



Library Media Curriculum Framework

Standard 1: Inquire, think critically, and gain knowledge.

<i>Indicator 1.1.1: Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> Forms simple questions, e.g., “Do bears eat?” 	<ul style="list-style-type: none"> Forms simple open-ended questions, e.g., “What do bears eat?” 	<ul style="list-style-type: none"> Forms simple open-ended questions and begins to explore ways to answer them, e.g., “Where can I find what bears eat?”
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Generate questions and practice ways to locate sources that provide needed information. 	<ul style="list-style-type: none"> Generate questions and practice ways to locate and begin to evaluate sources that provide needed information. 	<ul style="list-style-type: none"> Generate questions and practice different ways to locate and evaluate sources that provide needed information.
Grades 6,7,8		
<ul style="list-style-type: none"> Use critical-thinking process that involves asking questions, investigating the answers, and developing new understandings for personal or academic independent-learning activities. 		
<i>Indicator 1.1.2: Use prior and background knowledge as context for new learning.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> Connect ideas to own interests. 	<ul style="list-style-type: none"> Connect ideas to own interests. Shares what is known about a topic, problem, or question. 	<ul style="list-style-type: none"> Connect ideas to own interests. Share what is known about a topic, problem, or question. Identify one or two keywords about a topic, problem, or question.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Connect ideas or topics to their own interests. Articulate what is known about a topic, problem, or question, e.g., factual information. Generate a list of keywords for an inquiry-based project with guidance. 	<ul style="list-style-type: none"> Connect ideas or topics to their own interests. Articulate what is known about a topic, problem, or question. Generate a list of keywords for an inquiry-based project with guidance. Identify and use appropriate sources to acquire background information. 	<ul style="list-style-type: none"> Connect ideas or topics to their own interests. Articulate what is known about a topic, problem, or question. Generate a list of keywords for an inquiry-based project with guidance. Identify and use appropriate sources to acquire background information. Predict answers to inquiry questions based on background knowledge and beginning observations or experiences.
Grade 6,7,8		
<ul style="list-style-type: none"> State and support what is known about a topic, problem, or question and make connections to prior knowledge. Observe and analyze an experience, demonstration, or source that introduces a topic, problem, or question to gather background information. Review initial information needed to develop, clarify, revise, or refine the question. Compare new background information with prior knowledge to determine direction and focus of new learning. 		

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

Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> Formulate simple questions related to listening activity. Ask “I wonder if…” questions about the topic, question, or problem. 	<ul style="list-style-type: none"> Formulate simple open-ended questions related to listening activities. Ask “I wonder who/what …” questions about the topic, question, or problem. 	<ul style="list-style-type: none"> Formulate open-ended questions related to listening activities. Ask “I wonder why/how…” questions about the topic, question, or problem.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Formulate questions about the topic, with guidance. 	<ul style="list-style-type: none"> Formulate questions about the topic, with guidance. Assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry. Revise the question or problem as needed to arrive at a manageable topic. 	<ul style="list-style-type: none"> Formulate questions about the topic, with guidance. Assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry. Revise the question or problem as needed to arrive at a manageable topic.
Grade 6,7,8		
<ul style="list-style-type: none"> Write questions independently based on key ideas or areas of focus. Determine what information is needed to support the investigation and answer the questions. Analyze what is already known, or what is observed or experienced to predict answers to inquiry questions. Refine questions depending on the type of information needed (for example, overview, big idea, specific detail, cause and effect, comparison). 		

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

Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> Understand the basic organizational structure of books including spine, spine label, title page, author, illustrator, and title. Distinguish between fiction and nonfiction books. Understand that the library has an organizational scheme. Understand fiction books are alphabetized by author’s last name. 	<ul style="list-style-type: none"> Understand the basic organizational structure of books including spine, spine label, title page, author, illustrator, title, and publisher. Distinguish between fiction and nonfiction books. Understand that the library has an organizational scheme. Understand that call numbers tell where the book is placed on the shelf. Select and use appropriate sources, including picture dictionaries, maps, and globes. 	<ul style="list-style-type: none"> Understand the basic organizational structure of books including spine, spine label, title page, author, illustrator, title, publisher, city of publication, copyright date, and dedication. Distinguish between fiction and nonfiction books. Understand that the library has an organizational scheme, e.g., fiction, nonfiction, reference, and other materials. Select and use appropriate sources, including picture dictionaries, beginning encyclopedias, magazines, maps, and globes, to answer questions. Identify guide words in dictionaries and encyclopedias and can locate words and topics.

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Indicator 1.1.4: Find, evaluate, and select appropriate sources to answer questions. (continued)

Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Understand the library’s organizational scheme and the Dewey decimal classification system. • Use the organizational structure of a book (e.g., table of contents, index, chapter headings, preface, appendix, glossary, bibliography) to locate information to answer questions. • Know that biographical books are shelved alphabetically using the subject’s last name. • Use dictionary, encyclopedia, thesaurus and atlas to locate information. 	<ul style="list-style-type: none"> • Understand the library’s organizational scheme and the Dewey decimal classification system. • Use the organizational structure of a book (e.g., table of contents, index, chapter headings, preface, appendix, glossary, bibliography) to locate information to answer questions. • Select and use appropriate sources, including specialized reference sources and databases, to answer questions. • Use multiple resources, including print, electronic, and human, to locate information. • Use text features and illustrations to decide which resources are appropriate. • Know that biographical books are shelved alphabetically using the subject’s last name. • Use dictionary, thesaurus, atlas, encyclopedia, and almanac to locate information. 	<ul style="list-style-type: none"> • Understand the library’s organizational scheme and the Dewey decimal classification system. • Use the organizational structure of a book (e.g., table of contents, index, chapter headings, preface, appendix, glossary, bibliography) to locate information to answer questions. • Select and use appropriate sources, including specialized reference sources and databases, to answer questions. • Use multiple resources, including print, electronic, and human, to locate information. • Use text features and illustrations to decide which resources are best to use and why. • Know that biographical books are shelved alphabetically using the subject’s last name. • Use dictionary, thesaurus, atlas, encyclopedia, almanac, and specialized dictionaries and encyclopedias to locate information.
Grade 6,7,8		
<ul style="list-style-type: none"> • Recognize the organization and use of special sections in the library (e.g., reference, reserve books, paperbacks). • Locate appropriate nonfiction resources by using the library’s classification scheme. • Evaluate sources based on criteria such as copyright date, authority of author or publisher, comprehensiveness, readability, and alignment with research needs. • Select a variety of credible sources in different formats relevant to research needs. 		

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<i>Indicator 1.1.5: Evaluate information found in related sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> • Recognize and use facts that answer specific questions. • Interpret information represented in pictures, illustrations, and simple charts. 	<ul style="list-style-type: none"> • Recognize and use facts that answer specific questions. • Interpret information represented in pictures, illustrations, and simple charts. 	<ul style="list-style-type: none"> • Recognize and use facts that answer specific questions. • Interpret information represented in pictures, illustrations, and simple charts.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Identify facts and details that support main ideas. • Distinguish between fact and opinion. • Interpret information taken from maps, graphs, charts, and other visuals. • Select information to answer questions or solve a problem. 	<ul style="list-style-type: none"> • Identify facts and details that support main ideas. • Distinguish between fact and opinion. • Interpret information taken from maps, graphs, charts, and other visuals. • Select information to answer questions or solve a problem. • Skim/scan to locate information that is appropriate to age and ability level. 	<ul style="list-style-type: none"> • Skim/scan to locate information that is appropriate to age and ability level. • Identify facts and details that support main ideas. • 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 facts for accuracy.
Grade 6,7,8		
<ul style="list-style-type: none"> • Recognize that information has a social or cultural context based in currency, accuracy, authority, and point of view. • Evaluate and select information based on usefulness, currency, accuracy, authority, and point of view. 		

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<i>Indicator 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.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> • Draw or verbalize main ideas. 	<ul style="list-style-type: none"> • Use simple note-taking strategies as demonstrated by the School Library Media Specialist. • Write, draw or verbalize the main idea and supporting details. 	<ul style="list-style-type: none"> • Use simple note-taking strategies as demonstrated by the School Library Media Specialist. • Write, draw or verbalize the main idea and supporting details.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Use various note-taking strategies (e.g., outlining, questioning the text, highlighting, graphic organizers). • Paraphrase or summarize information in various formats. • Draw conclusions based on facts and premises. 	<ul style="list-style-type: none"> • Use various note-taking strategies (e.g., outlining, questioning the text, highlighting, graphic organizers). • Paraphrase or summarize information in various formats. • Draw conclusions based on facts and premises. 	<ul style="list-style-type: none"> • Use various note-taking strategies (e.g., outlining, questioning the text, highlighting, graphic organizers). • Paraphrase or summarize information in various formats. • Draw conclusions based on facts and premises.
Grade 6,7,8		
<ul style="list-style-type: none"> • Evaluate, paraphrase, and summarize information in various formats. • Use both facts and opinions responsibly by identifying and verifying them. 		
<i>Indicator 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.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> • Retell key points with guidance. 	<ul style="list-style-type: none"> • Summarize or retell key points with guidance. 	<ul style="list-style-type: none"> • Summarize or retell key points.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Recognize when facts from two different sources conflict and seek additional sources to verify accuracy, with guidance. 	<ul style="list-style-type: none"> • Recognize when facts from two different sources conflict and seek additional sources to verify accuracy. 	<ul style="list-style-type: none"> • 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.
Grade 6,7,8		
<ul style="list-style-type: none"> • Seek more than one point of view by using diverse sources. • Explain the effect of different perspectives (points of view) on the information. 		

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<i>Indicator 1.1.8: Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</i>		
Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> Recognize the purpose of the online catalog to locate materials. 	<ul style="list-style-type: none"> Recognize the purpose of the online catalog to locate materials.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Use online encyclopedias and magazine databases, with guidance. Search an online catalog to locate materials. Use software or online tools to record and organize information. 	<ul style="list-style-type: none"> Use selected websites and periodical databases to find appropriate information. Search an online catalog to locate materials. Use software or online tools to record and organize information. 	<ul style="list-style-type: none"> Use selected search engines to find appropriate information. Use selected websites and periodical databases to find appropriate information. Search an online catalog to locate materials. Use software or online tools to record and organize information.
Grade 6,7,8		
<ul style="list-style-type: none"> Use technology resources such as online encyclopedias, online databases, and web subject directories, to locate information. Implement keyword search strategies. Select and use grade-level-appropriate electronic reference materials and teacher-selected websites to answer questions. Use a variety of search engines to do advanced searching. 		
<i>Indicator 1.1.9: Collaborate with others to broaden and deepen understanding.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> Listen to others with respect. Share knowledge and ideas with others by discussion and listening. 	<ul style="list-style-type: none"> Listen to others with respect. Share knowledge and ideas with others by discussion and listening. 	<ul style="list-style-type: none"> Listen to others with respect. Share knowledge and ideas with others by discussion and listening.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Work in teams to produce original works or solve problems. Respect others' opinions through active listening and questioning. 	<ul style="list-style-type: none"> Work in teams to produce original works or solve problems. Respect others' opinions through active listening and questioning. 	<ul style="list-style-type: none"> Work in teams to produce original works or solve problems. Respect others' opinions through active listening and questioning.
Grade 6,7,8		
<ul style="list-style-type: none"> Work in self-managed teams to understand concepts and to solve problems. Offer information and opinion at appropriate times in group discussions. Encourage team members to share ideas and opinions. 		

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Indicator 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.

Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> Answer the question, “What is this mostly about?” 	<ul style="list-style-type: none"> Answer the question, “What is this mostly about?” Identify supporting details. 	<ul style="list-style-type: none"> Answer the question, “What is this mostly about?” Identify supporting details. Find facts to answer questions in more than one source with guidance. Note similarities and differences in information from different sources.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Use different clues (e.g., placement in text, signal words, focal point of illustration) to determine important ideas in illustrations and text. Identify facts and details that support main ideas. Find similar main ideas in more than one source. 	<ul style="list-style-type: none"> Use different clues (e.g., placement in text, signal words, focal point of illustration) to determine important ideas in illustrations and text. Identify facts and details that support main ideas. Restate with guidance and respond with detailed answers to factual questions. Find similar main ideas in more than one source. 	<ul style="list-style-type: none"> Use different clues (e.g., placement in text, signal words, focal point of illustration) to determine important ideas in illustrations and text. Identify facts and details that support main ideas. Restate and respond with detailed answers to factual questions. Find similar main ideas in more than one source. Make inferences with guidance.
Grade 6,7,8		
<ul style="list-style-type: none"> Assess the importance of ideas by comparing their treatment across texts. Identify main ideas and find supporting examples, definitions, and details. Analyze different points of view discovered in different sources. Determine patterns and discrepancies by comparing and combining information available in different sources. Interpret information and ideas by defining, classifying, and inferring from information in the text. 		

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Indicator 2.1.2: Organize knowledge so that it is useful.

Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> Demonstrate simple organizational skills such as sorting and categorizing. 	<ul style="list-style-type: none"> Demonstrate simple organizational skills such as sorting and categorizing. 	<ul style="list-style-type: none"> Demonstrate simple organizational skills such as sorting and categorizing. Organize information into different forms (charts, drawings).
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Organize notes and ideas to form responses to questions. Use common organizational patterns (chronological order, main idea with supporting ideas) to make sense of information, with guidance. 	<ul style="list-style-type: none"> Organize notes and ideas to form responses to questions. Use common organizational patterns (chronological order, main idea with supporting ideas) to make sense of information, with guidance. Organize the information in a way that is appropriate for the assignment or question. 	<ul style="list-style-type: none"> Organize notes and ideas to form responses to questions. Use common organizational patterns (chronological order, main idea with supporting ideas) to make sense of information. Organize the information in a way that is appropriate for the assignment or question.
Grade 6,7,8		
<ul style="list-style-type: none"> Combine and categorize information by using an outline or semantic web to show connections among ideas. Use common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information and draw conclusions. 		

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

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

Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> • Complete a graphic organizer using concepts that were learned during the inquiry experience, as a class, with guidance. • Compare new ideas with what was known at the beginning of the inquiry, with guidance. 	<ul style="list-style-type: none"> • Complete a graphic organizer using concepts that were learned during the inquiry experience, with guidance. • Compare new ideas with what was known at the beginning of the inquiry, with guidance. 	<ul style="list-style-type: none"> • Complete a graphic organizer using concepts that were learned during the inquiry experience. • Compare new ideas with what was known at the beginning of the inquiry. • Make inferences regarding the topic at the conclusion of a theme or research project, with guidance. • Draw a conclusion about the main idea, with guidance.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Review ideas held at beginning of inquiry and reflections captured during note-taking. • Match information found with questions and predictions. • Draw a conclusion about the main idea. • Identify connections to the curriculum and the real world. 	<ul style="list-style-type: none"> • Review ideas held at beginning of inquiry and reflections captured during note-taking. • Match information found with questions and predictions. • Draw a conclusion about the main idea. • Identify connections to the curriculum and the real world. 	<ul style="list-style-type: none"> • Review ideas held at beginning of inquiry and reflections captured during note-taking. • Match information found with questions and predictions. • Draw a conclusion about the main idea. • Identify connections to the curriculum and the real world. • Make inferences about the topic with guidance at the conclusion of the research project.
Grade 6,7,8		
<ul style="list-style-type: none"> • Review prior knowledge and reflect on how ideas changed with more information. • Compare information found to tentative thesis or hypothesis; revisit or revise hypothesis as appropriate. • Draw conclusions based on explicit and implied information. • Form opinions and judgments backed up by supporting evidence. 		

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

<i>Indicator 2.1.4: Use technology and other information tools to analyze and organize information.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> Use word processing and drawing tools to create written product. 	<ul style="list-style-type: none"> Use word processing and drawing tools to create written product. 	<ul style="list-style-type: none"> Use word processing and drawing tools to create written product.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Use word processing, drawing, presentation, graphing, and other productivity tools to illustrate concepts and convey ideas. 	<ul style="list-style-type: none"> Use word processing, drawing, presentation, graphing, and other productivity tools to illustrate concepts and convey ideas. 	<ul style="list-style-type: none"> Use word processing, drawing, presentation, graphing, and other productivity tools to illustrate concepts and convey ideas.
Grade 6,7,8		
<ul style="list-style-type: none"> 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. 		
<i>Indicator 2.1.5: Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> Share information and ideas with others by discussion and listening. Work in groups to create and share simple information products (poster, diorama). 	<ul style="list-style-type: none"> Share information and ideas with others by discussion and listening. Work in groups to create and share simple information products (poster, diorama). 	<ul style="list-style-type: none"> Share information and ideas with others by discussion and listening. Work in groups to create, share and evaluate simple information products (poster, diorama).
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Express their own ideas appropriately and effectively while working in groups to identify and resolve information problems. Work in groups to create and evaluate pictures, images, and charts for word processed reports and electronic presentations. 	<ul style="list-style-type: none"> Express their own ideas appropriately and effectively while working in groups to identify and resolve information problems. Work in groups to create and evaluate pictures, images, and charts for word processed reports and electronic presentations. 	<ul style="list-style-type: none"> Express their own ideas appropriately and effectively while working in groups to identify and resolve information problems. Work in groups to create and evaluate pictures, images, and charts for word processed reports and electronic presentations.
Grade 6,7,8		
<ul style="list-style-type: none"> Participate in problem-solving process with group. Work collaboratively in using technology to meet information needs. Paying 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. Work in groups to evaluate products and presentations. 		

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

<i>Indicator 2.1.6: Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> • Incorporate writing and oral skills to develop a product or performance, with guidance. • Use pictures to communicate new information and ideas. 	<ul style="list-style-type: none"> • Incorporate writing and oral skills to develop a product or performance. • Use pictures to communicate new information and ideas. • Create a product with a beginning, middle and end. • Use basic grammar conventions. • Revise work with peer or teacher guidance. 	<ul style="list-style-type: none"> • Incorporate writing and oral skills to develop a product or performance. • Use pictures to communicate new information and ideas. • Create a product with a beginning, middle and end. • Use basic grammar conventions. • Revise work with peer or teacher guidance.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Follow steps of the writing/creation process: prewriting, drafting, revising, editing, and publishing. • Identify the audience and purpose before selecting a format for the product. • Experiment with text and visual media to create products. • Edit drafts based on feedback. • Check for correctness, completeness, and citation of sources. 	<ul style="list-style-type: none"> • Follow steps of the writing/creation process: prewriting, drafting, revising, editing, and publishing. • Identify the audience and purpose before selecting a format for the product. • Experiment with text and visual media to create products. • Edit drafts based on feedback. • Check for correctness, completeness, and citation of sources. 	<ul style="list-style-type: none"> • Follow steps of the writing/creation process: prewriting, drafting, revising, editing, and publishing. • Identify the audience and purpose before selecting a format for the product. • Experiment with text and visual media to create products. • Edit drafts based on feedback. • Check for correctness, completeness, and citation of sources.
Grade 6,7,8		
<ul style="list-style-type: none"> • Use prewriting to discover alternate ways to present conclusions. • 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. 		

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

<i>Indicator 3.1.1: Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> • Present facts and simple answers to questions. 	<ul style="list-style-type: none"> • Present facts and simple answers to questions. • Use simple rubrics to assess work, with guidance. 	<ul style="list-style-type: none"> • Present facts and simple answers to questions. • Use simple rubrics to assess work. • Reflect at the end on an inquiry experience about new ideas to wonder about and investigate.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Present information clearly so that main points are evident. • Use information appropriate to task and audience, with guidance. • Identify their own strengths and set goals for improvement. • Reflect at the end of an inquiry experience about what ideas would still be interesting to pursue. 	<ul style="list-style-type: none"> • Present information clearly so that main points are evident. • Use information appropriate to task and audience, with guidance. • Identify their own strengths and set goals for improvement. • Reflect at the end of an inquiry experience about what ideas would still be interesting to pursue. • Identify and evaluate the important features for a good product, with guidance. 	<ul style="list-style-type: none"> • Present information clearly so that main points are evident. • Use information appropriate to task and audience. • Identify their own strengths and set goals for improvement. • Reflect at the end of an inquiry experience about what ideas would still be interesting to pursue. • Identify and evaluate the important features for a good product.
Grade 6, 7, 8		
<ul style="list-style-type: none"> • Present conclusions and supporting facts in a variety of ways. • Present solutions to problems using modeled examples. • Identify skills that require practice and refinement, with guidance. • Follow plan of work but seek feedback for improving the process. • Reflect at the end of an inquiry process to identify additional areas of personal interest for pursuit in the future. 		

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

<i>Indicator 3.1.2: Participate and collaborate as members of a social and intellectual network of learners.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> • Participate with class in dramatizations, recitations and discussions of stories, poems, and other forms of literature. • Show respect for the ideas of others. • Give positive feedback. • Respect rules and procedures as responsible library users. • Share favorite literature, both fiction and nonfiction. • Begin to create collaborative projects. • Share information and creative products with others, using diverse formats, both print and nonprint. • Demonstrate courtesy, good citizenship, and Christian caring in dealing with other people and materials. 	<ul style="list-style-type: none"> • Participate with class in dramatizations, recitations and discussions of stories, poems, and other forms of literature. • Show respect for the ideas of others. • Give positive feedback. • Respect rules and procedures as responsible library users. • Share favorite literature, both fiction and nonfiction. • Begin to create collaborative projects. • Share information and creative products with others, using diverse formats, both print and nonprint. • Demonstrate courtesy, good citizenship, and Christian caring in dealing with other people and materials. 	<ul style="list-style-type: none"> • Participate with class in dramatizations, recitations and discussions of stories, poems, and other forms of literature. • Show respect for the ideas of others. • Give positive feedback. • Respect rules and procedures as responsible library users. • Share favorite literature, both fiction and nonfiction. • Begin to create collaborative projects. • Share information and creative products with others, using diverse formats, both print and nonprint. • Demonstrate courtesy, good citizenship, and Christian caring in dealing with other people and materials.

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

Indicator 3.1.2: Participate and collaborate as members of a social and intellectual network of learners.
(continued)

Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Show respect for and respond to ideas of others. • Accurately describe or restate ideas of others. • Acknowledge personal and group achievements. • Rely on feedback to improve product and process. • Respect the guidelines for responsible and ethical use of information resources. • Share favorite literature. • Participate in discussions on fiction and nonfiction related to curriculum. • Develop a product with peers and share with others. • Develop projects with peers that can be shared electronically and can challenge other students to answer questions or give opinions adding to the content (e.g., shared book reviews, shared slide presentations). • Demonstrate courtesy good citizenship, and Christian caring in dealing with other people and materials. 	<ul style="list-style-type: none"> • Show respect for and respond to ideas of others. • Accurately describe or restate ideas of others. • Acknowledge personal and group achievements. • Rely on feedback to improve product and process. • Respect the guidelines for responsible and ethical use of information resources. • Share favorite literature. • Participate in discussions on fiction and nonfiction related to curriculum. • Develop a product with peers and share with others. • Develop projects with peers that can be shared electronically and can challenge other students to answer questions or give opinions adding to the content (e.g., shared book reviews, shared slide presentations). • Demonstrate courtesy good citizenship, and Christian caring in dealing with other people and materials. 	<ul style="list-style-type: none"> • Show respect for and respond to ideas of others. • Accurately describe or restate ideas of others. • Acknowledge personal and group achievements. • Rely on feedback to improve product and process. • Respect the guidelines for responsible and ethical use of information resources. • Share favorite literature. • Participate in discussions on fiction and nonfiction related to curriculum. • Develop a product with peers and share with others. • Develop projects with peers that can be shared electronically and can challenge other students to answer questions or give opinions adding to the content (e.g., shared book reviews, shared slide presentations). • Demonstrate courtesy good citizenship, and Christian caring in dealing with other people and materials.
Grade 6,7,8		
<ul style="list-style-type: none"> • Offer information and opinions at appropriate times in group discussions. • Encourage team members to share ideas and opinions. • Ask questions of others in a group to elicit their information and opinions. • Accurately describe or summarize ideas of others. • Practice responsible and ethical use of information resources, both in their own library and in other institutions. • Share reading experiences and favorite literature to build a relationship with others. • Use interactive tools to exchange data collected, collaborate to design products or solve problems, and learn curriculum. 		

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

<i>Indicator 3.1.3: Use writing and speaking skills to communicate new understandings effectively.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> Choose and maintain a focus in a short piece of writing. Use a variety of ways (through art, music, movement, and oral and written language) to present information and main ideas; use oral and written language in a variety of formats (e.g., narrative text, poetry, podcasts). 	<ul style="list-style-type: none"> Choose and maintain a focus in a short piece of writing. Use a variety of ways (through art, music, movement, and oral and written language) to present information and main ideas; use oral and written language in a variety of formats (e.g., narrative text, poetry, podcasts). 	<ul style="list-style-type: none"> Choose and maintain a focus in a short piece of writing. Use a variety of ways (through art, music, movement, and oral and written language) to present information and main ideas; use oral and written language in a variety of formats (e.g., narrative text, poetry, podcasts). Add details from personal experience and research to support ideas.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Use significant details and relevant information to develop meaning. Present information coherently in oral, written, and visual sequence. Use clear and appropriate vocabulary to convey the intended message. Speak clearly to convey meaning. 	<ul style="list-style-type: none"> Use significant details and relevant information to develop meaning. Present information coherently in oral, written, and visual sequence. Use clear and appropriate vocabulary to convey the intended message. Speak clearly to convey meaning. 	<ul style="list-style-type: none"> Use significant details and relevant information to develop meaning. Present information coherently in oral, written, and visual sequence. Use clear and appropriate vocabulary to convey the intended message. Speak clearly to convey meaning.
Grade 6,7,8		
<ul style="list-style-type: none"> 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, volume, and intonation appropriate to content and purpose. 		

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

<i>Indicator 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.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> Use word processing and drawing tools to organize and communicate ideas. 	<ul style="list-style-type: none"> Use word processing and drawing tools to organize and communicate ideas. 	<ul style="list-style-type: none"> Use word processing and drawing tools to organize and communicate ideas.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Use various technology tools to retrieve and organize information with guidance. Use a variety of media and formats to create and edit products that communicate syntheses of information and ideas. 	<ul style="list-style-type: none"> Use various technology tools to retrieve and organize information with guidance. Use a variety of media and formats to create and edit products that communicate syntheses of information and ideas. 	<ul style="list-style-type: none"> Use various technology tools to retrieve and organize information with guidance. Use a variety of media and formats to create and edit products that communicate syntheses of information and ideas.
Grade 6,7,8		
<ul style="list-style-type: none"> Use appropriate media and formats to design and develop products that clearly and coherently display new understanding. 		
<i>Indicator 3.1.5: Connect learning to community issues.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> Express personal connections to the topic or question. 	<ul style="list-style-type: none"> Express personal connections to the topic or question. Identify how the topic or question relates to a real-world need. 	<ul style="list-style-type: none"> Express personal connections to the topic or question. Identify how the topic or question relates to a real-world need.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Gather ideas and information from different points of view. Base opinions on information from multiple sources of authority. Examine the concept of freedom of speech and explain why it is important. Connect ideas and information to situations and people in the larger community. 	<ul style="list-style-type: none"> Gather ideas and information from different points of view. Base opinions on information from multiple sources of authority. Examine the concept of freedom of speech and explain why it is important. Connect ideas and information to situations and people in the larger community. 	<ul style="list-style-type: none"> Gather ideas and information from different points of view. Base opinions on information from multiple sources of authority. Examine the concept of freedom of speech and explain why it is important. Connect ideas and information to situations and people in the larger community.
Grade 6,7,8		
<ul style="list-style-type: none"> Identify and address community and global issues. Use real-world examples to establish authenticity. Seek information from different sources to get balanced points of view. Articulate the importance of intellectual freedom to a democratic society. 		

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

<i>Indicator 3.1.6: Use information and technology ethically and responsibly.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> • Credit sources by citing author and title. • Distinguish between acceptable and unacceptable computer use. • Follow school guidelines related to the acceptable use of technology. • Use technology in appropriate ways outside school. 	<ul style="list-style-type: none"> • Credit sources by citing author and title. • Distinguish between acceptable and unacceptable computer use. • Follow school guidelines related to the acceptable use of technology. • Use technology in appropriate ways outside school. 	<ul style="list-style-type: none"> • Credit sources by citing author and title. • Distinguish between acceptable and unacceptable computer use. • Follow school guidelines related to the acceptable use of technology. • Use technology in appropriate ways outside school. • Rephrase rather than copy whole sentences with guidance.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Demonstrate understanding of plagiarism by paraphrasing information or noting direct quotes, with guidance. • Understand that authors and illustrators own their writings and art, and it is against the law to copy their work. • Credit all sources properly in simple citation. • 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.g., e-mail, files, passwords, book checkout, etc.). 	<ul style="list-style-type: none"> • Demonstrate understanding of plagiarism by paraphrasing information or noting direct quotes, with guidance. • Understand that authors and illustrators own their writings and art, and it is against the law to copy their work. • Credit all sources properly in simple citation. • 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.g., e-mail, files, passwords, book checkout, etc.). 	<ul style="list-style-type: none"> • Demonstrate understanding of plagiarism by paraphrasing information or noting direct quotes, with guidance. • Understand that authors and illustrators own their writings and art, and it is against the law to copy their work. • Credit all sources properly in simple citation. • 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.g., e-mail, files, passwords, book checkout, etc.).
Grade 6,7,8		
<ul style="list-style-type: none"> • Avoid plagiarism by rephrasing information in his/her own words. • Document quotations and cite sources using correct bibliographic format. • Abide by Acceptable Use Policy by accessing only appropriate information. • Use programs and websites responsibly and ethically. 		

Standard 4: Pursue personal and aesthetic growth.

Indicator 4.1.1: Read, view, and listen for pleasure and personal growth.

Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> • Request and choose materials related to personal interests. • Read, view, and listen to a variety of fiction and nonfiction for enjoyment and information. • Visit the public library to attend programs, seek help as needed, and check out materials to read. 	<ul style="list-style-type: none"> • Request and choose fiction and nonfiction materials related to personal interests. • Read, view, and listen to a variety of fiction and nonfiction for enjoyment and information. • Visit the public library to attend programs, seek help as needed, and check out materials to read. • Set reading goals. 	<ul style="list-style-type: none"> • Request and choose fiction and nonfiction materials related to personal interests. • Read, view, and listen to a variety of fiction and nonfiction for enjoyment and information. • Visit the public library to attend programs, seek help as needed, and check out materials to read. • Set reading goals. • Begin to recognize that different genres require different reading, listening, or viewing strategies.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • 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, to explore personal interests. • Visit the public library to attend programs, seek help as needed, and check out materials to read. • Set reading goals. 	<ul style="list-style-type: none"> • 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, to explore personal interests. • Visit the public library to attend programs, seek help as needed, and check out materials to read. • Set reading goals. 	<ul style="list-style-type: none"> • 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, to explore personal interests. • Visit the public library to attend programs, seek help as needed, and check out materials to read. • Set reading goals.
Grade 6,7,8		
<ul style="list-style-type: none"> • Read, listen to, and view an increasingly wide range of genres and formats for recreation and information. • Independently locate and select information for personal, hobby, or vocational interests. • Pursue creative expressions of information in the community (public library, arts centers, museums). 		

Standard 4: Pursue personal and aesthetic growth.

<i>Indicator 4.1.2: Read widely and fluently to make connections with self, the world, and previous reading.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> • Read widely from multicultural texts in various genres to find out about self and the surrounding world. • Predict what will happen next 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 his/her own words and pictures. 	<ul style="list-style-type: none"> • Read widely from multicultural texts in various genres to find out about self and the surrounding world. • Predict what will happen next 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 his/her own words and pictures. • Identify nursery rhyme characters and situations. 	<ul style="list-style-type: none"> • Read widely from multicultural texts in various genres to find out about self and the surrounding world. • Predict what will happen next 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 his/her own words and pictures. • Describe how an illustrator’s style and use of elements and media represent and extend the meaning of the story or the narrative text. • Understand that the Caldecott Medal is awarded for illustrations and is familiar with Caldecott medal books.

Standard 4: Pursue personal and aesthetic growth.

<i>Indicator 4.1.2: Read widely and fluently to make connections with self, the world, and previous reading. (cont.)</i>		
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Use evidence from the text to discuss the author’s purpose. • Read widely to explore new ideas. • Predict and infer about events and characters. • Identify problems and solutions in a story. • Describe how an illustrator’s style and use of elements and media represent and extend the meaning of the story or the narrative text. • Connect story to previous reading. • Recognize features of various genres and use different reading strategies for understanding. • Demonstrate knowledge of favorite authors and genres. • Identify characters, setting and plot in stories or folk lore. 	<ul style="list-style-type: none"> • Use evidence from the text to discuss the author’s purpose. • Read widely to explore new ideas. • Predict and infer about events and characters. • Identify problems and solutions in a story. • Describe how an illustrator’s style and use of elements and media represent and extend the meaning of the story or the narrative text. • Connect story to previous reading. • Recognize features of various genres and use different reading strategies for understanding. • Demonstrate knowledge of favorite authors and genres. • Recognize a biography, autobiography, and collective biography. 	<ul style="list-style-type: none"> • Use evidence from the text to discuss the author’s purpose. • Read widely to explore new ideas. • Predict and infer about events and characters. • Identify problems and solutions in a story. • Describe how an illustrator’s style and use of elements and media represent and extend the meaning of the story or the narrative text. • Connect story to previous reading. • Recognize features of various genres and use different reading strategies for understanding. • Demonstrate knowledge of favorite authors and genres. • Understand the Newbery Medal is awarded for writing and is familiar with Newbery Medal books.
Grade 6,7,8		
<ul style="list-style-type: none"> • Read books that connect their own experiences. • Read with purpose to investigate new ideas beyond the required curriculum. • Read books from various genres. • Compare and contrast story elements in two literary works. • Demonstrate understanding that texts, both narrative and expository, are written by authors expressing their own ideas. • Recognize the author’s point of view; consider alternative perspectives. 		

Standard 4: Pursue personal and aesthetic growth.

<i>Indicator 4.1.3: Respond to literature and creative expressions of ideas in various formats and genres.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> • Express feelings about characters and events in a story. • Make connections between literature and their own experiences. • Write about or orally share reactions to imaginative stories and performances. • Retell stories using the correct sequence of events. • Identify plot, characters, times, and places in a story. • Discuss favorite books and authors. • Respond to the values presented in stories. 	<ul style="list-style-type: none"> • Express feelings about characters and events in a story. • Make connections between literature and their own experiences. • Write about or orally share reactions to imaginative stories and performances. • Retell stories using the correct sequence of events. • Identify plot, characters, times, and places in a story. • Discuss favorite books and authors. • Respond to the values presented in stories. 	<ul style="list-style-type: none"> • Express feelings about characters and events in a story. • Make connections between literature and their own experiences. • Write about or orally share reactions to imaginative stories and performances. • Retell stories using the correct sequence of events. • Identify plot, characters, times, and places in a story. • Discuss favorite books and authors. • Respond to the values presented in stories.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Connect his/her own feelings to emotions, characters, and events portrayed in a literary work. • Use personal experiences to stimulate responses to literature and art. • Restate and interpret ideas presented through creative formats. • Identify story elements in various fiction genres. • Use evidence from stories to discuss characters, setting, plot, time, and place. • Discuss theme of stories, using evidence to support opinions. • Participate in book talks and book discussion groups. • Respond to the values presented in stories. 	<ul style="list-style-type: none"> • Connect his/her own feelings to emotions, characters, and events portrayed in a literary work. • Use personal experiences to stimulate responses to literature and art. • Restate and interpret ideas presented through creative formats. • Identify story elements in various fiction genres. • Use evidence from stories to discuss characters, setting, plot, time, and place. • Discuss theme of stories, using evidence to support opinions. • Participate in book talks and book discussion groups. • Respond to the values presented in stories. 	<ul style="list-style-type: none"> • Connect his/her own feelings to emotions, characters, and events portrayed in a literary work. • Use personal experiences to stimulate responses to literature and art. • Restate and interpret ideas presented through creative formats. • Identify story elements in various fiction genres. • Use evidence from stories to discuss characters, setting, plot, time, and place. • Discuss theme of stories, using evidence to support opinions. • Participate in book talks and book discussion groups. • Respond to the values presented in stories.
Grade 6,7,8		
<ul style="list-style-type: none"> • Respond to the images and feelings evoked by a literary or artistic work. • Connect text to personal experiences. • Use illustrations, context, graphics, and layout to extract meaning from different formats. • Interpret literary elements (plot, setting, characters, time) from evidence presented in the text. • Draw conclusions about the theme from evidence in the text. • Recognize how characters change. • Share reading, listening, and viewing experiences in a variety of ways. 		

Standard 4: Pursue personal and aesthetic growth.

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

Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> • Select picture, fiction, and information books; try some books in other genres (poetry, fairy tales) routinely. • Select information in various formats and genres based on suggestions from teacher or School Library Media Specialist and on personal interests. • Select some books at the appropriate reading level, other books to be read aloud, and other more challenging books of particular interest for browsing and enjoyment. • Explain personal criteria for selecting a particular resource. 	<ul style="list-style-type: none"> • Select picture, fiction, and information books; try some books in other genres (poetry, fairy tales, drama) routinely. • Select information in various formats and genres based on suggestions from teacher or School Library Media Specialist and on personal interests. • Select some books at the appropriate reading level, other books to be read aloud, and other more challenging books of particular interest for browsing and enjoyment. • Explain personal criteria for selecting a particular resource. 	<ul style="list-style-type: none"> • Select picture, fiction, and information books; try some books in other genres (poetry, fairy tales, biography) routinely. • Select information in various formats and genres based on suggestions from teacher or School Library Media Specialist and on personal interests. • Select some books at the appropriate reading level, other books to be read aloud, and other more challenging books of particular interest for browsing and enjoyment. • Explain personal criteria for selecting a particular resource.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Select books from favorite authors and genres; try new genres when suggested. • Select information in various formats based on a theme, topic, and connection to classroom learning or personal interest. • Select both “just right” books and challenging books, routinely. • Read the multiple works of a single author. • Explain why some authors and genres have become favorites. • Select appropriate print, nonprint, and electronic materials on an individual level. 	<ul style="list-style-type: none"> • Select books from favorite authors and genres; try new genres when suggested (e.g., folktales, historical fiction, realistic fiction, and tall tales). • Select information in various formats based on a theme, topic, and connection to classroom learning or personal interest. • Select both “just right” books and challenging books, routinely. • Read the multiple works of a single author. • Explain why some authors and genres have become favorites. • Select appropriate print, nonprint, and electronic materials on an individual level. 	<ul style="list-style-type: none"> • Select books from favorite authors and genres; try new genres when suggested (e.g., legend, myth, and autobiography). • Select information in various formats based on a theme, topic, and connection to classroom learning or personal interest. • Select both “just right” books and challenging books, routinely. • Read the multiple works of a single author. • Explain why some authors and genres have become favorites. • Select appropriate print, nonprint, and electronic materials on an individual level.
Grade 6,7,8		
<ul style="list-style-type: none"> • Read a variety of genres, including short stories, novels, poems, plays, drama, myths, films, and electronic magazines and books. • Describe the characteristics of different genres. • Explore new genres that fulfill interests and reading level (graphic novels, magazines, online magazines, e-books). • 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. • Select print, nonprint, and electronic materials based on personal interests and knowledge of authors. • Maintain personal reading lists. 		

Standard 4: Pursue personal and aesthetic growth.

<i>Indicator 4.1.5: Connect ideas to own interests and previous knowledge and experience.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> • Prior to reading a book, gain background knowledge about the author or subject by discussing it with friend, teacher, or parent. • Demonstrate comprehension of stories read independently or shared aloud. • Develop criteria for deciding if a book matches interests and reading levels. • Find and read (or be read) books that match interests and comprehension levels. 	<ul style="list-style-type: none"> • Prior to reading a book, gain background knowledge about the author or subject by discussing it with friend, teacher, or parent. • Demonstrate comprehension of stories read independently or shared aloud. • Develop criteria for deciding if a book matches interests and reading levels. • Find and read (or be read) books that match interests and comprehension levels. 	<ul style="list-style-type: none"> • Prior to reading a book, gain background knowledge about the author or subject by discussing it with friend, teacher, or parent. • Demonstrate comprehension of stories read independently or shared aloud. • Develop criteria for deciding if a book matches interests and reading levels. • Find and read (or be read) books that match interests and comprehension levels.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Use prior knowledge to understand and compare literature. • Understand literal meaning and identify the main points reflected in a work. • Compare the ideas in various types of resources to experiences in real life. 	<ul style="list-style-type: none"> • Use prior knowledge to understand and compare literature. • Understand literal meaning and identify the main points reflected in a work. • Compare the ideas in various types of resources to experiences in real life. 	<ul style="list-style-type: none"> • Use prior knowledge to understand and compare literature. • Understand literal meaning and identify the main points reflected in a work. • Compare the ideas in various types of resources to experiences in real life.
Grade 6,7,8		
<ul style="list-style-type: none"> • Demonstrate understanding of literal and implied meanings by explaining how new meanings fit with what is already known. • Connect ideas reflected in various resources to life experiences at home, in school, and with peers. • Keep logs or records of new and up-to-date ideas by reading online information, magazines, and other current sources. • Check ideas for accuracy by analyzing the authority of the source and validating the information through multiple resources. 		

Standard 4: Pursue personal and aesthetic growth.

<i>Indicator 4.1.6: Organize personal knowledge in a way that can be called upon easily.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> • Draw pictures of main ideas. 	<ul style="list-style-type: none"> • Take notes using graphic organizer provided by teacher or School Library Media Specialist with guidance. • Draw pictures of the main ideas. 	<ul style="list-style-type: none"> • Take notes using graphic organizer provided by teacher or School Library Media Specialist. • Draw pictures of the main ideas.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Use simple graphic organizers and technology tools to capture the main ideas and their relationships to each other. • Use two-column approach to note taking to capture personal connections to information. 	<ul style="list-style-type: none"> • Use simple graphic organizers and technology tools to capture the main ideas and their relationships to each other. • Use two-column approach to note taking to capture personal connections to information. 	<ul style="list-style-type: none"> • Use simple graphic organizers and technology tools to capture the main ideas and their relationships to each other. • Use two-column approach to note taking to capture personal connections to information.
Grade 6,7,8		
<ul style="list-style-type: none"> • Develop visual pictures of the main ideas and design concept maps, webs, or graphics to capture the ideas. • Identify their own learning styles and organize ideas accordingly (e.g., linear, graphic) • Use different forms of note-taking to capture personal connections to information. 		
<i>Indicator 4.1.7: Use social networks and information tools to gather and share information.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> • Locate information for personal interests and school assignments in print, nonprint, electronic sources with guidance from the School Library Media Specialist. 	<ul style="list-style-type: none"> • Locate information for personal interests and school assignments in print, nonprint, electronic sources with guidance from the School Library Media Specialist. • Experiment with online catalog and Web resources to locate information. 	<ul style="list-style-type: none"> • Locate information for personal interests and school assignments in print, nonprint, electronic sources with guidance from the School Library Media Specialist. • Experiment with online catalog and Web resources to locate information.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Use basic strategies (author, title, subject) to locate information using the library's online catalog. 	<ul style="list-style-type: none"> • Use basic strategies (author, title, subject) to locate information using the library's online catalog. 	<ul style="list-style-type: none"> • Use basic strategies (author, title, subject) to locate information using the library's online catalog. • Use social networking tools to create and share information.
Grade 6,7,8		
<ul style="list-style-type: none"> • Use advanced strategies (Boolean searches) to locate information about personal interest topics in the library's online catalog. • Use technology tools and resources to collect, organize, and evaluate information that addresses issues or interests. • Apply technology productivity tools to meet personal needs. • Use social networking tools to responsibly and safely share information and ideas and to collaborate with others. 		

Standard 4: Pursue personal and aesthetic growth.

<i>Indicator 4.1.8: Use creative and artistic formats to express personal learning.</i>		
Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> Express feelings about a story through pictures and words. Use technology tools to create and present ideas. Express their own ideas through simple products in different formats. 	<ul style="list-style-type: none"> Express feelings about a story through pictures and words. Use technology tools to create and present ideas. Express their own ideas through simple products in different formats. 	<ul style="list-style-type: none"> Express feelings about a story through pictures and words. Use technology tools to create and present ideas. Express their own ideas through simple products in different formats.
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Present creative products in a variety of formats. Use technology applications to create documents and visualizations of new learning. Use multimedia authoring tools for independent and collaborative publishing activities. 	<ul style="list-style-type: none"> Present creative products in a variety of formats. Use technology applications to create documents and visualizations of new learning. Use multimedia authoring tools for independent and collaborative publishing activities. 	<ul style="list-style-type: none"> Present creative products in a variety of formats. Use technology applications to create documents and visualizations of new learning. Use multimedia authoring tools for independent and collaborative publishing activities.
Grade 6,7,8		
<ul style="list-style-type: none"> Create original products based on responses to literature and other creative works of art. Experiment with various types of multimedia applications for artistic and personal expression. 		

Standard 4: Pursue personal and aesthetic growth.