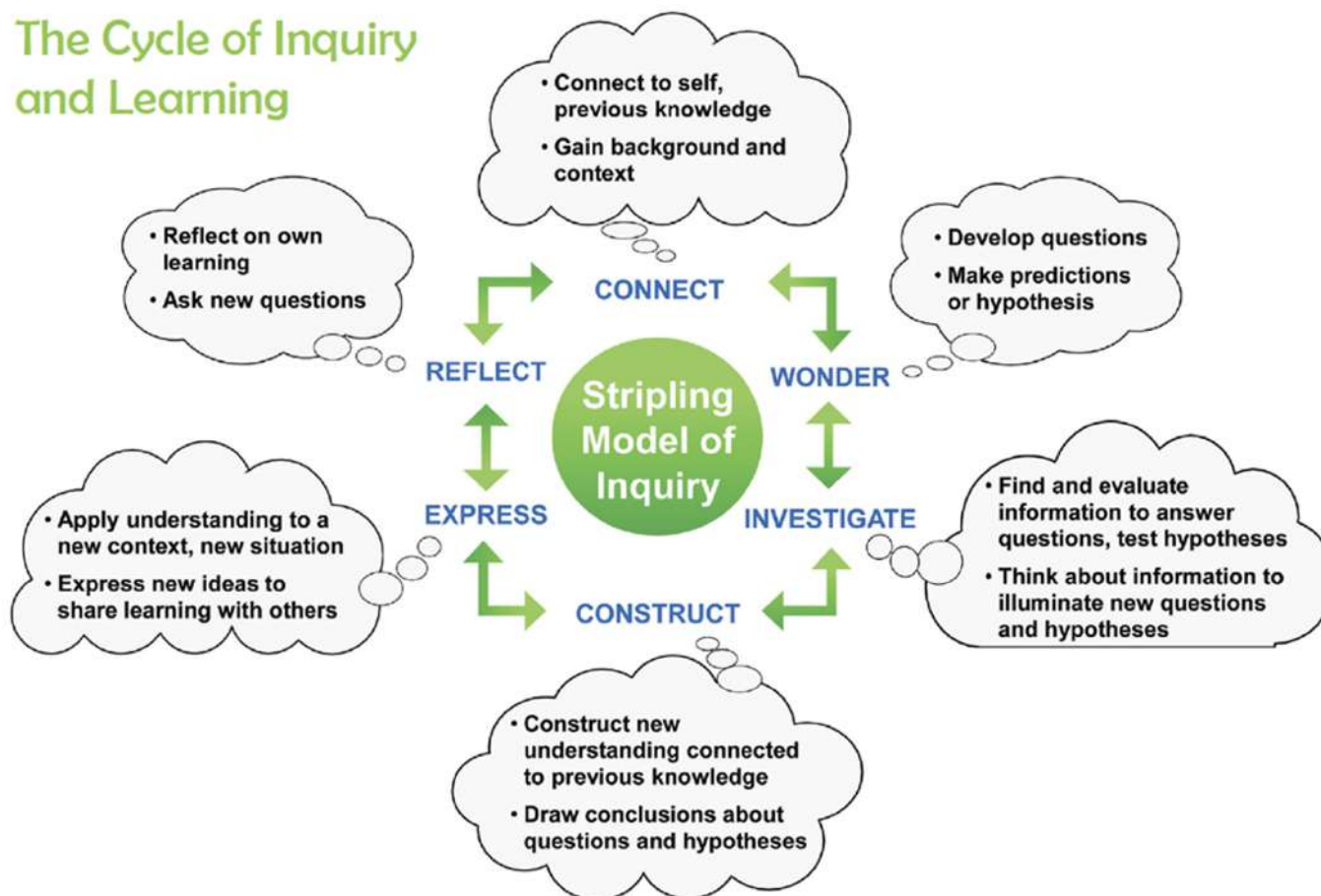
~~communication, and collaborative problem solving. To succeed in our rapid-paced, global society, our learners must develop a high level of skills. All learners must be able to access high-quality information from diverse perspectives, make sense of it to draw their own conclusions or create new knowledge, and share their knowledge with others" (American Association of School Librarians 5). Since knowledge and information constantly change, we must prepare students with life-long skills and strategies to find, process, and manage information. Inquiry-based learning, digital literacies, and collaborative work on real-world projects have become increasingly important as a means of equipping students with skills and strategies needed to succeed.~~

~~This new curriculum addresses the needs of the 21st century learner.~~

The following curriculum “is informed by and aligned with the [2018] AASL Standards Framework for Learners, the ISTE Standards for Students, and The College, Career, and Civic Life (C3) Framework for State Standards in Social Studies (National Council for the Social Studies).” This curriculum is centered around inquiry learning and uses the Stripling Cycle of Inquiry and Learning.

According to the RI School Library Curriculum, “the empowered learner calls upon information/inquiry skills to connect with what they know, ask intriguing questions about what is not known, investigate the answers, construct new understandings, and communicate to share those understandings with others. Students need to use the skills of inquiry to learn.” The goal of this curriculum is to provide a framework for the skills needed for our students to become information fluent learners. The skills and strategies outlined in this curriculum will be taught by the school librarian in collaboration with classroom teachers. Developing these skills must follow a coherent spiral of instruction and practice throughout the years of schooling, kindergarten through grade 12.

The Cycle of Inquiry and Learning



Graphic Source: "Rhode Island School Library Curriculum Guide: Introduction." *School Librarians of Rhode Island*, Rhode Island Library Association, 25 Jan. 2021, <https://guides.rilinkschools.org/riproject/Intro>.

District Mission, Vision, and Beliefs

District Mission

The Chariho Regional School District ensures that all students meet high academic standards and are prepared for lifelong learning and productive global citizenship.

District Vision

With a commitment to continuous improvement, the District's highly-qualified staff engages with students in state-of-the-art facilities to master challenging content, to promote creativity, and to foster critical thinking. The District is recognized by the community as its greatest asset.

District Beliefs

We believe that high academic standards and research informed decision making are critical...

All professionals operate from a belief that all students can learn and meet or exceed demanding standards.

All students at every level must be engaged in rigorous and challenging academic experiences.

Rigorous academic standards are the foundation of this school district.

Instructional and program decisions must be data-informed and research-based.

Learning is a continuous lifelong process.

Schools must prepare students to be creative and critical thinkers, problem solvers, and effective communicators.

The physical, social, and emotional wellness of every child is necessary for optimum learning.

We believe that the larger community must be fully engaged in the learning process...

Education is a shared responsibility of students, parents, staff, and the community.

Students thrive when supported, nurtured, and engaged by the community.

In an environment that emphasizes school safety, everyone must be treated with kindness, dignity, and respect.

Schools must prepare students to be team members and leaders, community contributors, and productive citizens in a global society.

~~Report on Knowledge Base for the Information Literacy:~~

~~Library Media Curriculum~~

~~Learning and teaching within the school library media program is best defined by the common beliefs found in Standards for the 21st Century Learner in Action:~~

~~Reading is a window to the world.~~

~~Reading is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats (e.g., picture, video, print) and all contexts is a key indicator of success in school and in life. As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretation and development of new understandings.~~

~~Inquiry provides a framework for learning.~~

~~To become independent learners, students must gain not only the skills but also the disposition to use those skills, along with an understanding of their own responsibilities and self-assessment strategies. Combined, these four elements build a learner who can thrive in a complex information environment.~~

~~Ethical behavior in the use of information must be taught.~~

~~In this increasingly global world of information, students must be taught to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely.~~

~~Technology skills are crucial for future employment needs.~~

~~Today's students need to develop information skills that will enable them to use technology as an important tool for learning, both now and in the future.~~

~~Equitable access is a key component for education.~~

~~All children deserve equitable access to books and reading, to information, and to information technology in an environment that is safe and conducive to learning.~~

~~The definition of information literacy has become more complex as resources and technologies have changed. Information literacy has progressed from the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century.~~

~~The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own. The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively.~~

~~Learning has a social context. Learning is enhanced by opportunities to share and learn with others. Students need to develop skills in sharing knowledge and learning with others, both in face-to-face situations and through technology.~~

~~School libraries are essential to the development of learning skills. School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment. School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century.~~

~~From Standards for 21st Century Learner in Action by American Association of School Librarians. Copyright 2009. American Library Association.~~

~~Hallmarks of Excellence for the Information Literacy: Library Media Curriculum Desirable Features of the Curriculum~~

~~MORE~~

- ~~• Integration of information literacy which includes digital, visual, textual and technological literacies into every aspect of student learning~~
- ~~• Media-rich multi-sensory stimulation~~
- ~~• Flexible progression with multi-path options~~
- ~~• Student control over time, place, path, and/or pace of learning~~
- ~~• Learner-constructed knowledge from multiple information sources and experiences~~
- ~~• Collaborative work on authentic, real-world projects that have value beyond the classroom~~
- ~~• Inquiry based learning (Big6™)~~
- ~~• Integration of technology~~
- ~~• Evaluation of information and sources~~
- ~~• Synthesis of information from diverse media~~
- ~~• Engagement of students in higher order thinking skills to solve problems and arrive at conclusions that produce new meanings or understandings~~
- ~~• Focus on the learning process; diagnostic, formative and summative assessment in instruction~~
- ~~• Guidance in the ethical and responsible use of information~~
- ~~• Opportunity for students to pursue personal interests and make connections to the broader world~~
- ~~• Use of models and modeling~~
- ~~• Opportunity to practice skills~~

~~LESS~~

- ~~• Teaching of library skills in isolation~~
- ~~• Limited media single-sense stimulation~~

- ~~Lockstep, prescribed-path progression~~
- ~~Knowledge from limited, authoritative sources~~
- ~~Isolated work on invented experiences~~
- ~~Unstructured approach to the research process~~
- ~~Use of technology in isolation~~
- ~~Acceptance of information at face value~~
- ~~Repetition of recorded facts~~

Statement of Educational Goals for the Information Literacy: Library Media Curriculum

Students who complete the K-12 educational program in the Chariho Regional School District will be lifelong learners and informed decision-makers who are skilled in the use of information technologies. Students will connect ideas and information, be active partners in the learning process, and appreciate literature. Students will develop portable skills that will serve them for a lifetime, making them critical thinkers, problem solvers, and continually-evolving learners.

Standards for the Information Literacy: Library Media Curriculum

The Chariho Regional School District Information Literacy: Library Media Curriculum Standards for grades K-12:

Anchor Standard 1 - : ~~Inquire, think critically, and gain knowledge.~~ Inquiry and Design Thinking: Use and Design Thinking to Build Understanding and Create New Knowledge

Anchor Standard 2 - : ~~Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas~~ Draw conclusions, make

~~informed decisions, apply knowledge to new situations, and create new knowledge.~~

Anchor Standard 3 - ÷ Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship ~~Share knowledge and participate ethically and productively as members of our democratic society.~~

Anchor Standard 4 - ÷ ~~Pursue personal and aesthetic growth~~ Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency

Essential Questions:

1. What are effective strategies and methods for finding, evaluating, and selecting appropriate sources to answer questions?
2. Why, and through which criteria, should sources be evaluated to determine when, how, and where they can/should be used?
3. How can technological tools be used efficiently and effectively to help access information, organize it, and display it both to pursue individual inquiry and to share knowledge with others?
4. How is knowledge built through the information seeking and gathering process?
5. What does it mean to be digitally literate and how does a digitally literate person interact with information and technology?
6. How does engagement and understanding of visual, digital, and textual information enhance personal growth and understanding of the larger world?

Information Literacy: Library Media Curriculum Performance Standards by Grade

Anchor Standard 1 - Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge

~~Inquire, think critically, and gain knowledge.~~

Students will demonstrate the ability to:

Grades Kindergarten – Two

Standard 1.1: Information-fluent learners use an inquiry process to connect to prior experience and background knowledge, wonder and ask questions, investigate, construct new understanding, express learning, and reflect on the process and product of learning.

K-2 Priority Skills

Connect: Interest and Prior Knowledge

- Expresses curiosity about topics of personal interest or curricular focus
- Connects ideas to own interests
- Shares what is known about the general topic to elicit and make connections to prior knowledge

Connect: Background and Key Words

- Responds to background information (delivered through videos, stories, texts, discussions) by restating/retelling main ideas and details about the topic

Wonder: Questions and Predicted Answers

- Asks questions in response to listening to a variety of texts
- With help, begins to develop questions to be answered in shared research
- Develops “I wonder” questions with the class while reading or listening to texts about the research topic
- Develops “I wonder” questions independently while reading or listening to texts about the research topic

Investigate: Organization

- Recognizes the library has many different kinds of materials and locates the picture book section
- With help, begins to use library labels and ABC arrangement of picture books to locate materials

- Identifies facts about a topic, idea, or problem
- Recognizes the systematic way the library organizes fiction and picture books and that fiction books of interest can be located by using that organization

Investigate: Sources

- Recognizes that sources can be located in the online catalog by looking up the author, title, or key words
- Identifies the author or creator of a website

Investigate: Evidence

- Identifies facts about a topic, idea, or problem
- Distinguishes between fact and opinion
- Identifies main ideas and key details in a text
- Begins to recognize different points of view of characters in a story

Investigate: Making Sense of Information and Note-taking

- With help, finds facts and briefly summarizes them via writing, drawing, or verbalization to answer basic research questions
- Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea

Construct: Organization of Gathered Information

- With help, sorts and categorizes “like” and “different” objects
- Verbally and physically demonstrates simple organizational skills such as sorting and categorizing objects and information
- Sorts books by fiction vs. nonfiction

Construct: Interpretations and Conclusions

- Participates in discussions to draw conclusions about a topic or story
- Develops own opinion about a topic with evidence to support the opinion

Express: Organization for Expression

- Organizes information by main ideas and important details

Express: Product and Presentation

- Draws a picture to illustrate a response to a story
- Uses emergent writing and drawing to express facts and simple answers to questions
- Uses writing process, emergent writing, and drawing to develop expression of new understandings

- Presents researched information in a variety of ways (e.g., art, music, poetry, movement, verbally, and /or written language)
- Recognizes the difference between own drawing or creation and someone else's drawing or creation
- Recognizes the difference between own ideas and ideas of others
- Makes a list of the source(s) used with title and author

Reflect: Assessment of Learning Experience

- Asks, "What do I wonder about now?"

Reflect: Assessment of Personal Strengths

- Identifies own strengths in listening, reading, and learning
- Identifies own strengths and sets a goal for improvement

Standard 1.2: Information-fluent learners experience, experiment, and use a design process to discover creative solutions to authentic problems, form personal understandings, and propose original ideas.

K-2 Priority Skills

Design Thinking

- Uses resources and active-learning activities provided by the teacher for learning-driven play
- Uses resources and active-learning activities provided by the teacher to investigate new ideas or solve problems through play
- Engages actively with a small group in trying out a solution, looking at the results, and making changes to improve the results
- Engages actively in a design process to use tools and materials to try out a new idea or solution to a problem, assess the results, and try a different solution when necessary

~~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.~~

- ~~• Form simple questions and begin to explore ways to answer them.~~

~~1.1.2 Use prior and background knowledge as context for new learning.~~

- ~~• Identify one or two keywords about a topic, problem, or question.~~

~~1.1.3 Develop and refine a range of questions to frame the search for new understanding.~~

- ~~• Formulate questions related to listening activities.~~
- ~~• Ask "I wonder" questions about the topic, question or problem.~~

~~1.1.4 Find, evaluate, and select appropriate sources to answer questions.~~

- ~~● Understand the basic organizational structure of books.~~
- ~~● Distinguish between fiction and nonfiction books.~~
- ~~● Understand that the library has an organizational scheme.~~

~~1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.~~

- ~~● Recognize and use facts that answer specific questions.~~

~~1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.~~

- ~~● Use simple note-taking strategies as modeled by the School Library Media Specialist.~~

~~1.1.9 Collaborate with others to broaden and deepen understanding.~~

- ~~● Share knowledge and ideas with others by discussion and listening.~~
- ~~● Work in collaborative groups to produce original work or solve problems.~~

~~1.3.1 Respect copyright/intellectual property rights of creators and producers.~~

- ~~● Acknowledge work of others by citing sources.~~

~~1.3.3 Follow ethical and legal guidelines in gathering and using information.~~

- ~~● Present information accurately.~~

~~1.3.4 Contribute to the exchange of ideas within the learning community.~~

- ~~● Participate in classroom activities (e.g. turn and talk, teacher led discussions).~~

~~1.4.4 Seek appropriate help when it is needed.~~

Grades ~~Three and Four~~ Three - Five

Standard 1.1: Information-fluent learners use an inquiry process to connect to prior experience and background knowledge, wonder and ask questions, investigate, construct new understanding, express learning, and reflect on the process and product of learning.

3-5 Priority Skills

Connect: Interest and Prior Knowledge

- Identifies aspects of the broad topic that would be important and interesting to pursue through inquiry
- Connects ideas in texts to own interests
- Makes connections to prior knowledge
- Recognizes gaps in prior knowledge

Connect: Background and Key Words

- Uses a source provided by the teacher to acquire background information
- Generates a list of key words for a research-based project with guidance

Wonder: Questions and Predicted Answers

- Formulates questions for investigation of a topic with guidance
- Begins to predict answers to inquiry questions based on background knowledge and beginning observation or experience with help
- Begins to assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry

Wonder: Thesis and Hypothesis

- Forms tentative thesis about main ideas with guidance

Investigate: Organization

- Identifies major areas of the library (e.g., Dewey areas; genre areas) and what main topics are included in each
- Identifies and uses the organizational structures of a nonfiction book (table of contents, index, and glossary) to locate information

Investigate: Sources

- Searches the online catalog (author, title, and key words) with assistance to locate materials
- With guidance, uses bookmarked websites to find appropriate information
- Uses pre-selected primary sources to gather information; compares primary and secondary sources on the same topic
- Evaluates print, video, and electronic sources (both primary and secondary) for relevance to the topic and credibility of author/creator/publisher

- Selects and uses an appropriate print, video, or electronic source to answer questions

Investigate: Evidence

- Uses textual and visual elements (title, headings, graphics, photos) to read and comprehend information on websites
- Uses navigation tools of pre-selected websites and databases to locate relevant information
- Selects evidence that explicitly answers the research questions with main ideas and details
- Evaluates information within a source for accuracy, relevance, comprehensiveness, and point of view
- Begins to understand that different points of view are presented in nonfiction and that nonfiction does not equate to “true”
- With help, begins to ask questions about the text during reading or listening

Investigate: Making Sense of Information and Note-taking

- Paraphrases, summarizes information that answers research questions, noting what is fact and what is opinion
- Uses a variety of strategies to determine important ideas
- Uses various note taking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers) dependent on purpose

Construct: Organization of Gathered Information

- With help, uses common organizational patterns (chronological order, main idea with supporting details) to organize information
- With help, organizes notes and ideas and develops an outline, mind map, or graphic organizer

Construct: Interpretations and Conclusions

- States the main idea with some supporting details
- Identifies facts, details, and inferences that support main ideas
- Draws conclusions about research including whether a question was answered or not
- Draws a conclusion about the main idea with evidence to support that conclusion
- Forms own opinion or claim and uses evidence from texts and clear reasoning to back it up

Express: Organization for Expression

- Determines the purpose of a presentation (e.g., explanation, claim) and decides how to organize ideas to explain a topic or make a claim about it

Express: Product and Presentation

- Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian
- Understands concept of “audience”; determines audience before choosing format and creating product

- Presents information clearly so that main points are evident
- Presents information clearly so that main points and supporting evidence are readily understood by audience
- Assesses and revises own work based on teacher-provided criteria
- Modifies and revises own work based on feedback from teacher and peers
- Provides a bibliography of all sources used according to model provided by teacher

Reflect: Assessment of Learning Experience

- Identifies the important features for a good product and presentation
- Reflects on new understandings, the effectiveness of the product and presentation, and the experience of the process of inquiry

Reflect: Assessment of Personal Strengths

- Identifies own strengths and sets goals for improvement

Standard 1.2: Information-fluent learners experience, experiment, and use a design process to discover creative solutions to authentic problems, form personal understandings, and propose original ideas.

3-5 Priority Skills

Design Thinking

- Engages actively in a design process to use tools, resources, and materials to: Identify meaningful and authentic problems; Recognize a problem that can be solved through experimentation or a problem-solving process; Develop the best solution and models through experience, creation, testing, feedback, and iteration

~~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.~~

- ~~• Form simple questions and begin to explore ways to answer them.~~

~~1.1.2 Use prior and background knowledge as context for new learning.~~

- ~~• Identify one or two keywords about a topic, problem, or question.~~

~~1.1.3 Develop and refine a range of questions to frame the search for new understanding.~~

- ~~• Formulate questions related to listening activities.~~
- ~~• Investigate “I wonder” questions about the topic, question or problem.~~

~~1.1.4 Find, evaluate, and select appropriate sources to answer questions.~~

- ~~● Use the Online Public Access Catalog (OPAC) to locate materials in the library.~~
- ~~● Use nonfiction text features (for example, table of contents, index, chapter headings) to locate information to answer questions.~~
- ~~● Use selected websites to find appropriate information.~~

~~1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.~~

- ~~● Recognize that there is a need to evaluate sources for accuracy.~~

~~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.~~

- ~~● Use simple note-taking strategies as modeled by the School Library Media Specialist.~~

~~1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.~~

~~1.1.9 Collaborate with others to broaden and deepen understanding.~~

- ~~● Share knowledge and ideas with others by discussion and listening.~~
- ~~● Work in collaborative groups to produce original work or solve problems.~~

~~1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.~~

- ~~● Apply evaluation strategies and criteria to select resources.~~

~~1.3.1 Respect copyright/intellectual property rights of creators and producers.~~

- ~~● Acknowledge work of others by citing sources.~~

~~1.3.3 Follow ethical and legal guidelines in gathering and using information.~~

- ~~● Present information accurately.~~

~~1.3.4 Contribute to the exchange of ideas within the learning community.~~

- ~~● Participate in classroom activities (e.g. turn and talk, teacher led discussions).~~

~~1.3.5 Use information technology responsibly.~~

- ~~● Access only appropriate websites.~~
- ~~● Use digital tools responsibly by protecting personal information.~~

~~1.4.4 Seek appropriate help when it is needed.~~

Grades Six - Eight

Standard 1.1: Information-fluent learners use an inquiry process to connect to prior experience and background knowledge, wonder and ask questions, investigate, construct new understanding, express learning, and reflect on the process and product of learning.

6-8 Priority Skills

Connect: Interest and Prior Knowledge

- States and verifies what is known about the problem or question and makes connections to prior knowledge

Connect: Background and Key Words

- Identifies key words and ideas that appear in background information and class conversation

Connect: Topic

- Revises the topic as needed to arrive at a manageable topic for a given research situation

Wonder: Questions and Predicted Answers

- Writes questions that would lead to an inquiry independently based on key ideas or areas of focus
- Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison)

Wonder: Thesis and Hypothesis

- Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis

Investigate: Sources

- Begins to use selected search engines to find appropriate information
- Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves
- Uses the structure and some navigation tools of a website to find the most relevant information (menu bars, tabs, buttons, sidebars)
- Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources
- Uses different formats (e.g., books, websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information

Investigate: Evidence

- Selects information from multiple sources that answers the research questions
- Evaluates quality of information within electronic and print sources for usefulness, currency, authority, and accuracy

- Fact checks and verifies all information communicated through websites and social media
- Evaluates the accuracy, authority, and validity of sources and information
- Reads laterally in the digital environment to discover divergent and conflicting information as well as corroborating information
- Selects high-quality information from multiple sources that answers the research questions, provides a balance of diverse perspectives, and includes both main ideas and supporting details
- Evaluates the effect of different perspectives and points of view on information (e.g., why some information is included, why other information is left out)

Investigate: Making Sense of Information and Note-taking

- Differentiates between important and unimportant details
- Identifies misconceptions and revises ideas as new information is gained
- Takes notes using one or more of a variety of note-taking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers, reflective note-taking)
- Employs reflective note-taking strategies to capture own thinking and inferences about the evidence being noted in words and phrases, summarized, paraphrased, or quoted

Construct: Organization of Gathered Information

- Uses common organizational patterns (e.g., chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusion

Construct: Interpretations and Conclusions

- Interprets information and ideas by defining, classifying, and inferring
- Combines information and weighs evidence to draw conclusions and create meaning
- Forms opinions, judgments, and claims backed up by supporting evidence and clear reasoning

Express: Organization for Expression

- Develops a line of argument or claim with a line of reasoning, clear supporting evidence, and attention to refuting counter arguments and claims

Express: Product and Presentation

- Presents conclusions and supporting facts in a variety of ways
- Creates products for authentic reasons and audiences

- Cites all sources used according to local style formats

Reflect: Assessment of Learning Experience

- Identifies and evaluates the importance of features for a good product, presentation, and engagement in the process of inquiry
- Reflects on own emotional and intellectual experience through the process of inquiry

Reflect: Assessment of Personal Strengths

- Identifies own strengths (academic, social, and emotional) and sets goals for improvement

Standard 1.2: Information-fluent learners experience, experiment, and use a design process to discover creative solutions to authentic problems, form personal understandings, and propose original ideas.

6-8 Priority Skills

Design Thinking

- Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement
- Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, coding, video and audio production)

~~Grades Five and Six~~

~~Apply skills from previous grades and use the Big6 research model as necessary to:~~

~~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.~~

- ~~• Select and use appropriate sources to answer questions~~
- ~~• Generate questions and practice different ways to locate and evaluate sources that provide needed information.~~

~~1.1.2 Use prior and background knowledge as context for new learning.~~

- ~~• Identify and use appropriate sources to acquire background information.~~
- ~~• Articulate what is known about a topic, problem, or question.~~

- ~~Students will be able to utilize the tools featured in an eBook to read and locate information.~~

~~1.1.3 Develop and refine a range of questions to frame the search for new understanding.~~

- ~~With guidance, formulate questions about the topic.~~

~~1.1.4 Find, evaluate, and select appropriate sources to answer questions.~~

- ~~Use multiple resources, including print, electronic, and human, to locate information.~~
- ~~Use the organizational structure of a book (for example, table of contents, index, chapter headings) to locate information to answer questions.~~
- ~~Use Online Public Access Catalog (OPAC) to independently locate materials in the library and online.~~
- ~~Select and use appropriate sources, including specialized reference sources and databases, to answer questions.~~

~~1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.~~

- ~~Skim/scan to locate information that is appropriate to age and ability level.~~
- ~~Identify facts and details that support main ideas.~~
- ~~Evaluate facts for accuracy.~~
- ~~Distinguish between fact and opinion.~~
- ~~Interpret information taken from maps, graphs, charts, and other visuals.~~
- ~~Select information to answer questions or solve a problem.~~
- ~~Evaluate sources based on criteria such as currency, relevance, authority, accuracy and purpose (CRAAP).~~

~~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.~~

- ~~Use a note-taking strategy.~~
- ~~Paraphrase or summarize information in various formats.~~
- ~~Draw conclusions based on facts and premises.~~

~~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.~~

- ~~Recognize when facts from two different sources conflict and seek additional sources to verify accuracy.~~
- ~~Recognize their own misconceptions when new information conflicts with previously held opinions.~~

~~1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.~~

- ~~● Uses filtering tools to identify the best resource for the task and individual.~~
- ~~● Search the online catalog to locate print and electronic materials, including databases and websites.~~
- ~~● Evaluate and use selected websites and databases to find appropriate information.~~
- ~~● Use online search tools, such as Google, to identify the best resource for the task and individual.~~
- ~~● Use software or online tools to record and organize information.~~

~~1.1.9 Collaborate with others to broaden and deepen understanding.~~

- ~~● Work in collaborative groups to produce original works or solve problems.~~

~~1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.~~

- ~~● Develop questions that relate to the essential or overarching question in the inquiry.~~

~~1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.~~

- ~~● Apply evaluation strategies and criteria to select resources.~~

~~1.2.3 Demonstrate creativity by using multiple resources and formats.~~

- ~~● Experiment with new ways to communicate information.~~

~~1.2.4 Maintain critical stance by questioning the validity and accuracy of all information.~~

- ~~● Detect bias.~~

~~1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.~~

- ~~● Modify inquiry focus based on data collected.~~

~~1.2.6 Display emotional resilience by persisting in information searching despite challenges.~~

- ~~● Brainstorm new ways of searching for information when the existing strategy does not work.~~

~~1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.~~

- ~~● Use ranges of resources for broader and deeper perspectives on inquiries.~~

~~1.3.1 Respect copyright/intellectual property rights of creators and producers.~~

- ~~● Cite the source for all information that is not commonly known or not in numerous sources.~~

~~1.3.2 Seek divergent perspectives during information gathering and assessment.~~

- ~~● Recognize when different perspectives exist about an issue.~~

~~1.3.3 Follow ethical and legal guidelines in gathering and using information.~~

- Present information accurately.

~~1.3.4 Contribute to the exchange of ideas within the learning community.~~

- Share relevant information to contribute to learning of others through discussions and presentations.

~~1.3.5 Use information technology responsibly.~~

- Access only appropriate websites.
- Use digital social tools responsibly by protecting personal information.

~~1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.~~

- Using search engine filters to make searching more refined and efficient (e.g. Google).

~~1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.~~

- Use of bibliographic tools to identify sources and take notes as guided by teacher and peers.

~~1.4.3 Monitor gathered information and assess for gaps or weakness.~~

- Use rubrics to guide self-assessment of work.

~~1.4.4 Seek appropriate help when it is needed.~~

~~Grades Seven and Eight~~

~~Apply skills from previous grades and use the Big6 research model as necessary to:~~

~~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.~~

- Use a critical thinking process that involves asking questions, investigating the answers, and developing new understandings for personal or academic independent learning activities.

~~1.1.2 Use prior and background knowledge as context for new learning.~~

- State and support what is known about a topic, problem, or question, and make connections to prior knowledge.

~~1.1.3 Develop and refine a range of questions to frame the search for new understanding.~~

- Determine what information is needed to support the investigation and answer the questions.

~~1.1.4 Find, evaluate, and select appropriate sources to answer questions.~~

- Select a variety of credible sources in different formats relevant to research needs.
- Evaluate sources based on criteria such as copyright date, authority of author or publisher, comprehensiveness, readability, and alignment

~~with research needs.~~

~~1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.~~

- ~~● Independently evaluate and select information based on currency, relevance, accuracy, authority, and purpose (CRAAP).~~
- ~~● Recognize that information has a social or cultural context based in currency, accuracy, authority, and point of view.~~

~~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.~~

- ~~● Evaluate, paraphrase, and summarize information in various formats.~~
- ~~● Use both facts and opinions responsibly by identifying and verifying them.~~

~~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.~~

- ~~● Seek more than one point of view by using diverse sources.~~
- ~~● Explain the effect of different perspectives (points of view) on the information.~~

~~1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.~~

- ~~● Use an online note-taking tool to incorporate sources and appropriate note taking strategies.~~
- ~~● Implement keyword search strategies that incorporate Boolean operators.~~
- ~~● Select and use grade-level appropriate electronic reference materials and teacher or media specialist selected websites to answer questions.~~
- ~~● Use effective search strategies to do advanced searching on different platforms.~~
- ~~● Use technology resources such as online encyclopedias, online databases, and web subject directories, to locate information.~~

~~1.1.9 Collaborate with others to broaden and deepen understanding.~~

- ~~● Work in self-managed teams to understand concepts and to solve problems.~~
- ~~● Offer information and opinion at appropriate times in group discussions.~~

~~1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.~~

- ~~● Apply evaluation strategies and criteria to select resources.~~
- ~~● Revise searches based on information found.~~

~~1.2.3 Demonstrate creativity by using multiple resources and formats.~~

- ~~● Collect needed information from resources in a range of formats.~~

- Experiment with new ways to communicate information.
- 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.
 - Detect bias.
 - Use additional sources to verify conflicting information.
- 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
 - Modify search strategies to deal with emerging findings.
- 1.2.6 Display emotional resilience by persisting in information searching despite challenges.
 - Brainstorm new ways of searching for information when the existing strategy does not work.
- 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.
 - Use ranges of resources to search for broader or deeper perspectives on inquiries.
- 1.3.1 Respect copyright/intellectual property rights of creators and producers.
 - Cite the source for all information that is not commonly known or not in numerous sources.
 - Use quotation marks for all material taken directly from a source.
 - Put information into their own words rather than simply changing a word or two.
- 1.3.2 Seek divergent perspectives during information gathering and assessment.
 - Seek credible sources that present different viewpoints.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
 - Present information accurately.
 - Differentiate clearly between information gathered from sources and original thinking conclusions.
- 1.3.4 Contribute to the exchange of ideas within the learning community.
 - Ask and respond to questions in group exchanges of ideas.
- 1.3.5 Use information technology responsibly.
 - Use digital social tools responsibly by protecting personal information.
- 1.4.1 Monitor own information-seeking processes for effectiveness and progress and adapt as necessary.
 - Uses advanced searching features to adjust search as necessary.
- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
 - Uses information from formative assessment tools to guide their inquiry.

~~1.4.3 Monitor gathered information, and assess for gaps or weakness.~~

- ~~● Use citation analysis tools to identify gaps in bibliographic information.~~

~~1.4.4 Seek appropriate help when it is needed.~~

Grades Nine – Twelve

Standard 1.1: Information-fluent learners use an inquiry process to connect to prior experience and background knowledge, wonder and ask questions, investigate, construct new understanding, express learning, and reflect on the process and product of learning.

9-12 Priority Skills

Connect: Background and Key Words

- Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research
- Gathers context about the time period, people, and issues surrounding the topic by reading laterally across both primary and secondary sources

Connect: Topic

- Develops an organizational strategy to express the big idea and the relationships among supporting ideas
- Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry
- Explores problems or questions for which there are multiple answers or no “best” answer

Wonder: Questions and Predicted Answers

- Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research
- Creates questions to lead to basic information and, in addition, to information that is more critical, complex, and diverse in perspectives

Wonder: Thesis and Hypothesis

- Plans inquiry to test hypothesis systematically or gather evidence to validate thesis
- Explores a variety of information sources to increase familiarity with the topic or question

Investigate: Sources

- Uses the organizational features of a book as well as abstracts, tables, charts, and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective
- Uses advanced searching strategies (Boolean operators, truncation, domain and format filters, analysis of URLs) to broaden and narrow searches and locate information
- Uses organizational features of electronic books, databases, online articles and websites (e.g. menu bars, tabs, buttons, links, sidebars, chapter titles, headings and subheadings, abstracts, pulled quotes, visuals, boxed information) to answer research questions

- Uses search-engine organizational features (e.g. algorithm determining order of results, differentiation of sponsored content, beginning text, URL)
- Uses advanced searching strategies (Boolean operators, truncation, domain and format filters, analysis of URLs) to broaden and narrow searches and locate appropriate resources
- Seeks information from alternative perspectives by browsing the shelves for related books, identifying people and organizations with opposing views, following links to related articles, and conducting additional searches by using key ideas and terms for alternative perspectives
- Evaluates the authority of a source by assessing the credentials and reputation of the author, creator or publisher, date of publication, and length or comprehensiveness
- Contrasts primary and secondary sources on the topic to determine commonalities and differences in point of view, comprehensiveness, and depth of specific detail

Investigate: Evidence

- Evaluates and selects evidence from multiple sources based on relevance and usefulness to answer research questions, currency, authority, accuracy, comprehensiveness and point of view
- Compares information in diverse sources to corroborate accuracy, resolve conflicting evidence, and balance perspectives
- Evaluates digital information for authority, credibility, accuracy, comprehensiveness, point of view, and bias
- Analyzes the impact of point of view, perspective, and purpose on the information provided by a source
- Analyzes degrees of bias (from slightly slanted to heavily slanted) and the impact of that bias
- Draws meaning from digital text by employing print literacy and inquiry skills, interpreting meaning presented through multimedia, interacting with text, reading laterally (reading related information across multiple sites), and thinking non-linearly (using embedded links and multiple sites)

Construct: Organization of Gathered Information

- Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered
- Organizes information using one or more note-taking strategies, including reflecting on the information (for example, graphic organizers, two-column notes)
- Uses web-based and other technology tools to show connections and patterns in the ideas and information collected
- Develops a line or argument or claim that incorporates and/or refutes competing interpretations or conflicting evidence with credible evidence

Construct: Interpretations and Conclusions

- Draws clear and appropriate conclusions supported by evidence and examples

- Builds a conceptual framework by synthesizing ideas gathered from multiple sources
- Develops own opinion, perspective, or claim and supports with evidence and a clear line of reasoning
- Evaluates sources based on criteria such as copyright date, authority of author or publisher, accuracy of information, depth of coverage, bias, and relevance to research questions
- Analyzes the impact of point of view, perspective, and purpose on the information provided by a source
- Analyzes the degree of bias and the impact of that bias
- Describes the ideas of others accurately, using skills such as paraphrase and summary

Express: Organization for Expression

- Drafts the presentation/product to present the line of reasoning and evidence for an argument, claim, point of view, interpretation, or new model most effectively with supporting evidence
- Identifies and applies common utilities (for example: spell checker and thesaurus for word processing, formulas and charts in spreadsheets, and pictures, movies, sound, and charts in presentation tools) to enhance communication to an audience, promote productivity and support creativity

Express: Product and Presentation

- Creates a product and presentation to present an argument, claim, point of view, interpretation, or new model most effectively for a specific audience
- Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary
- Cites all sources used according to standard style

Express: Assessment of Learning Experience

- Records and reflects on individual experience of the inquiry process

~~Apply skills from previous grades and use the Big6 research model as necessary to:~~

~~1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connections for using this process in own life.~~

- ~~● Develop the ability to independently use an inquiry-based process for expanding content knowledge, connecting academic learning with the real world, and pursuing personal interests.~~

~~1.1.2 Use prior and background knowledge as context for new learning.~~

- Identify keywords or synonyms to use in further research.
- Explore a variety of information sources to increase familiarity with the topic or question.
- Review initial information to develop, clarify, revise, or refine the research question.

~~1.1.3 Develop and refine a range of questions to frame the search for new understanding.~~

- Generate specific questions to focus the purpose of the research, narrowing or broadening the scope as necessary.
- Develop and refine the topic, problem, or question independently to arrive at a worthy and manageable topic.

~~1.1.4 Find, evaluate, and select appropriate sources to answer questions.~~

- Identify and prioritize possible sources of information based on specific information needs and strengths of different information formats.
- Use a variety of specialized reference materials to find specific and in-depth information.
- Use both primary and secondary sources.

~~1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.~~

- Evaluate sources based on criteria such as copyright date, authority of author or publisher, accuracy of information, depth of coverage, bias, and relevance to research questions.

~~1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.~~

- Organize information using one or more note-taking strategies, including reflecting on the information (for example, graphic organizers, two-column notes).
- Interpret, synthesize, and integrate information presented in various formats.
- Describe the ideas of others accurately, using skills such as paraphrase and summary.

~~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.~~

- Investigate different viewpoints encountered, and determine whether and how to incorporate or reject these viewpoints.
- Compensate for the effect of point of view and bias by seeking alternative perspectives.

~~1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.~~

- Use a range of electronic resources efficiently, effectively, and safely by applying a variety of search and evaluation strategies.
- Use social tools to demonstrate and share learning.

- ~~Use various technologies to organize and manage the information selected.~~
- ~~Create their own electronic learning spaces by collecting and organizing links to information resources, working collaboratively, and sharing new ideas and understandings with others.~~

~~1.1.9 Collaborate with others to broaden and deepen understanding.~~

- ~~Seek ideas and opinions from others.~~
- ~~Describe ideas of others accurately.~~

~~1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.~~

- ~~Apply evaluation strategies and criteria to select resources.~~
- ~~Revise searches based on information found.~~

~~1.2.3 Demonstrate creativity by using multiple resources and formats.~~

~~1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.~~

- ~~Use additional sources to verify conflicting information.~~

~~1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.~~

- ~~Modify search strategies to deal with emerging findings.~~

~~1.2.6 Display emotional resilience by persisting in information searching despite challenges.~~

~~1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.~~

~~1.3.1 Respect copyright/intellectual property rights of creators and producers.~~

- ~~Cite the source for all information that is not commonly known or not in numerous sources.~~
- ~~Use quotation marks for all material taken directly from a source.~~
- ~~Put information into their own words rather than simply changing a word or two.~~

~~1.3.3 Follow ethical and legal guidelines in gathering and using information.~~

- ~~Present information accurately.~~
- ~~Differentiate clearly between information gathered from sources and original thinking conclusions.~~

~~1.3.4 Contribute to the exchange of ideas within the learning community.~~

- ~~Create a global project which demonstrates knowledge of global issues and the larger community.~~

~~1.3.5 Use information technology responsibly.~~

- ~~Access only appropriate websites.~~
- ~~Use digital social tools responsibly by protecting personal information and by posting only accurate and non-inflammatory information.~~
- 1.4.1 ~~Monitor own information-seeking processes for effectiveness and progress and adapt as necessary.~~
 - ~~Uses advanced searching features to adjust search as necessary.~~
- 1.4.2 ~~Use interaction with and feedback from teachers and peers to guide own inquiry process.~~
- 1.4.3 ~~Monitor gathered information, and assess for gaps or weakness.~~
- 1.4.4 ~~Seek assistance from the SLMS when needed.~~

Anchor Standard 2: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas. ~~Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.~~

Students will demonstrate the ability to:

Grades Kindergarten – Two

Standard 2.1: Information-fluent learners use multimedia literacy skills and knowledge to deconstruct and learn from texts in multiple formats through comprehension, analysis, interpretation, and evaluation.

K-2 Priority Skills

Response to Literature

- Participates in discussions about stories and other texts that have been read aloud
- Retells a story with the correct sequence of events using words and pictures
- Draws and shares conclusions about main idea of a story
- Compares characters in two different stories, or plots in two stories by same author

Visual Literacy

- Gathers information from illustrations and text features

Media Literacy

- Identifies main ideas, facts, details, and opinions expressed through media other than print

~~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.~~

- ~~● Find facts to answer questions in more than one source.~~
- ~~● Use techniques such as “Trash and Treasure” to locate needed information (See also Educator to Educator section).~~

~~2.1.2 Organize knowledge so it is useful.~~

- ~~● Demonstrate simple organizational skills such as sorting and categorizing.~~
- ~~● Organize information into different forms (e.g. a graphic organizer).~~

~~2.1.4 Use technology and other information tools to analyze and organize information.~~

- ~~● Use acquired information to create a final product.~~

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

- ~~● Work in groups to create, share, and evaluate media (e.g. print, digital, audio-visual).~~

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

- ~~● Use pictures to communicate new information and ideas.~~

~~2.2.4 Demonstrate personal productivity by completing products to express learning.~~

~~2.3.1 Connect understanding to the real world.~~

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

~~2.4.3 Recognize new knowledge and understanding.~~

Grades ~~Three and Four~~ Three - Five

Standard 2.1: Information-fluent learners use multimedia literacy skills and knowledge to deconstruct and learn from texts in multiple formats through comprehension, analysis, interpretation, and evaluation.

3-5 Priority Skills

Response to Literature

- Discusses the main idea or theme of a story
- Explains the meaning of illustrations and what they add to the words of a story
- Uses evidence from stories to discuss characters, setting, plot, time, and place
- Identifies the author’s or narrator’s point of view and explains how it influences the portrayal of the characters and the sequence of events in the plot

Visual Literacy

- Analyzes information presented visually through illustrations, photographs, diagrams, or maps to determine main ideas and compare to ideas presented in printed text

Media Literacy

- Evaluates a media source for accuracy and purpose
- Evaluates the effect of different media elements (e.g. visuals, color) on the overall impact of the media source

Standard 2.2: Information-fluent learners present their learning and ideas by constructing messages using multiple, authentic formats appropriate for the purpose and audience.

3-5 Priority Skills

Multiple Literacy Presentation

- Creates and delivers presentation with attention to quality of content, effective use of tool, and self-confidence and effectiveness of delivery

~~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.~~

- ~~● Find facts to answer questions in multiple sources.~~
- ~~● Use techniques such as “Trash and Treasure” to locate needed information (See also Educator to Educator section).~~

~~2.1.2 Organize knowledge so that it is useful.~~

- ~~● Use common organizational patterns (chronological order, main idea with supporting ideas) to make sense of information.~~
- ~~● Organize notes and ideas to form responses to questions.~~

~~2.1.4 Use technology and other information tools to analyze and organize information.~~

- ~~● Use acquired information to create a final product.~~
- ~~● Experiment with text and visual media to create products.~~

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

- ~~● Work in groups to create, share and evaluate (e.g. print, digital, audio-visual).~~

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

- ~~● Experiment with text and visual media to create products.~~

~~2.2.4 Demonstrate personal productivity by completing products to express learning.~~

~~2.3.1 Connect understanding to the real world.~~

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

~~2.4.3 Recognize new knowledge and understanding.~~

Grades ~~Five~~ ~~Six~~ Six - Eight

Standard 2.1: Information-fluent learners use multimedia literacy skills and knowledge to deconstruct and learn from texts in multiple formats through comprehension, analysis, interpretation, and evaluation.

6-8 Priority Skills

Response to Literature

- Participates in literary discussions and special literary programs

Visual Literacy

- Analyzes visual text (e.g., charts, graphs, photographs, videos, timelines, maps) to gather information and draw inferences about meaning

Media Literacy

- Evaluates the impact of media by looking at the use of the language of the medium (e.g., use of color, pace, perspective, visuals)
- Deconstructs media claims and arguments by looking at logical fallacies, persuasive techniques, the use of the language of the medium (e.g., use of color, pace, perspective, narrative structure, visuals)
- Deconstructs media claims and arguments by reading laterally and tracing claims, quotes and media back to the original context

Standard 2.2: Information-fluent learners present their learning and ideas by constructing messages using multiple, authentic formats appropriate for the purpose and audience.

6-8 Priority Skills

Multiple Literacy Presentation

- Develops the skills of public speaking (e.g., clear delivery, eye contact, body language, voice, pace)
- Determines the purpose and intended audience of a media presentation
- Uses the language of the medium (e.g., use of color, pace, perspective, visuals) and the characteristics of the technology tool to create and deliver an effective presentation
- Matches language of presentation with audience, purpose, complexity of the content, and intended impact

~~Apply skills from previous grades and use the Big6 research model as necessary to:~~

~~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.~~

- Find similar big ideas in more than one source.
- Identify facts and details that support main ideas.

2.1.2 Organize knowledge so it is useful.

- Organizes notes and ideas to form response to questions.
- Organize the information in a way that is appropriate for the assignment or question.
- Use common organizational patterns (chronological order, main idea with supporting ideas) to make sense of information.

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

- Match information found with questions and predictions.
- Draw conclusions about the main idea.

2.1.4 Use technology and other information tools to analyze and organize information.

- Use digital notetaking, citation, and other tools to illustrate concepts and convey ideas.

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

- Express their own ideas appropriately and effectively while working in groups to identify and resolve information problems.

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

- Identify the audience and purpose before selecting a format for the product.
- Experiment with text and visual media to create products.
- Check for correctness, completeness, and citation of sources.

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.

- Realize that web searching and book searching require different skills and adapt accordingly.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

- Identify misleading information and gaps in information that lead to inaccurate conclusions, in order to be well-informed consumers of information.

2.2.4 Demonstrate personal productivity by completing products to express learning.

- Create products based to demonstrate learning from information literacy lessons.

2.3.1 Connect understanding to the real world.

- Make connections between real life and information gathered through research.

- ~~2.3.2 Consider diverse and global perspectives in drawing conclusions.~~
 - ~~● Actively seek valid alternative perspectives when seeking information.~~
 - ~~2.3.3 Use valid information and reasoned conclusions to make ethical decisions.~~
 - ~~● Use criteria to evaluate information before making decisions.~~
 - ~~2.4.1 Determine how to act on information (accept, reject, modify).~~
 - ~~● Utilize the CRAAP method to identify and reject false information.~~
 - ~~2.4.2 Reflect on systematic process, and assess for completeness of investigation.~~
 - ~~● Students utilize rubrics to assess work on information literacy lessons.~~
 - ~~2.4.3 Recognize new knowledge and understanding.~~
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Grades Seven and Eight

Apply skills from previous grades and use the Big6 research model as necessary to:

- ~~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.~~
 - ~~● Analyze different points of view discovered in different sources.~~
 - ~~● Identify main ideas and find supporting examples.~~
- ~~2.1.2 Organize knowledge so it is useful.~~
 - ~~● Use common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information and draw conclusions.~~
- ~~2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.~~
 - ~~● Draw conclusions based on explicit and implied information.~~
 - ~~● Form opinions and judgements backed up by supporting evidence.~~
- ~~2.1.4 Use technology and other information tools to analyze and organize information.~~
 - ~~● Identify and apply common productivity tools and features such as menus and toolbars to plan, create, and edit word processing documents, spreadsheets, and presentations.~~
 - ~~● Use interactive tools to participate as a group in analyzing and organizing information.~~
- ~~2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.~~

- ~~Participate in problem-solving process with group.~~
 - ~~Work collaboratively in using technology to meet information needs.~~
 - ~~Pay attention to copyright provisions, work in groups to import and manipulate pictures, images, and charts in documents, spreadsheets, presentations, web pages, and other creative products and presentations that effectively communicate new knowledge.~~
- 2.1.6 ~~Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.~~
- ~~Select presentation form based on audience and purpose.~~
 - ~~Draft the presentation/product following an outline of ideas and add supporting details.~~
 - ~~Create products that incorporate writing, visuals, and other forms of media to convey message and main points.~~
 - ~~Assess and edit for grammar, visual impact, and appropriate use of media.~~
 - ~~Cite all sources using correct bibliographic format.~~
- 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.~~
- ~~Detect conflicting information and access resources that contribute to thoughtful conclusions.~~
- 2.2.2 ~~Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.~~
- ~~Explore a wide range of possible conclusions and analyze the evidence to support them.~~
- 2.2.3 ~~Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.~~
- ~~Recognize fallacies in logic when reviewing various sources of information.~~
 - ~~Read widely from varied sources to pinpoint inaccurate information and validate sources.~~
- 2.2.4 ~~Demonstrate personal productivity by completing products to express learning.~~
- ~~Create products to demonstrate knowledge in information literacy lessons.~~
- 2.3.1 ~~Connect understanding to the real world.~~
- ~~Draw on understandings to make personal decisions.~~
- 2.3.2 ~~Consider diverse and global perspectives in drawing conclusions.~~
- ~~Evaluate the authors and viewpoints of all information sources.~~
- 2.3.3 ~~Use valid information and reasoned conclusions to make ethical decisions.~~
- ~~Use criteria to evaluate information before making decisions.~~
- 2.4.1 ~~Determine how to act on information (accept, reject, modify).~~

- ~~Students will identify reliable sources of information based on CRAAP and other models.~~

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

- ~~Students will utilize rubrics to assess and reflect on their work.~~

~~2.4.3 Recognize new knowledge and understanding.~~

Grades Nine – Twelve

Standard 2.1: Information-fluent learners use multimedia literacy skills and knowledge to deconstruct and learn from texts in multiple formats through comprehension, analysis, interpretation, and evaluation.

9-12 Priority Skills

Response to Literature

- Shares reading experiences and responses to literature in multiple ways (e.g., face-to-face conversations, technology presentations, posters, creative products)
- Explores literary genres as well as real-world genres (e.g. movie reviews, editorials, consumer reports, career information)

Visual Literacy

- Analyzes maps, pictures, charts, graphs and other information presented visually to determine main ideas, supporting details, point of view, and both explicit and implicit meaning
- Interprets and evaluates visuals based on content analysis, visual analysis, contextual information, image source, and technical knowledge

Standard 2.2: Information-fluent learners present their learning and ideas by constructing messages using multiple, authentic formats appropriate for the purpose and audience.

9-12 Priority Skills

Multiple Literacy Presentation

- Retrieves and uses images, sound, and visual media according to ethical and legal standards
- Assesses and revises own products for clarity, accuracy, relevance, sufficiency, logic, depth, and breadth
- Uses technology tools to collaborate, publish, and interact with peers, experts, and other real-world audiences

~~Apply skills from previous grades and use the Big6 research model as necessary to:~~

~~2.1.1 Use multimedia literacy skills and knowledge to learn from texts through comprehension, analysis, interpretation, and evaluation. 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.~~

- ~~● Identify main, supporting, and conflicting information using multiple sources to support interpretation or point of view.~~
- ~~● Critically examine and analyze relevant information from a variety of sources to discover relationships and patterns among ideas.~~
- ~~● Build a conceptual framework by synthesizing ideas gathered from multiple texts.~~

~~2.1.2 Organize knowledge so that it is useful.~~

- ~~● Organize information independently, deciding the structure based on the relationships among ideas and general patterns discovered.~~
- ~~● Create their own electronic learning spaces by collecting and organizing links to information resources, working collaboratively, and sharing new ideas and understandings with others.~~

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

- ~~● Draw clear and appropriate conclusions supported by evidence and examples.~~
- ~~● Combine ideas and information to develop and demonstrate new understanding.~~
- ~~● Apply new knowledge to real-world issues and problems.~~

~~2.1.4 Use technology and other information tools to analyze and organize information:~~

- ~~● Use web-based and other technology tools to show connections and patterns in the ideas and information collected.~~
- ~~● Identify and apply common utilities (for example: spell checker and thesaurus for word processing, formulas and charts in spreadsheets, and pictures, movies, sound, and charts in presentation tools) to enhance communication to an audience, promote productivity and support creativity.~~

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

- ~~● Work with others to select, organize, and integrate information and ideas from a variety of sources and formats.~~

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

- ~~● Select the presentation/product to effectively communicate and support a purpose, argument, point of view, or interpretation.~~
- ~~● Edit for grammar, language conventions, and style.~~
- ~~● Cite borrowed information according to accepted academic practices.~~

~~2.3.1 Connect understanding to the real world:~~

- ~~● Synthesize connections between real life and multiple research sources.~~

- ~~Apply knowledge to new situations.~~
- 2.3.2 ~~Consider diverse and global perspectives in drawing conclusions.~~
 - ~~Seek multiple perspectives and evaluate these perspectives by comparing their attributes.~~
 - ~~Evaluate authors and viewpoints of all information sources for authority, accuracy, bias, reliability, and bias.~~
 - ~~Draw conclusions about the authority and authenticity of diverse viewpoints before using evidence to draw conclusions.~~
- 2.3.3 ~~Use valid information and reasoned conclusions to make ethical decisions.~~
 - ~~Consider multiple sources of relevant and accurate information before using it to make decisions.~~

Anchor Standard 3: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship ~~Share knowledge and participate ethically and productively as members of our democratic society.~~

Students will demonstrate the ability to:

Grades Kindergarten – Two

Standard 3.1 Information-fluent learners recognize the importance of accurate information to a democratic society and actively seek, evaluate, learn from, and use credible information from diverse community and global perspectives.

K-2 Priority Skills

Learning from Diverse and Credible Points of View

- Listens and responds to multicultural texts from various genres
- Compares folktales or stories from different cultures

Civic Reasoning

- Respects the rights of others to express ideas, use the library, and have equitable access to the resources by listening respectfully, following the rules and procedures of the library, and returning all resources on time

Standard 3.2: Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.

K-2 Priority Skills

Collaboration

- Participates in collaborative conversations with peers and adults to share ideas and information
- Works collaboratively with a small group using technology for research to meet information needs
- Respects the ideas of others by listening carefully to them and responding to their ideas
- Contributes to group media project to communicate ideas to classmates, families, and others
- Participates in shared research and exploration about a topic
- Acknowledges the ideas of others and connects them to own ideas when participating in discussions and group learning opportunities

Standard 3.3: Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding the spread of misinformation in the exchange and use of information.

K-2 Priority Skills

Intellectual Property Rights

- Credits authors and resources for information that was used or shared
- Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences

Safe and Ethical Use of Technology

- Creates and uses effective username that protects private information
- Understands acceptable and unacceptable computer usage according to the Acceptable Use Policy related to the use of technology
- Identifies behaviors that are examples of cyberbullying and demonstrates effective responses

~~3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.~~

- ~~• Present facts and simple answers to questions.~~

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

- ~~• Respect rules and procedures as responsible library users.~~
- ~~• Participate in discussions and listen well.~~
- ~~• Share favorite literature, both fiction and nonfiction.~~
- ~~• Begin to create collaborative products.~~

- ~~Share information and creative products with others, using diverse formats, both print and nonprint.~~
- 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.~~
 - ~~Express personal connections to the topic or question.~~
 - ~~Identify how the topic or question relates to a real-world need.~~
- 3.1.6 ~~Use information and technology ethically and responsibly.~~
 - ~~Rephrase rather than copy whole sentences.~~
 - ~~Distinguish between acceptable and unacceptable computer use.~~
 - ~~Follow school guidelines related to the acceptable use of technology.~~
- 3.3.1 ~~Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.~~
 - ~~Listen respectfully to the ideas and opinions of others.~~
 - ~~State their own opinions respectfully.~~
 - ~~Create safe zones where different viewpoints can be expressed without fear of disrespect or dismissal.~~
- 3.3.2 ~~Respect the differing interests and experiences of others, and seek a variety of viewpoints.~~
 - ~~Recognize when different people in a group have different opinions.~~
- 3.3.4 ~~Create products that apply to authentic, real-world contexts.~~
 - ~~Produce ideas and projects that can be applied in real situations.~~
- 3.3.5 ~~Contribute to the exchange of ideas within and beyond the learning community.~~
 - ~~Contribute appropriate information, ask questions, and listen to others.~~
 - ~~Present ideas publicly beyond the school learning community when opportunities become available.~~
- 3.3.7 ~~Respect the principles of intellectual freedom.~~
 - ~~Recognize the rights of others to select materials based on personal interest.~~

~~Grades Three—Four~~ Three - Five

Standard 3.1: Information-fluent learners recognize the importance of accurate information to a democratic society and actively seek, evaluate, learn from, and use credible information from diverse community and global perspectives.

3-5 Priority Skills

Learning from Diverse and Credible Points of View

- Verifies information that is presented as “the truth”
- Identifies and challenges own assumptions about community issues and diverse cultures by seeking and considering multiple viewpoints and cultural perspectives

Civic Reasoning

- Engages in conversations with peers to exchange ideas and information about social and civic issues
- Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others

Standard 3.2: Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.

3-5 Priority Skills

Collaboration

- Actively contributes to group discussions
- Works with a group to do research, share results and resources, discuss issues, make decisions, and create learning products
- Actively solicits and listens with an open mind to the opinions and ideas of others

Standard 3.3: Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding the spread of misinformation in the exchange and use of information.

3-5 Priority Skills

Intellectual Property Rights

- Uses strategies to avoid plagiarizing by summarizing, paraphrasing, quoting, and crediting the information used

Safe and Ethical Use of Technology

- Demonstrates basic cybersafety (strong passwords, privacy, accessing appropriate sites)
- Demonstrates basic netiquette behavior by interacting respectfully with others and contributing to a positive online community
- Engages in positive online behavior by dealing with cyberbullying, recognizing and avoiding stereotypes, and selecting appropriate sites only

~~3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.~~

- ~~● Present facts and simple answers to questions.~~

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

- ~~● Respect rules and procedures as responsible library users.~~
- ~~● Participate in discussions and listen well.~~
- ~~● Share favorite literature, both fiction and nonfiction.~~
- ~~● Begin to create collaborative products.~~
- ~~● Share information and creative products with others, using diverse formats, both print and nonprint.~~

~~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.~~

- ~~● Identify how the topic or question relates to a real-world need.~~

~~3.1.6 Use information and technology ethically and responsibly.~~

- ~~● Distinguish between acceptable and unacceptable computer use.~~
- ~~● Understand that authors and illustrators own their writings and art, and it is against the law to copy their work.~~
- ~~● Demonstrate understanding of plagiarism by note taking instead of directly copying information and acknowledging sources.~~
- ~~● Observe Web safety procedures, including safeguarding personal information.~~
- ~~● Practice responsible use of technology and describe personal consequences of inappropriate use.~~

~~3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.~~

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

~~3.2.3 Demonstrate teamwork by working productively with others.~~

~~3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.~~

- ~~● Listen respectfully to the ideas and opinions of others.~~
- ~~● State their own opinions respectfully.~~
- ~~● Create safe zones where different viewpoints can be expressed without fear of disrespect or dismissal.~~

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

- Recognize when different people in a group have different opinions.

3.3.4 Create products that apply to authentic, real-world contexts.

- Produce ideas and projects that can be applied in real situations.

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

- Contribute appropriate information, ask questions, and listen to others.
- Present ideas publicly beyond the school learning community when opportunities become available.

3.3.7 Respect the principles of intellectual freedom.

- Recognize the rights of others to select materials based on personal interest.

Grades Five and Six - Eight

Standard 3.1: Information-fluent learners recognize the importance of accurate information to a democratic society and actively seek, evaluate, learn from, and use credible information from diverse community and global perspectives.

6-8 Priority Skills

Learning from Diverse and Credible Points of View

- Evaluates and compares the authority, credibility, accuracy (by fact-checking), and point of view of all sources of information
- Identifies and challenges misinformation and own assumptions about community issues and diverse cultures by seeking and evaluating multiple viewpoints and cultural perspectives through strategies such as lateral reading
- Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, blogs, tweets, viral videos)

Civic Reasoning

- Demonstrates respect for the principles of equitable access to information

Standard 3.2: Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.

6-8 Priority Skills

Collaboration

- Expresses own ideas clearly and builds on the ideas of others
- Engages effectively in collaborative discussions with diverse groups

- Works collaboratively to develop, publish, and present projects involving media that effectively communicate information and ideas about the curriculum to authentic audiences

Standard 3.3: Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding the spread of misinformation in the exchange and use of information.

6-8 Priority Skills

Intellectual Property Rights

- Makes ethical decisions about the creation and sharing of information (e.g., respecting rights of creators, remixing, and using images and print within the guidelines of Fair Use)
- Demonstrates respect for copyright, fair use, creative commons, and attribution of information and images and acquires permission from creator when necessary
- Understand the concept and consequences of plagiarism and refrain from representing others' work as their own

Safe and Ethical Use of Technology

- Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly
- Checks the validity of all information and avoids the spread of misinformation on social media
- Demonstrates understanding of a digital footprint and constructs own footprint accordingly
- Observes Internet safety procedures, including safeguarding personal information and equipment

~~Apply skills from previous grades and use the Big6 research model as necessary to:~~

~~3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.~~

- ~~• Present information clearly so that main points are evident.~~
- ~~• Use information appropriate to task and audience.~~
- ~~• Identify and evaluate the features for a good product.~~

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

- ~~• Show respect for and respond to ideas of others.~~
- ~~• Respect the guidelines for responsible and ethical use of information resources.~~
- ~~• Develop a product with peers and share with others.~~

- ~~Develop projects with peers that can be shared electronically.~~
- 3.1.3 ~~Use writing and speaking skills to communicate new understandings effectively.~~
 - ~~Use clear and appropriate vocabulary to convey the intended message.~~
 - ~~Present information coherently in oral, written, and visual sequence.~~
- 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.~~
 - ~~Use a variety of media and formats to create and edit products that communicate synthesis of information and ideas.~~
- 3.1.5 ~~Connect learning to community issues.~~
 - ~~Gather ideas and information from different points of view.~~
 - ~~Base opinions on information from multiple sources of authority.~~
- 3.1.6 ~~Use information and technology ethically and responsibly.~~
 - ~~Demonstrate understanding of plagiarism by paraphrasing information or noting direct quotes.~~
 - ~~Cite books, websites, database articles, images, and videos using MLA format on a citation generator.~~
 - ~~Observe Web safety procedures including safeguarding personal information.~~
 - ~~Practice responsible use of technology and describe personal consequences of inappropriate use.~~
 - ~~Respect privacy of others (e-mail, files, passwords, book checkout, etc.).~~
- 3.2.1 ~~Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.~~
 - ~~In small group settings freely communicate ideas and opinions that are thoughtfully supported.~~
- 3.2.2 ~~Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.~~
 - ~~Continue opinions, ideas, and questions in a responsible manner.~~
- 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.~~
 - ~~Solicit and listen respectfully to ideas and opinions of others.~~
- 3.3.2 ~~Respect the differing interests and experiences of others, and seek a variety of viewpoints.~~
 - ~~Recognize the benefits of differing viewpoints for expanding understanding.~~

~~3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concerns.~~

~~3.3.7 Respect the principles of intellectual freedom.~~

- ~~● Pursue the right to read, view, and listen.~~

~~3.4.2 Assess the quality and effectiveness of the learning product.~~

- ~~● Students will utilize rubrics to assess and reflect on their work.~~

Grades Seven and Eight

~~Apply skills from previous grades and use the Big6 research model as necessary to:~~

~~3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.~~

- ~~● Follow plan of work but seek feedback for improving the process.~~
- ~~● Present conclusions and supporting facts in a variety of ways.~~

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

- ~~● Offer information and opinions at appropriate times in group discussions.~~
- ~~● Use interactive tools to exchange data collected, collaborate to design products or solve problems, and learn curriculum.~~
- ~~● Practice responsible and ethical use of information resources, both in their own library and in other institutions.~~

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

- ~~● Present conclusions so that main ideas are clearly stated and supported by evidence.~~
- ~~● Use relevant ideas and details to show insight into people, events, new knowledge, and personal background.~~
- ~~● Use dramatic, audio, and video presentation as appropriate for subject and audience.~~
- ~~● Adjust pacing and volume appropriate to content and purpose.~~

~~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.~~

- ~~● Use appropriate media and formats to design and develop products that clearly and coherently display new understanding.~~

~~3.1.5 Connect learning to community issues.~~

- ~~● Identify and address community and global issues.~~
- ~~● Seek information from different sources to get balanced points of view.~~

~~3.1.6 Use information and technology ethically and responsibly.~~

- ~~Avoid plagiarism by rephrasing information in their own words.~~
- ~~By the end of seventh grade students will be utilizing parenthetical citation.~~
- ~~Cite all sources using MLA format.~~
- ~~Abide by Acceptable Use Policy by accessing only appropriate information.~~
- ~~Use programs, websites, and media responsibly and ethically.~~
- 3.2.1 ~~Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.~~
 - ~~In small group settings freely communicate ideas and opinions that are thoughtfully supported.~~
- 3.2.2 ~~Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.~~
 - ~~Continue opinions, ideas, and questions in responsible manner.~~
- 3.2.3 ~~Demonstrate teamwork by working productively with others.~~
 - ~~Take on different roles and tasks willingly within the group to accomplish shared ends.~~
- 3.3.1 ~~Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.~~
 - ~~State their own opinions respectfully, using evidence to back them up.~~
- 3.3.2 ~~Respect the differing interests and experiences of others, and seek a variety of viewpoints.~~
 - ~~Recognize the benefits of differing viewpoints for expanding understanding.~~
- 3.3.3 ~~Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concerns.~~
 - ~~Seek valid and accurate information on current issues to be able to contribute to group discussions.~~
- 3.3.4 ~~Create products that apply to authentic, real-world contexts.~~
 - ~~Produce ideas and projects that can be applied in real situations.~~
- 3.3.7 ~~Respect the principles of intellectual freedom.~~
 - ~~Pursue the right to read, view and listen.~~
- 3.4.1 ~~Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.~~
 - ~~Reflect on and assess advanced searching techniques to improve search results.~~
- 3.4.2 ~~Assess the quality and effectiveness of the learning product.~~
 - ~~Students will utilize rubrics to assess and reflect on their work.~~

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.

Grades Nine - Twelve

Standard 3.1: Information-fluent learners recognize the importance of accurate information to a democratic society and actively seek, evaluate, learn from, and use credible information from diverse community and global perspectives.

9-12 Priority Skills

Learning from Diverse and Credible Points of View

- Engages in civic online reasoning by verifying information that is presented as the truth, recognizing the impact of a social-media format on information, and actively seeking multiple perspectives
- Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g. authoritative websites, fringe or fake websites, opinion essays, blogs, tweets, viral videos)

Civic Reasons

- Demonstrates tolerance for different viewpoints
- Respects the differing interests and experiences of others, and seeks a variety of viewpoints
- Recognizes the benefits of differing viewpoints for expanding understanding
- Uses knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern
- Produce projects that connect with relevant issues in the local, national, and global communities
- Respect the principles of intellectual freedom and exercise the right to express ideas freely and responsibly
- Pursue the right to read, view, and listen

Standard 3.2: Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.

9-12 Priority Skills

Collaboration

- Curates and shares valuable resources with peers
- Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum

- Accurately summarizes, and paraphrases ideas of others
- Synthesizes the information of others and uses it to create original ideas

Standard 3.3: Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding the spread of misinformation in the exchange and use of information.

9-12 Priority Skills

Intellectual Property Rights

- Demonstrates respect for copyright, fair use, creative commons, and attribution of information and images and acquires permission from creator when necessary
- Understand the concept and consequences of plagiarism and refrain from representing others' work as their own
- Demonstrate understanding of intellectual property rights by giving credit for all borrowed information, and by citing them properly in notes and bibliography

Safe and Ethical Use of Technology

- Abides by the Acceptable Use Policy
- Demonstrates netiquette behavior by respecting others, using appropriate language, images and emoticons, thinking before sending or forwarding messages, creating safe screen names, and challenging cyberbullying
- Analyzes the costs and consequences of hacking, spamming, consumer fraud, virus setting, intrusion, and other unethical uses of information and communication technology

~~Apply skills from previous grades and use the Big6 research model as necessary to:~~

~~3.1.1 Recognize the importance of accurate information to a democratic society and actively seek, evaluate, learn from, and use credible information from diverse community and global perspectives. Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.~~

- ~~● Present and support conclusions to answer the question or problem.~~
- ~~● Set high and clear standards for work and use established criteria to guide the product (rubrics, checklists).~~
- ~~● Evaluate the effectiveness of the inquiry process and adjust and adapt the process as needed.~~

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

- ~~Accurately summarize, and paraphrase ideas of others.~~
- ~~Synthesize the information of others and use it to create original ideas.~~
- ~~Use technology tools to collaborate, publish, and interact with peers, experts, and other real-world audiences.~~
- 3.1.3 ~~Use writing and speaking skills to communicate new understandings effectively.~~
 - ~~Use an organizational structure that effectively connects ideas and creates the desired intent.~~
 - ~~Use the most appropriate format, tone, and language to communicate ideas and points of view clearly to different audiences.~~
 - ~~Use details and language that show authority and knowledge of topic.~~
- 3.1.4 ~~Use technology and other information tools to organize and display knowledge and understanding in ways that others~~
~~— can view, use, and access.~~
 - ~~Use a variety of media and formats to communicate information and ideas effectively.~~
- 3.1.5 ~~Connect learning to community issues.~~
 - ~~Use multiple resources to seek balanced perspectives.~~
 - ~~Connect learning to real-world issues.~~
- 3.1.6 ~~Use information and technology ethically and responsibly.~~
 - ~~Understand plagiarism and refrain from representing others' work as their own.~~
 - ~~Demonstrate understanding of intellectual property rights by giving credit for all borrowed information, and by citing them properly in notes and bibliography.~~
 - ~~Abide by Acceptable Use Policy in all respects and use internet responsibly and safely.~~
 - ~~Analyze the consequences of unethical use of information and communication technology, and identify ways of addressing those risks.~~
 - ~~Use programs and websites responsibly, efficiently, and ethically.~~
- 3.3.2 ~~Respect the differing interests and experiences of others, and seek a variety of viewpoints.~~
 - ~~Recognize the benefits of differing viewpoints for expanding understanding.~~
- 3.3.3 ~~Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.~~
 - ~~Seek and successfully find valid and accurate information on current issues.~~
- 3.3.4 ~~Create products that apply to authentic, real-world contexts.~~
 - ~~Produce projects that connect with relevant issues in the local, national, and global communities.~~
- 3.3.7 ~~Respect the principles of intellectual freedom.~~
 - ~~Exercise the right to express ideas freely and responsibly.~~

- Pursue the right to read, view, and listen.

Anchor Standard 4: Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency

Pursue personal and aesthetic growth.

Students will demonstrate the ability to:

Grades Kindergarten – Two

Standard 4.1: Information-fluent learners use information and ideas presented in any format to reflect on and pursue personal interests, develop strengths, and engage in personalized and independent learning.

K-2 Priority Skills

Personal Exploration and Independent Reading and Learning

- Develops and pursues personal curiosity
- Requests/chooses materials related to personal interests
- Engages in simple and independent inquiry to find answers to questions
- Selects fiction and nonfiction books or media to read and enjoy on own

Social and Emotional Growth

- Respects personal space and the boundaries of others [social awareness]
- Displays compassion and acceptance for others in class conversations and responses to diverse texts [relationship skills]
- Develops and displays empathy for others by recognizing why they are behaving and speaking in a certain way [social awareness]

Standard 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.

K-2 Priority Skills

Self-Identity and Confidence

- Reflects on own feelings and behaviors to figure out personal strengths and preferences
- Expresses own ideas and feelings to others in a respectful and appropriate way
- Actively engages in conversations with others by contributing own ideas and displaying confidence in own reasoning and opinions
- Asks others for clarification of their ideas and offers own ideas during conversations and discussions

~~4.1.1 Read, view, and listen for pleasure and personal growth:~~

- ~~● Distinguish between what is real and what is not real.~~
- ~~● Request and choose materials related to personal interests.~~
- ~~● Read, view, and listen to a variety of fiction and nonfiction for enjoyment and information.~~
- ~~● Begin to recognize that different genres require different reading, listening, or viewing strategies.~~

~~4.1.2 Read widely and fluently to make connections with self, the world, and previous reading:~~

- ~~● Predict what will happen in a story.~~
- ~~● Draw conclusions about main idea of a story.~~
- ~~● Identify author's purpose and connect illustrations to a story.~~
- ~~● Compare and contrast characters in two different stories or plots in two stories by the same author.~~
- ~~● Retell a story using their own words and pictures.~~

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

- ~~● Make connections between literature and their own experiences.~~
- ~~● Identify plot, characters, times, and places in a story.~~
- ~~● Discuss favorite books and authors.~~

~~4.1.4 Seek information for personal learning in a variety of formats and genres:~~

- ~~● Read the multiple works of a single author.~~
- ~~● Select information in various formats based on a theme, topic, and connection to classroom learning or personal interest.~~
- ~~● Select books from favorite authors and genres.~~
- ~~● Routinely select both "just right" books and challenging books~~

~~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:~~

- ~~● Take notes using graphic organizer provided by teacher or school librarian.~~

~~4.1.8 Use creative and artistic formats to express personal learning:~~

- Express their own ideas through simple products in different formats.

4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing 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.

- Choose to read books for enjoyment.
- Find information to satisfy personal interests and questions.

Grades Three – Four Three - Five

Standard 4.1: Information-fluent learners use information and ideas presented in any format to reflect on and pursue personal interests, develop strengths, and engage in personalized and independent learning.

3-5 Priority Skills

Personal Exploration and Independent Reading and Learning

- Demonstrates motivation to read and learn on own
- Identifies favorite authors, genres, and topics and explores them on own
- Follows personal and academic interests to pursue in-depth inquiries and build deep knowledge

Social and Emotional Growth

- Identifies and empathizes with the perspectives of others [social awareness]
- Forms positive relationships with peers [relationship skills]
- Identifies and respects cultural differences and diverse opinions [social awareness]
- Sets reading and learning goals and perseveres to achieve those goals [self-management]

Standard 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.

3-5 Priority Skills

Self Identity and Confidence

- Displays self-confidence in forming and sharing own opinions and ideas
- Recognizes multiple facets of own personal identity
- Exhibits effective skills in sharing knowledge gained through personal and academic pursuits

~~4.1.1 Read, view, and listen for pleasure and personal growth.~~

- ~~• Distinguish between what is real and what is not real.~~
- ~~• Request and choose materials related to personal interests.~~
- ~~• Read, view, and listen to a variety of fiction and nonfiction for enjoyment and information.~~
- ~~• Read the multiple works of a single author.~~
- ~~• Begin to recognize that different genres require different reading, listening, or viewing strategies.~~
- ~~• Read, listen to, and view a range of resources for a variety of purposes.~~

~~4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.~~

- ~~• Predict what will happen in a story: predict and infer about events and characters.~~
- ~~• Draw conclusions about main idea of a story.~~
- ~~• Identify author's purpose and connect illustrations to a story.~~
- ~~• Compare and contrast characters in two different stories or plots in two stories by the same author.~~
- ~~• Retell a story using their own words and pictures.~~
- ~~• Read widely to explore new ideas.~~
- ~~• Identify problems and solutions in a story.~~
- ~~• Demonstrate knowledge of favorite authors and genres.~~

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

- ~~• Make connections between literature and their own experiences.~~
- ~~• Identify plot, characters, times, and places in a story.~~
- ~~• Discuss favorite books and authors.~~

~~4.1.4 Seek information for personal learning in a variety of formats and genres.~~

- ~~• Read the multiple works of a single author.~~
- ~~• Select information in various formats based on a theme, topic, and connection to classroom learning or personal interest.~~
- ~~• Select books from favorite authors and genres.~~
- ~~• Routinely select both "just right" books and challenging books.~~

- ~~4.1.5 Connect ideas to own interests and previous knowledge and experience.~~
- ~~● Use prior knowledge to understand and compare literature.~~
- ~~4.1.6 Organize personal knowledge in a way that can be called upon easily.~~
- ~~● Take notes using graphic organizer provided by teacher or school librarian.~~
 - ~~● Use two-column approach to note-taking~~
- ~~4.1.7 Use social networks and information tools to gather and share information.~~
- ~~● Use basic strategies (author, title, subject) to locate information using the library's online catalog.~~
- ~~4.1.8 Use creative and artistic formats to express personal learning.~~
- ~~● Express their own ideas through simple products in different formats.~~
 - ~~● Use technology applications to create documents and visualizations of new learning.~~
- ~~4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing interest in various literary genres.~~
- ~~4.3.1 Participate in the social exchange of ideas, both electronically and in person.~~
- ~~● Act responsibly and respectfully while communicating with others.~~
- ~~4.3.2 Recognize that resources are created for a variety of purposes.~~
- ~~4.3.3 Seek opportunities for pursuing personal and aesthetic growth.~~
- ~~● Choose to read books for enjoyment.~~
 - ~~● Find information to satisfy personal interests and questions.~~
- ~~4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.~~

Grades Five and Six Six - Eight

Standard 4.1: Information-fluent learners use information and ideas presented in any format to reflect on and pursue personal interests, develop strengths, and engage in personalized and independent learning.

6-8 Priority Skills

Personal Exploration and Independent Reading and Learning

- Sets reading goals and reads independently
- Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level
- Explores opportunities to prepare for the future, including higher education, career training, and vocational training

Social and Emotional Growth

- Builds trusting relationship with diverse peers and adults through collaboration and communication [relationship skills]
- Demonstrates respect for diverse people and perspectives [social awareness]
- Empathizes with literary characters, peers, people in the local and global community, and social issues by placing them in historical or social context [social awareness]
- Develops a growth mindset by identifying own strengths and preferences in terms of future career [self-awareness]
- Displays resilience by pursuing alternative decisions or actions after failing or receiving negative feedback and learning from that failure [responsible decision-making]

Standard 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.

6-8 Priority Skills

Self-Identity and Confidence

- Exhibits effective skills in sharing knowledge gained through personal and academic pursuits
- Develops aspects of personal identity that are the most satisfying, identity confirming, and culturally responsive
- Displays self-confidence in forming and sharing own opinion and ideas (even when those ideas are different from or conflict with the ideas of others), but also in changing ideas when appropriate

~~Apply skills from previous grades and use the Big6 research model as necessary to:~~

~~4.1.1 Read, view, and listen for pleasure and personal growth.~~

- ~~● Set reading goals.~~
- ~~● Read, listen to, and view a range of resources for a variety of purposes: to live the experiences of a character, to answer questions, to find out about something new, and to explore personal interests.~~

~~4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.~~

- ~~● Read widely to explore new ideas and genres.~~
- ~~● Demonstrate knowledge of favorite authors and genres in book selection.~~
- ~~● Draw conclusions about the theme of a story.~~
- ~~● Identify problems and solutions in a story.~~

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

- ~~● Restate and interpret ideas presented through creative formats.~~
- ~~● Identify story elements in various fiction genres.~~
- ~~● Restate and interpret ideas presented through creative formats.~~
- ~~● Discuss theme of stories, using evidence to support opinions.~~

~~4.1.4 Seek information for personal learning in a variety of formats and genres:~~

- ~~● Select information in various formats based on a theme, topic, and connection to classroom learning or personal interest.~~
- ~~● Select books from favorite authors and genres; try new genres when suggested.~~
- ~~● Independently select appropriate print, non-print, and electronic materials on an individual level by using existing filtering tools.~~
- ~~● Routinely select both “just right” books and challenging books.~~
- ~~● Maintain personal reading lists.~~

~~4.1.5 Connect ideas to own interests and previous knowledge and experience:~~

- ~~● Use prior knowledge to understand and compare literature in different genres.~~

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

- ~~● Use simple graphic organizers and technology tools to capture the main ideas and their relationships to each other.~~

~~4.1.7 Use social networks and information tools to gather and share information:~~

- ~~● Use basic strategies (author, title, subject) to locate information using the library’s online catalog.~~
- ~~● Use Google Apps for Education (GAFE) and other collaborative tools to create and share information.~~

~~4.1.8 Use creative and artistic formats to express personal learning:~~

- ~~● Present creative products in a variety of formats.~~
- ~~● Use multimedia and authoring tools for independent and collaborative publishing activities.~~

~~4.2.1 Display curiosity by pursuing interests through multiple resources:~~

- ~~● Explore print, digital, and other resources to find information on a topic of personal interest.~~

~~4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres:~~

- ~~● Select and enjoy a range of print and digital resources based on personal interests.~~

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

- ~~● Act responsibly and respectfully while communicating with others.~~

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

~~4.3.3 Seek opportunities for pursuing personal and aesthetic growth.~~

- ~~● Find information to satisfy personal interests and questions.~~

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

- ~~● Restrict Web posting of personal information to remain within safety guidelines (no personally identifiable information).~~

Grades Seven and Eight

~~Apply skills from previous grades and use the Big6 research model as necessary to:~~

~~4.1.1 Read, view, and listen for pleasure and personal growth.~~

- ~~● Independently locate and select information for personal, hobby, or vocational interests.~~
- ~~● Read, listen to, and view an increasingly wide range of genres and formats for recreation and information.~~

~~4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.~~

- ~~● Read books from various genres.~~
- ~~● Read books that connect to their own experiences.~~
- ~~● Recognize the author's point of view; consider alternative perspectives.~~

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

- ~~● Share reading, listening, and viewing experiences in a variety of ways and formats.~~
- ~~● Interpret literary elements (plot, setting, characters, time) from evidence presented in the text.~~
- ~~● Draw conclusions about the theme from evidence in the text.~~

~~4.1.4 Seek information for personal learning in a variety of formats and genres.~~

- ~~● Select resources for classroom learning and for personal exploration.~~
- ~~● Select resources on topics of interest at both a comfortable reading level and at higher levels of comprehension.~~
- ~~● Read a variety of genres in different formats.~~
- ~~● Explore new genres that fulfill interest and reading level.~~

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

- ~~Check ideas for accuracy by analyzing the authority of the source and validating the information through multiple resources.~~
- 4.1.6 ~~Organize personal knowledge in a way that can be called upon easily.~~
 - ~~Use different forms of note-taking to capture personal connections to information.~~
- 4.1.7 ~~Use social networks and information tools to gather and share information.~~
 - ~~Use advanced strategies (Boolean searches) to locate information about personal-interest topics using a search engine.~~
 - ~~Use a few technology tools and resources to collect, organize, and evaluate information that addresses issues or interests.~~
 - ~~Use collaborative tools to responsibly and safely share information and ideas and to collaborate with others.~~
- 4.1.8 ~~Use creative and artistic formats to express personal learning.~~
 - ~~Create original products based on responses to literature.~~
 - ~~Experiment with various types of multimedia applications for artistic and personal expression.~~
- 4.2.1 ~~Display curiosity by pursuing interests through multiple resources.~~
 - ~~Explore print, digital, and other resources to find information on a topic of personal interest.~~
- 4.2.4 ~~Show an appreciation for literature by electing to read for pleasure and expressing interest in various literary genres.~~
 - ~~Select and enjoy a range of print and digital resources based on personal interests.~~
- 4.3.1 ~~Participate in the social exchange of ideas, both electronically and in person.~~
 - ~~Act responsibly and respectfully while communicating with others.~~
- 4.3.2 ~~Recognize that resources are created for a variety of purposes.~~
- 4.3.3 ~~Seek opportunities for pursuing personal and aesthetic growth.~~
 - ~~Find information to satisfy personal interests and questions.~~

Grades Nine – Twelve

Standard 4.1: Information-fluent learners use information and ideas presented in any format to reflect on and pursue personal interests, develop strengths, and engage in personalized and independent learning.

9-12 Priority Skills

Personal Exploration and Independent Reading and Learning

- Identifies social media contexts that are of personal interest, determines the content and “rules of engagement” for each, joins or accesses

each appropriately (e.g. finding people to follow on Twitter), and uses communication strategies appropriate for each context

- Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career
- Selects resources on topics of interest at both comfortable and challenging levels of comprehension
- Reads, listens to, and views information in a variety of formats to explore new ideas, form opinions, and solve problems
- Routinely reads, views, and listens for personal enjoyment and development
- Reads widely to make connections with self and to develop a global perspective and understand different cultural contexts
- Selects resources on topics of interest at both comfortable and challenging levels of comprehension
- Use a range of search strategies to locate information about personal interest topics in their own and other libraries
- Uses information and technology to address personal issues and investigate opportunities for the future, including higher education, career training, vocational training, or other post-secondary opportunities

Standard 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.

9-12 Priority Skills

Self-Identity and Confidence

- Displays self-confidence in forming and sharing own opinion and ideas and questioning ideas that are different from or conflict with own
- Displays self-confidence in own ability to take risks in learning, fail, learn from failure, and change approach, conclusions, or opinions based on new or more accurate information

Self-Expression

- Identifies a problem or issue, researches and shares research information to raise awareness of the issue or the changes needed, and identifies effective ways to address the issue
- Takes a leadership role in collaborative groups

~~Apply skills from previous grades and use the Big6 research model as necessary to:~~

~~1. Read, view, and listen for pleasure and personal growth:~~

- ~~• Read, listen to, and view information in a variety of formats to explore new ideas, form opinions, and solve problems.~~
- ~~• Routinely read, view, and listen for personal enjoyment and development.~~

~~4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.~~

- ~~● Read books that connect to real-world issues.~~
- ~~● Read to develop a global perspective and understand different cultural contexts.~~

~~4.1.4 Seek information for personal learning in a variety of formats and genres.~~

- ~~● Select relevant sources, including print, nonprint, and electronic sources, to meet academic and personal information needs.~~
- ~~● Select resources on topics of interest at both comfortable and challenging levels of comprehension.~~
- ~~● Read a variety of fiction and nonfiction, including works of international authors and authors outside students' own culture.~~

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

- ~~● Explore and synthesize a variety of information types from diverse forms of media.~~
- ~~● Connect new ideas and understandings to future needs and interests that relate to college, careers, and personal lives.~~

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

- ~~● Categorize new ideas with keywords.~~
- ~~● Use technology applications to organize information and ideas.~~
- ~~● Use different forms of note-taking to capture personal connections to information.~~

~~4.1.7 Use social networks and information tools to gather and share information.~~

- ~~● Expand use of technology tools and resources to collect, organize, and evaluate information that addresses issues or interests.~~
- ~~● Engage in safe and ethical use of social networking applications to construct and share ideas and products.⁷⁶~~
- ~~● Use a range of search strategies to locate information about personal interest topics in their own and other libraries.~~
- ~~● Address real-world problems and issues by using information and communication technology tools to gather, evaluate, and use information from different sources, analyze findings, draw conclusions, and create solutions.~~

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

- ~~● Use social tools to share information and communicate with others.~~
- ~~● Demonstrate understanding how to act responsibly and respectfully in online communities and through digital communications.~~

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

- ~~● Select and compare information from different genres where the creator's purpose matches the information need.~~
- ~~● Understand how the purpose of a resource influences its presentation and message.~~

~~4.3.3 Seek opportunities for pursuing personal and aesthetic growth.~~

- ~~● Read books for enjoyment.~~
- ~~● Find information to satisfy personal interests and questions at increasingly challenging levels.~~

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

- ~~● Understand and demonstrate awareness of digital threats to privacy and safety.~~
- ~~● Understand and demonstrate appropriate ethical behavior in online communities and communications.~~
- ~~● Understand copyright protections, laws regulating downloading, and local appropriate use policies.~~

Year at a Glance

Grade K

School Year	Trimester 1	Trimester 2	Trimester 3
Topics	Library Routines Book Care Introduction to Children's Literature	Introduction to book selection Introduction to Library Organization	Parts of a Book Author/Illustrator Study
Standards	<p>Library Routines: RISLC 3.2, 4.2 AASL 1.4.4, 2.3.1, 2.4.3, 3.1.2</p> <p>Book Care: RISLC 4.1</p> <p>Introduction to Children's Literature: RISLC 1.1, 2.1, 2.2, 3.1, 3.3, 4.2 AASL 1.1.9, 2.1.1, 2.1.5, 2.1.6, 2.4.1, 2.4.3, 4.1.1, 4.1.2, 4.1.3</p> <p>CCSS ELA RI.K.6, RI.K.7, RL.K.3, RL.K.5, RL.K.6, RL.K.9, W.K.1, W.K.2</p>	<p>Book selection AASL 2.3.1, 2.4.1, 2.4.3, 4.1.1, 4.1.4, 4.1.5, 4.2.4, 4.3.3</p> <p>Introduction to Library Organization: RISLC 1.1 AASL 1.1.4, 2.3.1, 2.4.3</p> <p>CCSS ELA W.K.8</p>	<p>Parts of a Book: AASL 1.1.4, 2.1.1, 2.1.5, 2.1.6, 2.4.1, 2.4.3 CCSS.ELA.RI.K.5</p> <p>Author/Illustrator Study: RISLC 2.1, 3.3</p> <p>AASL 1.1.9, 1.3.4, 2.1.5, 2.1.6, 2.3.1, 2.4.1, 2.4.3, 4.1.1, 4.1.2, 4.1.3</p> <p>CCSS ELA RI.K.2, RI.K.3, RI.K.6, RI.K.7, RI.K.9, RL.K.1, RL.K.3, RL.K.5, RL.K.6, RL.K.7, SL.K.2, SL.K.3, W.K.1, W.K.2</p>
Yearlong Topics	<p>Independent Book Selection Active-learning Activities Classroom Literacy Enrichment</p>		

	Responsible Users of Technology Advanced Research Projects Coding/Programming
Standards	Independent Book Selection: RISLC 1.1, 3.1, 4.1, 4.2 Active-learning Activities: RISLC 1.1, 1.2; ISTE 4a, 4b, 4c, 4d, 5c Classroom Literacy Enrichment: RISLC 2.1, 3.1, 3.2, 4.1, 4.2; CCSS.ELA.RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10, W.K.1, W.K.2, W.K.3, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 Responsible Users of Technology: RISLC 3.3; ISTE 1d Advanced Research Projects: RISLC 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; CCSS ELA RI K.1, RI K.2, RI K.3, RI K.4, RI K.5, RI K.6, RI K.7, RI K.8, RI K.9, W K.2, W K.5, W K.6, W K.7, W K.8, SL K.2, SL K.3, SL K.4, SL K.5, SL K.6; ISTE 1a, 1c, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 7b, 7c, 7d Coding/Programming: RISLC 1.2; ISTE 1a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 7c

Grade 1

School Year	Trimester 1	Trimester 2	Trimester 3
Topics	Circulation and library Routines (book care and responsibility) Appreciation of Children's Literature Library organization (fiction/nonfiction)	Book selection methodology Story Elements (characters, plot, setting, point of view)	Finding Information to Answer a Research Question Internet Safety Introduction
Standards	Circulation and Library Routines (book care and responsibility):	Book selection AASL 2.3.1, 2.4.1, 2.4.3, 4.1.1, 4.1.4,	Finding Information to Answer a Research Question:

	<p>RISLC 3.1, 4.1 AASL 1.4.4, 2.3.1, 2.4.1, 2.4.3, 3.1.2, 3.3.7</p> <p>Appreciation of Children's Literature: RISLC 1.1, 2.1, 2.2, 3.1, 3.2, 3.3, 4.2 AASL 1.1.9, 2.1.1, 2.1.5, 2.1.6, 2.4.1, 2.4.3, 4.1.1, 4.1.2, 4.1.3</p> <p>CCSS ELA RI.1.7, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RL.1.9, W.1.1</p> <p>Library Organization (fiction/nonfiction): RISLC 1.1</p>	<p>4.1.5, 4.2.4, 4.3.3</p> <p>Story Elements (characters, plot, setting, point of view): RISLC 1.1, 2.1, 2.2, 3.1, 3.3, 4.2 AASL 1.1.3, 1.1.6, 2.1.1, 2.1.5, 2.1.6, 2.4.1, 2.4.3</p> <p>CCSS ELA RL.1.10, RI.1.2, RL.1.3, RL.1.9, RL.1.1, SL.1.1b, SL.1.2</p>	<p>RISLC 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2 AASL 1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.1.6, 2.1.1, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.3.1, 2.4.1, 2.4.3, 3.1.6, 3.3.1, 4.1.6, 4.1.8</p> <p>CCSS ELA L.1.4, W.1.8</p> <p>Internet Safety Introduction: RISLC 3.3 ISTE 2a, 2b, 2c, 2d</p>
Yearlong Topics	<p>Independent Book Selection Classroom Literacy Enrichment Responsible Users of Technology Advanced Research Projects Coding/Programming</p>		
Standards	<p>Independent Book Selection: RISLC 1.1, 3.1, 4.1, 4.2 Classroom Literacy Enrichment: RISLC 2.1, 3.1, 3.2, 4.1, 4.2; CCSS.ELA.RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6 Responsible Users of Technology: RISLC 3.3, ISTE 1d, 2a, 2b, 2d Advanced Research Projects: RISLC 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; CCSS ELA RI 1.4, RI 1.5, RI 1.6, RI 1.7, RI 1.8, RI 1.9, W 1.2, W 1.5, W 1.6, W 1.7, W 1.8, SL 1.4, SL 1.5, SL 1.6; ISTE 1a, 1c, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 7b, 7c, 7d Coding/Programming: RISLC 1.2; ISTE 1a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 7c</p>		

Grade 2

School Year	Trimester 1	Trimester 2	Trimester 3
Topics	Fiction and Nonfiction Multicultural Book Study	Copyright Being Safe Online	Informational Text Features Finding Information to Answer a Research Question and Creating a Product to Share Gained Knowledge Introduction to the Online Catalog
Standards	<p>Fiction and Nonfiction: RISLC 1.1, 2.1, 3.1, 3.2</p> <p>AASL 1.1.4, 2.1.1, 2.1.5, 2.1.6, 2.4.1, 2.4.3, 4.1.3, 4.3.2</p> <p>CCSS ELA RF.2.4a, RI.2.1, RI.2.2, RI.2.5, RI.2.6, RI.2.9, RL.2.1, SL.2.2, SL.2.3</p> <p>Multicultural Book Study: RISLC 2.1, 3.1, 3.2, 4.1, 4.2</p> <p>AASL 1.1.9, 2.1.1, 2.1.5, 2.1.6, 2.4.1, 2.4.3, 3.3.2, 4.1.1, 4.1.2, 4.1.3</p> <p>CCSS ELA RL 2.2, RL 2.3, RL 2.5, RL 2.6, RL 2.7, RL 2.9, SL.2.1a</p>	<p>Copyright: RISLC 1.2, 3.3</p> <p>AASL 1.3.1, 1.3.3, 2.1.1, 2.1.2, 2.1.4, 2.4.1, 2.4.3, 3.1.6</p> <p>ISTE 2c</p> <p>Being Safe Online: RISLC 3.3; ISTE 2a, 2b, 2c, 2d</p> <p>AASL 2.1.5, 2.1.6, 2.4.1, 2.4.3, 3.1.2, 3.1.6</p> <p>ISTE 5a, 5c</p> <p>CCSS ELA SL.2.1b, SL.2.1c</p>	<p>Informational Text Features: RISLC 1.1, 2.1, 2.2 CCSS ELA RI 2.1, RI.2.5, RI 2.7</p> <p>AASL 1.1.4, 1.1.5, 2.1.1, 2.1.5, 2.1.6, 2.4.1, 2.4.3</p> <p>CCSS ELA L.2.2e, L.2.4e</p> <p>Finding Information to Answer a Research Question and Creating a Product to Share Gained Knowledge: RISLC 1.1, 2.1, 2.2, 3.2, 3.3, 4.1, 4.2 ISTE 3a, 3b</p> <p>AASL 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.2.4, 2.1.1, 2.1.5, 2.1.6, 2.2.4, 2.4.1, 2.4.3, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.3.1, 3.3.2, 3.3.4, 3.3.5,</p>

			3.3.7, 4.1.6 CCSS ELA L.2.2e, L.2.4e, RL.2.2, W.2.8 Introduction to the Online Catalog: RISLC 1.1
Yearlong Topics	Independent Book Selection Classroom Literacy Enrichment Responsible Users of Technology Advanced Research Projects Coding/Programming		
Standards	Independent Book Selection: RISLC 1.1, 3.1, 4.1, 4.2 Classroom Literacy Enrichment: RISLC 2.1, 3.1, 3.2, 4.1, 4.2, CCSS.ELA.RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10, RI.2.1, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4 Responsible Users of Technology: RISLC 3.3; ISTE 1d, 2a, 2b, 2d Advanced Research Projects: RISLC 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; CCSS ELA RI 2.6, RI 2.7, RI 2.8, RI 2.9, W 2.7, W 2.8, SL 2.5, SL 2.6; ISTE 1a, 1c, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 7b, 7c, 7d Coding/Programming: RISLC 1.2; ISTE 1a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 7c		

Grade 3

School Year	Trimester 1	Trimester 2	Trimester 3
Topics	Library Organization Library Catalog Use	Genre Study	Digital Citizenship Conduct Short Research Projects

Standards	<p>Library Organization: RISLC 1.1 AASL 1.1.4, 2.1.2, 2.1.4, 2.3.1, 2.4.1, 2.4.3</p> <p>Library Catalog Use: AASL 1.1.8, 2.1.4, 2.3.1, 2.4.3</p> <p>Library catalog ISTE 1a, 6a, 6b</p> <p>CCSS ELA W.3.6</p>	<p>Genre Study: RISLC 1.1, 2.1, 3.1 AASL 1.1.9, 1.3.4, 2.1.1, 2.1.2, 2.1.5, 2.1.6, 2.2.4, 2.4.1, 2.4.3, 3.2.1, 3.2.2, 3.3.1, 3.3.2, 4.1.1, 4.1.2, 4.1.3, 4.3.2</p> <p>CCSS ELA RI.3.7, RL.3.2, RL.3.7, SL.3.3</p>	<p>Digital Citizenship: RISLC 1.1, 3.2, 3.3 AASL 1.3.5, 2.1.2, 2.1.4, 2.3.1, 2.4.1, 2.4.3, 3.2.3, 4.3.1 ISTE 1b, 3a, 3b, 3d, 5a, 5b, 5c</p> <p>Conduct Short Research Projects: RISLC 1.1, 3.2, 3.3 AASL 1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.1.6, 1.3.1, 1.4.4, 2.1.1, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.2.4, 2.3.1, 2.4.1, 2.4.3, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.3.5, 4.1.6</p> <p>CCSS ELA RI 3.5, RI.3.7, RI.3.9, SL.3.1d, W.3.1a, W.3.4, W.3.6, W.3.7, W.3.8</p>
Yearlong Topics	<p>Independent Book Selection Classroom Literacy Enrichment Responsible Users of Technology Advanced Research Projects Coding/Programming</p>		
Standards	<p>Independent Book Selection: RISLC 1.1, 3.1, 4.1, 4.2 Classroom Literacy Enrichment: RISLC 2.1, 3.1, 3.2, 4.1, 4.2; CCSS.ELA.RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.6, W.3.7, W.3.8, SL 3.1, SL.3.2 Responsible Users of Technology: RISLC 3.3; ISTE 1d, 2a, 2b, 2d Advanced Research Projects: RISLC 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; CCSS ELA RI 3.6, RI 3.7, RI 3.8, RI 3.9, W 3.7, W 3.8, SL 3.4, SL 3.5, SL 3.6; ISTE 1a, 1c, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 7b, 7c, 7d Coding/Programming: RISLC 1.2; ISTE 1a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 7c</p>		

Grade 4

School Year	Trimester 1	Trimester 2	Trimester 3
Topics	Promote Award Winning Books Library Catalog and Location	Accessing Information on Web Pages Note-taking Skills	Internet Safety Research Projects to Answer Questions
Standards	<p>Promote Award Winning Books: RISLC 3.1, 3.2 AASL 2.1.1, 2.1.5, 2.1.6, 2.2.4, 2.4.1, 2.4.3, 3.3.7, 4.1.1, 4.1.2, 4.1.4, 4.1.5, 4.2.4, 4.3.3</p> <p>CCSS ELA RL.4.1, RL.4.2, RL.4.10</p> <p>Library Catalog and Location: AASL 1.1.8, 2.1.4, 2.3.1, 2.4.3, 4.1.7</p> <p>ISTE 1a, 6a, 6b</p> <p>CCSS ELA W.4.6</p>	<p>Accessing Information on Web Pages: RISLC 2.1, 3.1, 3.3 AASL 2.1.1, 2.1.4, 2.1.5, 2.1.6, 2.2.4, 2.3.1, 2.4.1, 2.4.3</p> <p>ISTE 3b, 3c, 3d</p> <p>Note-taking Skills: RISLC 3.3 AASL 2.1.1, 2.1.5, 2.1.6, 2.2.4, 2.4.1, 2.4.3, 3.1.6</p> <p>CCSS ELA RI.4.1, SL.4.1d</p>	<p>Internet Safety: RISLC 3.1, 3.2, 3.3 AASL 1.3.5, 2.1.1, 2.1.4, 2.1.5, 2.1.6, 2.2.4, 2.3.1, 2.4.1, 2.4.3, 3.3.1, 3.3.2, 3.3.4, 3.3.5, 4.1.8, 4.3.4</p> <p>ISTE 5a, 5b, 5c</p> <p>Research Projects to Answer Questions: RISLC 3.1, 3.2, 3.3 AASL 1.1.1, 1.1.2, 1.1.5, 1.1.6, 1.3.1, 1.2.2, 1.3.3, 1.4.4, 2.1.1, 2.1.4, 2.1.5, 2.1.6, 2.2.4, 2.3.1, 2.4.1, 2.4.3, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 4.1.6</p> <p>ISTE 1b, 3a, 3b, 3d</p> <p>CCSS ELA RI.4.1, RI.4.3, RI.4.9, SL.4.1d, W.4.6, W.4.7, W.4.8</p>

Yearlong Topics	Independent Book Selection Classroom Literacy Enrichment Responsible Users of Technology Advanced Research Projects Coding/Programming
Standards	Independent Book Selection: RISLC 1.1, 3.1, 4.1, 4.2 Classroom Literacy Enrichment: RISLC 2.1, 3.1, 3.2, 4.1, 4.2; CCSS.ELA.RL.4.1, RL 4.2, RL 4.3, RL 4.6, RI.4.1, RI 4.2, RI 4.3, RI 4.4, RI 4.5, W.4.7, W 4.8, W.4.9, SL 4.1 Responsible Users of Technology: RISLC 3.3; ISTE 1d, 2a, 2b, 2d Advanced Research Projects: RISLC 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; CCSS ELA RI 4.6, RI 4.7, RI 4.8, RI 4.9, W 4.7, W 4.8, W 4.9; SL 4.4, SL 4.5; ISTE 1a, 1c, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 7b, 7c, 7d Coding/Programming: RISLC 1.2; ISTE 1a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 7c

Grade 5

School Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topics	Library Orientation Creator's Rights and Responsibilities OPAC Notetaking Searching an eBook Rooster Book Talks	Promotion of Independent Reading Book Competition Digital Storytelling Rooster Booster	Utilize Search Engine Filters Rooster Games Independent Reading Book Competition Digital Citizenship/Internet Safety	Web Evaluation Summer Reading Presentation/Program Google Searching with Filters
Standards	Library Orientation: RISLC 1.1, 4.1 ISTE 1a, 1c, 1d, 3a, 3b, 3c, 6b	Rooster Booster Promotion of Independent Reading Book Competition:	Utilize Search Engine Filters: RISLC 1.1, 3.3 ISTE 2a, 2b, 2c, 3a, 6b	Web Evaluation: RISLC 1.1, 3.1, 3.2, 3.3, 2.1 ISTE 3a, 3b, 6b

<p>CCSS ELA RI.5.7 AASL 1.1.2, 1.1.4, 1.1.8, 1.2.6, 1.4.4, 2.1.4, 2.4.3, 4.1.4</p> <p>Creator's Rights and Responsibilities: RISLC 3.2, 3.3 ISTE 2b, 2c, 3d, 6a, 6b</p> <p>OPAC: AASL 1.1.1, 1.1.8, 1.2.5, 1.4.2, 1.4.3, 2.1.1, 2.1.3, 2.2.4, 2.3.1, 4.2.1 ISTE 1d, 3a CCSS ELA RI.5.7, RI.5.9</p> <p>Notetaking: AASL 1.1.3, 1.1.8, 1.3.1, 1.3.3, 1.4.2, 1.4.3, 2.1.2, 2.1.4, 3.1.4, 3.1.6, 4.1.6 ISTE 2b, 2c, 3e CCSS ELA RI.5.1, RI.5.7, RI.5.9, W.5.8, W.5.9</p> <p>Searching an eBook: AASL 1.1.8, 1.1.9, 2.1.1, 4.1.4, 4.2.1 ISTE 1a, 1d, 3a CCSS ELA RI.5.7</p> <p>Rooster Book Talks:</p>	<p>RISLC 2.1, 3.2, 4.1, 4.2 CCSS ELA RL.5.10, SL 5.1 AASL 1.1.6, 2.1.5, 3.1.2, 3.2.1, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.3.1</p> <p>Digital Storytelling: ISTE 1d, 4b, 6a, 6b, 6d CCSS ELA SL.5.4, SL.5.5 AASL 1.2.3, 1.3.4, 2.1.6, 2.2.4, 2.4.2, 3.1.1, 3.1.4, 3.4.2</p>	<p>Rooster Games Independent Reading Book Competition: RISLC 2.1, 3.2, 4.1, 4.2 CCSS ELA RL.5.10 SL 5.1 AASL 1.1.6, 1.1.9, 2.1.5, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.3.2, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.2.4, 4.3.1</p> <p>Digital Citizenship/ Internet Safety: AASL 1.1.4, 1.1.5, 1.2.4, 2.3.1, 2.4.3, 3.3.2, 3.3.7, 3.4.2, 4.1.7, 4.3.4 ISTE 3b, 4b</p>	<p>CCSS ELA WHST.6-8.1B AASL 1.1.7, 1.2.1, 1.2.2, 1.2.4, 1.3.1, 1.3.5, 1.3.3, 2.2.3, 2.3.2, 2.3.3, 2.4.1, 2.4.3, 3.1.5, 3.1.6, 3.3.2, 3.3.3, 3.4.2, 4.3.2, 4.3.4</p> <p>Summer Reading Presentation/Program: RISLC 1.1, 2.1, 2.2, 4.1, 4.2 ISTE 1c, 3c, 6a, 6b, 6c, 6d CCSS ELA RL.5.10, RL.5.2, RL.5.9, RI 5.2 AASL 4.1.8, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.4, 4.3.3</p> <p>Utilize Search Engine Filters: AASL 1.1.8, 1.2.5, 1.2.6, 1.2.7, 1.4.1, 2.2.1, 2.4.3, 3.4.2 ISTE 1a, 1c, 3a CCSS ELA RI.5.7</p>
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	AASL 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.4, 4.3.3 CCSS ELA RL.5.10			
Yearlong Topics	Independent Book Selection Advanced Research Projects			
Standards	Independent Book Selection: RISLC 1.1, 3.1, 4.1, 4.2; CCSS ELA RL 5.10, RI 5.10 Advanced Research Projects: RISLC 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; CCSS ELA RI 5.6, RI 5.7, RI 5.8, RI 5.9, W 5.7, W 5.8, W 5.9, SL 5.4, SL 5.5; ISTE 1a, 1c, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 7b, 7c, 7d			

Grade 6

School Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topics	Promotion of Independent Reading Book Competition Review Big 6 Review CRAAP Rooster Book Talks	Reading News Online Introduction to Citing Sources with Citation Generator and Online Note Taking Tool	Introduction to Citing Sources Digital Storytelling Tools Rooster Booster	Reading News Online Independent Reading Book Competition Summer Reading Presentation/Program MLA Paper: Construction and Citation Rooster Games
Standards	Rooster Book Talks Promotion of Independent Reading Book Competition: RISLC 2.1, 3.2, 4.1, 4.2 CCSS ELA RL.6.10, SL 6.1 AASL 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.2, 4.2.4, 4.3.3	Reading News Online: RISLC 1.1, 2.1, 3.1, 3.3 ISTE 1c, 2b, 2d, 3b, 3d, 7b CCSS ELA RI 6.6, RI 6.8, RI 6.9 Introduction to Citing Sources	Introduction to Citing Sources: RISLC 1.1, 3.3 ISTE 2b, 2c CCSS ELA W 6.8, WHST.6-8.8, WHST.6-8.9 Digital Storytelling Tools:	Reading News Online: RISLC 1.1, 2.1, 3.1, 3.3 ISTE 1c, 2b, 2d, 3b, 3d, 7b CCSS ELA RI 6.6, RI 6.8, RI 6.9 Rooster Games

	<p>Review Big 6: AASL 1.1.1, 2.1.1, 4.1.4 ISTE 3a, 3e, 4a CCSS ELA W.6.8</p> <p>Review CRAAP: AASL 1.3.1, 1.3.2, 2.2.3 ISTE 2e, 3b CCSS ELA W.6.8</p>	<p>with Citation Generator and Online Note Taking Tool AASL 1.1.8, 1.3.1, 1.3.3, 1.4.2, 2.1.2, 2.1.4, 3.1.4, 3.1.6, 3.3.7 ISTE 2b, 2e, 5e CCSS ELA WHIST.6-8.8, WHIST.6-8.9</p>	<p>AASL 1.3.4, 2.4.2, 3.1.1, 3.1.3, 3.1.4, 3.4.2, 4.1.8 ISTE 1d, 4a, 6a, 6b, 6d CCSS ELA SL.6.5</p> <p>Rooster Booster: AASL 1.1.6, 2.1.5, 3.1.2, 3.2.1, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.3.1 CCSS ELA RL.6.10</p>	<p>Independent Reading Book Competition: RISLC 2.1, 3.2, 4.1, 4.2 CCSS ELA RL.6.10, SL 6.1 AASL 1.1.6, 2.1.5, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.3.2, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.2.4, 4.3.1</p> <p>Summer Reading Presentation/Program: RISLC 1.1, 2.1, 2.2, 4.1, 4.2 ISTE 1c, 3c, 6a, 6b, 6c, 6d CCSS ELA RL.6.2, RL.6.3, RL.6.9, RI 6.2</p> <p>AASL 4.1.8, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.4, 4.3.3</p> <p>MLA Paper: Construction and Citation: AASL 1.1.8, 1.3.1, 1.3.3, 1.3.5, 2.1.6, 3.1.3, 3.1.4, 3.1.6, 4.1.6, 4.3.4 ISTE 2b, 2e, 3b CCSS ELA W.6.6, W.6.8</p>
Yearlong Topics	<p>Independent Book Selection Advanced Research Projects Digital Storytelling Tools</p>			
Standards	Independent Book Selection: RISLC 1.1, 3.1, 4.1, 4.2; CCSS ELA RL 6.10, RI 6.10			

	Advanced Research Projects: RISLC 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; CCSS ELA RI 6.6, RI 6.7, RI 6.8, RI 6.9, W 6.7, W 6.8, W 6.9, SL 6.4, SL 6.5; ISTE 1a, 1c, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 7b, 7c, 7d Digital Storytelling Tools: RISLC 1.2, 2.1, 2.2, 3.3 ISTE 1d, 4a, 6a, 6b, 6d; CCSS ELA SL.6.5
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Grade 7

School Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topics	Citing Sources & Note-taking Promotion of Independent Reading Book Competition Teen Book Battle Booktalks Utilizing a Citation Generator and Note Taking Tool	Utilize Search Engine Strategies Digital Storytelling Tools	Quality Sources and Website Evaluation Advanced Searching on Google Teen Book Battle	Intellectual Property Independent Reading Book Competition Summer Reading Presentation/Program Utilize Web 2.0 Tools to Create Different Products
Standards	Citation Generator and Note Taking Tool Citing Sources & Note-taking: RISLC 1.1, 3.3 ISTE 2b, 2c CCSS ELA W 7.6, W 7.8, WHST.6-8.8, WHST.6-8.9 CC.7.W.6, CC.7.W.8 AASL 1.1.8, 1.3.1, 1.3.3, 1.3.5, 1.4.3, 1.4.4, 2.1.2, 2.1.4, 2.1.5, 3.1.1, 3.1.4, 3.1.6, 3.3.7, 4.1.6, 4.2.1	Utilize Search Engine Strategies: RISLC 1.1, 3.1, 3.3 ISTE 1a, 1b, 1c, 2b, 3a, 3b, 3c CCSS ELA W.7.2, W 7.8, WHST.6-8.8 Digital Storytelling Tools: AASL 1.2.3, 1.4.2, 1.4.4, 2.1.4, 2.4.2, 3.1.3, 3.1.4, 3.4.2, 4.1.8 ISTE 1d, 4a, 6a, 6b, 6d	Quality Sources and Website Evaluation: RISLC 1.1, 3.1, 3.2, 3.3, 2.1 ISTE 3a, 3b CCSS ELA W.7.2, W 7.8, WHST.6-8.8 Advanced Searching on Google: AASL 1.1.1, 1.1.5, 1.1.6, 1.2.2, 1.2.5, 1.2.6, 1.4.1, 1.4.4, 2.1.4, 2.1.6, 2.2.1, 2.2.4, 2.4.2, 3.4.1, 3.4.2, 4.1.4, 4.1.7 ISTE 3a, 3c	Intellectual Property: RISLC 3.3 ISTE 2a, 2b, 2c, 3d, 6a, 6b Independent Reading Book Competition: RISLC 2.1, 3.2, 4.1, 4.2 CCSS ELA RL.7.10, SL 7.1 Summer Reading Presentation/Program: RISLC 1.1, 2.1, 2.2, 4.1, 4.2

	Promotion of Independent Reading Book Competition: RISLC 2.1, 3.2, 4.1, 4.2 CCSS ELA RL.7.10, SL 7.1 Teen Book Battle Booktalks: AASL 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.4, 4.3.3	CCSS ELA SL.7.5	CCSS ELA W.7.2 Teen Book Battle: AASL 1.1.6, 1.1.9, 1.3.4, 2.1.5, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.3.1 CCSS ELA RL.7.10	ISTE 1c, 3c, 6a, 6b, 6c, 6d CCSS ELA RL.7.2, RL.7.3, RL.7.9, RI 7.2 AASL 4.1.8, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.4, 4.3.3 Utilize Web 2.0 Tools: AASL 1.4.4, 2.1.5, 2.1.6, 2.2.4, 2.4.2, 3.1.4, 3.1.3, 3.1.1, 3.3.4, 3.4.2, 4.1.8 ISTE 2c, 6a, 6b, 6c, 6d, 7b, 7d CCSS ELA CC.7.SL.5, CC.7.W.6
Yearlong Topics	Independent Book Selection Advanced Research Projects Digital Storytelling Tools			
Standards	Independent Book Selection: RISLC 1.1, 3.1, 4.1, 4.2; CCSS ELA RL 7.10, RI 7.10 Advanced Research Projects: RISLC 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; CCSS ELA RI 7.6, RI 7.7, RI 7.8, RI 7.9, W 7.7, W 7.8, W 7.9, SL 5.4, SL 5.5; ISTE 1a, 1c, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 7b, 7c, 7d Digital Storytelling Tools: RISLC 1.2, 2.1, 2.2, 3.3; ISTE 1d, 4a, 6a, 6b, 6d; CCSS ELA SL.7.5			

Grade 8

School Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topics	Citing Sources & Note-taking Promotion of Independent	Digital Storytelling Tools	Identifying Misinformation Evaluating News	Advanced Searching on Databases

	<p>Reading Book Competition</p> <p>Utilizing a Citation Generator and Note Taking Tool</p> <p>Teen Book Battle Booktalks</p>		<p>Teen Book Battle</p>	<p>Independent Reading Book Competition</p> <p>Utilize Web 2.0 Tools to Create Different Products</p>
Standards	<p>Citing Sources & Note-taking: RISLC 1.1, 3.3 ISTE 2b, 2c CCSS ELA W 8.8, WHST.6-8.8, WHST.6-8.9</p> <p>Promotion of Independent Reading Book Competition: RISLC 2.1, 3.2, 4.1, 4.2 CCSS ELA RL.8.10, SL 8.1</p> <p>Citation Generator and Note Taking Tool</p> <p>AASL 1.1.8, 1.3.1, 1.3.3, 1.3.5, 1.4.3, 1.4.4, 2.1.2, 2.1.4, 2.1.5, 3.1.1, 3.1.4, 3.1.6, 3.3.7, 4.1.6, 4.2.1 ISTE 2b, 2c, 5e CCSS ELA W.8.6, W.8.8</p> <p>Teen Book Battle Booktalks: AASL 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.4, 4.3.3</p>	<p>AASL 1.4.4, 2.1.4, 2.4.2, 3.1.3, 3.1.4, 3.4.2, 4.1.8 ISTE 1d, 4a, 6a, 6b, 6d CCSS ELA SL.8.5</p>	<p>Identifying Misinformation: RISLC 1.1, 2.1, 3.1, 3.3 ISTE 2a, 2b, 3a, 3b, 3d, 4d, 7b, 7d CCSS ELA RI 8.6, RI 8.8, RI 8.9, W.8.8</p> <p>Evaluating News: AASL 1.1.1, 1.1.2, 1.1.4, 1.1.6, 1.1.7, 1.2.4, 1.2.7, 1.3.1, 1.3.2, 1.3.5, 1.3.3, 2.1.1, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 3.1.5, 3.1.6, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.4.2, 3.4.3, 4.3.1, 4.3.2</p> <p>Teen Book Battle: AASL 1.1.6, 1.1.9, 1.3.4, 2.1.5, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.3.1 CCSS ELA RL.8.10</p>	<p>Advanced Searching on Databases: RISLC 1.1, 3.1, 3.3 ISTE 1a, 1b, 1c, 2b, 3a, 3b, 3c CCSS ELA W.8.2, W 8.8, WHST.6-8.8</p> <p>AASL 1.1.3, 1.1.4, 1.2.2, 1.2.5, 1.2.6, 1.4.1, 1.4.4, 2.1.4, 2.1.6, 2.2.1, 2.4.2, 3.4.1, 3.4.2, 4.1.4, 4.1.7</p> <p>Independent Reading Book Competition: RISLC 2.1, 3.2, 4.1, 4.2 CCSS ELA RL.7.10, SL 8.1</p> <p>Utilize Web 2.0 Tools: AASL 1.1.4, 1.1.8, 1.4.2, 1.4.4, 2.1.5, 2.4.1, 2.4.2, 3.4.2, 4.1.4, 4.1.7 ISTE 3a, 3e CCSS ELA SL.8.5, W.8.6</p>

Yearlong Topics	Independent Book Selection Advanced Research Projects Digital Storytelling Tools
Standards	Independent Book Selection: RISLC 1.1, 3.1, 4.1, 4.2; CCSS ELA RL 8.10, RI 8.10 Advanced Research Projects: RISLC 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; CCSS ELA RI 8.6, RI 8.7, RI 8.8, RI 8.9, W 8.7, W 8.8, W 8.9, SL 5.4, SL 5.5; ISTE 1a, 1c, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 7b, 7c, 7d Digital Storytelling Tools: RISLC 1.2, 2.1, 2.2, 3.3; ISTE 1d, 4a, 6a, 6b, 6d; CCSS ELA SL.6.5

Grades 9 - 10

School Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topics	Freshmen Library Orientation Digital Literacy	Digital Literacy Global Awareness	Literacy Enrichment	Literacy Enrichment / Summer Reading
Standards	Freshmen Library Orientation: RISLC 1.1, 2.1, 4.1 3.1 AASL 1.1.2, 1.1.4, 1.1.8, 1.2.6, 2.1.4, 4.1.4, 4.1.5 ISTE 3a, 3b, 3c, 6b Digital Literacy: RISLC 1.1, 2.1, 2.2, 3.1, 3.2, 4.2 AASL 1.1.6, 1.1.8, 1.3.1, 1.3.3, 1.3.5, 1.4.4, 2.1.3, 2.1.4, 2.3.1, 3.1.4, 3.1.6, 4.1.7, 4.3.1, 4.3.4 CCSS ELA. W.9-10.1d, W.9-10.4, W.9-10.5, SL.9-10.4, SL.9-10.6 L.9-10.1, L.9-10.2, L.9-10.3a Global Awareness: AASL	Digital Literacy: RISLC 1.1, 2.1, 2.2, 3.1, 3.2, 4.2 3.3 AASL 1.1.6, 1.1.8, 1.3.1, 1.3.3, 1.3.5, 1.4.4, 2.1.3, 2.1.4, 2.3.1, 3.1.4, 3.1.6, 4.1.7, 4.3.1, 4.3.4 ISTE 5a, 5b, 5c, 5d CCSS ELA. W.9-10.1d, W.9-10.4, W.9-10.5, SL.9-10.4, SL.9-10.6 L.9-10.1, L.9-10.2, L.9-10.3a Global Awareness: AASL	AASL 4.1.1, 4.1.2, 4.1.4, 4.3.3 CCSS ELA RI.9-10.10, RL.9-10.10	Literacy Enrichment / Summer Reading: RISLC 1.1, 2.1, 2.2, 4.1 AASL 4.1.1, 4.1.2, 4.1.4, 4.3.3 CCSS ELA RI.9-10.10, RL.9-10.10

	<p>ISTE 5a, 5b, 5c, 5d CCSS ELA W.9-10.1d, W.9-10.4, W.9-10.5, SL.9-10.4, SL.9-10.6 L.9-10.1, L.9-10.2, L.9-10.3a</p>	<p>1.1.1, 1.1.4, 1.1.8, 1.1.9, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.6, 2.3.1, 2.3.2, 3.1.1, 3.1.5, 3.1.6, 3.3.3, 3.3.4, 4.1.5, 4.1.7, 4.3.2 ISTE 1b, 2e, 3b, 3e, 3d, 4a, 4b, 4e, 5a, 5e, 6a CCSS ELA W.9-10.7, W.9-10.8, SL.9-10.4, SL.9-10.5, SL.9-10.6, L.9-10.1, L.9-10.2, L.9-10.3a</p>		
Topics not within fixed schedule	<p>Reader's Advisory Ethical Use of Information Search Techniques Organization of Information</p>			
Standards	<p>Reader's Advisory: RISLC 4.1, 4.2 AASL 4.1.2, 4.1.4, 4.3.3; CCSS ELA RI.9-10.10, RL.9-10.10 Ethical Use of Information: RISLC 1.1, 2.2, 3.3 AASL 3.1.2, 3.1.4, 3.3.1, 3.1.6, 3.3.7; ISTE 5a, 5b; CCSS ELA W.9-10.8 Search Techniques: RISLC 1.1, 2.2, 3.1 AASL 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.8, 1.3.2, 1.3.3, 1.4.1, 2.3.3, 4.1.7; ISTE 3a, 3b, 3c; CCSS W.9-10.6, W.9-10.7, W.9-10.8 Organization of Information: RISLC 1.1 AASL 1.4.1, 2.1.2, 2.1.3, 2.1.4, 3.1.4; CCSS ELA W.9-10.1, W.9-10.6, W.9-10.8</p>			

Grades 11 - 12

School Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topics	English Argument Paper Research Paper	English Research Paper Global Awareness	English Research Paper	Literacy Enrichment / Literature Circles
Standards	English Argument Paper: RISLC 1.1, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; AASL 1.1.1, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.3, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.3.3, 3.1.2, 3.1.3, 3.1.6, 4.1.5, 4.1.6, 4.3.2 ISTE 1b, 3a, 3b, 3c, 3d, 4a, 4b, 5a CCSS ELA RI.11-12.1, W.11-12.1, W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9, L.11-12.1, L.11-12.2	English Research Paper: RISLC 1.1, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; AASL 1.1.1, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.3, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.3.3, 3.1.2, 3.1.3, 3.1.6, 4.1.5, 4.1.6, 4.3.2 ISTE 1b, 3a, 3b, 3c, 3d, 4a, 4b, 5a CCSS ELA RI.11-12.1, W.11-12.1, W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9, L.11-12.1, L.11-12.2 Global Awareness: AASL 1.1.1, 1.1.4, 1.1.8, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.6, 2.3.1,	English Research Paper: RISLC 1.1, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; AASL 1.1.1, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.3, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.3.3, 3.1.2, 3.1.3, 3.1.6, 4.1.5, 4.1.6, 4.3.2 ISTE 1b, 3a, 3b, 3c, 3d, 4a, 4b, 5a CCSS ELA RI.11-12.1, W.11-12.1, W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9, L.11-12.1, L.11-12.2	Literacy Enrichment / Literature Circles: RISLC 4.1, 4.2 CCSS ELA RI.9-10.10, RL.9-10.10

		2.3.2, 3.1.1, 3.1.5, 3.1.6, 3.3.2, 3.3.3, 3.3.4 ISTE 1b, 2e, 3b, 3e, 3d, 4a, 4b, 4e, 5a, 5e, 6a ISTE 1b, 2e, 3b, 3e, 3d, 4a, 4b, 4e, 5a, 5e, 6a CCSS ELA W.11-12.7, W.11-12.8, SL.11-12.4, SL.11-12.5, SL.11-12.6, L.11-12.1, L.11-12.2		
Topics not within fixed schedule	Reader's Advisory Ethical Use of Information Search Techniques Organization of Information			
Standards	Reader's Advisory: RISLC 4.1, 4.2; AASL 4.1.2, 4.1.4, 4.3.3; CCSS ELA RI.11-12.10, RL.11-12.10 Ethical Use of Information: RISLC 1.1, 2.2, 3.3; AASL 3.1.2, 3.1.4, 3.3.1, 3.1.6; ISTE 5a, 5b; CCSS ELA W.9-10.8 Search Techniques: RISLC 1.1, 2.2, 3.1; AASL 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.8, 1.3.2, 1.3.3, 1.4.1, 1.4.3, 4.1.7; ISTE 3a, 3b, 3c; CCSS ELA W.11-12.6, W.11-12.7, W.11-12.8 Organization of Information: RISLC 1.1; AASL 1.4.1, 2.1.2, 2.1.3, 2.1.4, 3.1.4; CCSS ELA W.11-12.1, W.11-12.6, W.11-12.8			

~~Educator to Educator~~

~~Due to the fluid nature of information and technology tools, each library maintains and updates a website. Teacher resources are available via each school website. Resources may include databases, links to professional organizations, reading lists, note sheets, citation guides, internet curriculum links, and technology tools. A link to each library catalog is available on each website.~~

- ~~• Ashaway Library Media Center <http://ashawaylibrary.yolasite.com/>~~
- ~~• Charlestown Library Media Center <http://charlestownlibrary.weebly.com>~~
- ~~• Hope Valley Library Media Center <http://hopevalleylibrary.weebly.com/>~~
- ~~• Richmond Library Media Center <https://richmondlibrary.yolasite.com/>~~
- ~~• Chariho Middle School Library Media Center:
<http://www.chariho.k12.ri.us/cms-library> https://ems.chariho.k12.ri.us/school_info/library~~
- ~~• Chariho High School Library Media Center: <http://www.chariho.k12.ri.us/chs.libmain>
https://chs.chariho.k12.ri.us/school_info/library_catalog_and_online_resources~~

~~Inquiry-Based Research Processes~~

~~THE BIG6™~~

~~The Big 6: <http://www.big6.com/> The Big6™ is the most widely known and widely-used approach to teaching information and technology skills in the world. Used in thousands of K-12 schools, higher education institutions, and corporate and adult training programs, the Big6 information problem-solving model is applicable whenever people need and use information. The Big6 integrates information search and use skills along with technology tools in a systematic process to find, use, apply, and evaluate information to specific needs and tasks.~~

Big6™ Overview

1. Task Definition

1.1 Define the information problem

2. Information Seeking Strategies

2.1 Determine the range of possible sources (brainstorm)

2.2 Evaluate the different possible sources to determine priorities (select the best sources)

3. Location and Access

3.1 Locate sources (intellectually and physically)

3.2 Find information within sources

4. Use of Information

4.1 Engage (e.g., read, hear, view, touch) the information in a source

4.2 Extract relevant information from a source

5. Synthesis

5.1 Organize information from multiple sources

5.2 Present the information

6. Evaluation

6.1 Judge the product (effectiveness)

6.2 Judge the information problem-solving process (efficiency)

Evaluating Information using the Currency, Relevance, Authority, Accuracy, and Purpose (CRAAP) Test

When you search for information, you're going to find plenty... but is it accurate and reliable? You will have to determine this for yourself, and the CRAAP Test can help. The CRAAP Test is a list of questions to help determine if the information you find is good quality. Your information source may not meet every criterion on this list; different criteria will be more or less important depending on your situation or need. So why guess? Is your source giving you truly credible and useful information?

~~Currency: The timeliness of the information.~~

- ~~• When was the information published or posted?~~
- ~~• Has the information been revised or updated?~~
- ~~• Is the information current or too out-of-date for my topic?~~
- ~~• Are all the links functional or are there dead links?*~~

~~Relevance: The importance of the information for your needs.~~

- ~~• Does the information relate to my topic or answer my question?~~
- ~~• Who is the intended audience?~~
- ~~• Is the information at an appropriate level (i.e. not too simple or advanced) for my needs?~~
- ~~• Did I look at a variety of sources before deciding to use this one?~~
- ~~• Would I be comfortable using this source for my college research paper?~~

~~Authority: The source of the information.~~

- ~~• Who is the author/publisher/source/sponsor?~~
- ~~• Are the author's credentials or organizational affiliations given?~~
- ~~• What are the author's credentials or organizational affiliations?~~
- ~~• What are the author's qualifications to write on the topic?~~
- ~~• Is there contact information, such as a publisher or e-mail address?~~
- ~~• Does the URL reveal anything about the author or source? Examples: .com .edu .gov .org .net*~~

~~Accuracy: The reliability, truthfulness, and correctness of the information.~~

- ~~• Where does the information come from?~~
- ~~• Is the information supported by evidence?~~
- ~~• Has the information been reviewed by anyone else?~~
- ~~• Can I verify any of the information in another source or from personal knowledge?~~
- ~~• Does the language or tone seem biased? Or is it free of emotion?~~
- ~~• Are there spelling, grammar, typographical, or other errors?~~

~~Purpose: The reason the information exists.~~

- ~~• What is the purpose of the information? to inform? teach? sell? entertain? persuade?~~
- ~~• Do the authors/sponsors make their intentions or purpose clear?~~

- ~~Is the information fact? opinion? propaganda?~~
- ~~Does the point of view appear objective and impartial?~~
- ~~Are there political, ideological, cultural, religious, institutional, or personal biases? ("LibGuides").~~

Educator to Parent

~~Due to the fluid nature of information and technology tools, each library maintains and updates a website. Parent resources are available via each school website. Resources may include links to databases, professional organizations, reading lists, note sheets, Big6 research and citation guides, internet curriculum links, public library catalogs, home-school resources, internet safety, homework help, summer reading program requirements, and technology tools. A link to each library catalog is available on each website.~~

~~Chariho District Library Media Centers Web Sites~~

- ~~Ashaway Library Media Center <http://ashawayschoollibrary.yolasite.com/>~~
- ~~Charlestown Library Media Center <http://charlestownlibrary.weebly.com>~~
- ~~Hope Valley Library Media Center <http://hopevalleylibrary.weebly.com/>~~
- ~~Richmond Library Media Center <https://richmondlibrary.yolasite.com/>~~
- ~~Chariho Middle School Library Media Center;
<http://www.chariho.k12.ri.us/cms-library>https://cms.chariho.k12.ri.us/school_info/library~~
- ~~Chariho High School Library Media Center <http://www.chariho.k12.ri.us/chslibmain>
https://chs.chariho.k12.ri.us/school_info/library_catalog_and_online_resources~~

Educator to Student

~~Due to the fluid nature of information and technology tools, each library maintains and updates a website. Student resources~~

~~are available via each school website. Resources may include links to professional organizations, reading lists, note sheets, citation guides, internet curriculum links, public library catalogs, home-school resources, internet safety, homework help, summer reading program requirements, and technology tools. A link to each library catalog is available on each website.~~

Resources

Chariho Regional School District Library Media Centers ~~Web Sites~~ Websites:

- Ashaway Library Media Center <http://ashawayschoollibrary.yolasite.com/> ~~<http://ashawayschoollibrary.yolasite.com/>~~
- Charlestown Library Media Center <http://charlestownlibrary.weebly.com>
- Hope Valley Library Media Center <http://hopevalleylibrary.weebly.com/>
- Richmond Library Media Center <https://richmondlibrary.yolasite.com/>
- Chariho Middle School Library Media Center: ~~<http://www.chariho.k12.ri.us/ems-library>~~ <http://www.chariho.k12.ri.us/ems-library>
https://cms.chariho.k12.ri.us/school_info/library
- Chariho High School Library Media Center <http://www.chariho.k12.ri.us/chslibmain>
https://chs.chariho.k12.ri.us/school_info/library_catalog_and_online_resources

Curriculum Development Resources:

- Empire State Information Fluency Continuum <https://slsa-nys.libguides.com/ifc/intro>
- Code.org - Free computer science lessons and activities for K - 12 learners <https://studio.code.org/courses?view=teacher>
- AASL Standards Framework for Learners <https://standards.aasl.org/framework/>
- Crosswalk of the Common Core Standards and the Standards for the 21st-Century Learner
<https://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/commoncorecrosswalk/pdf/CrosswalkEnglishStandardAll1-4.pdf>
- International Society for Technology in Education (ISTE) Standards for Students <https://www.iste.org/standards/iste-standards-for-students>
- The College, Career, and Civic Life (C3) Framework for State Standards in Social Studies (National Council for the Social Studies)
<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>

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Association, 25 Jan. 2021, https://guides.rilinkschools.org/riproject/Curriculum_Guide.

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