

K-12

**Library Media
Curriculum Framework**

Revised 2013

K-12 Library Media Curriculum Framework

| Strand | Content Standard |
|--------------------------------|--|
| Information Literacy | |
| 1. Identify and Access | Students will identify, locate, and retrieve appropriate resources for a variety of purposes. |
| 2. Organize | Students will apply critical thinking skills and organize information to obtain knowledge. |
| 3. Evaluate | Students will evaluate resources for appropriateness of information. |
| Social Responsibility | |
| 4. Participate Ethically | Students will participate ethically, responsibly, and safely while obtaining and generating information. |
| 5. Communicate and Collaborate | Students will exchange information and ideas effectively and work cooperatively to pursue a goal. |
| Personal Growth | |
| 6. Read | Students will pursue opportunities for individual growth and lifelong learning through reading a variety of formats. |
| 7. Connect | Students will make connections to the academic environment and the real world. |
| 8. Respond | Students will convey understanding of information and express ideas in a variety of formats. |
| 9. Reflect | Students will analyze their learning experiences for improvement. |

Notes:

1. Each grade level continues to address earlier Student Learning Expectations (SLEs) as needed.
2. The Library Media Framework document is to be used in collaboration with other content area framework documents to accomplish the stated SLEs. Library Media Specialists and classroom teachers should work together in order to meet the goals stated in this document.
3. Words that appear in italics within this document are defined in the glossary.
4. All items in a bulleted list are required to be taught.
5. The examples given (e.g.,) are suggestions to guide the instructor.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | | |
|--|--|--|---|---|---|---|
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Identify and Access | <p>IL.1.K.1 Recognize the purpose and organization of the school library media center</p> <ul style="list-style-type: none"> major sections author's last name | <p>IL.1.1.1 Demonstrate knowledge of the purpose and organization of the school library media center to locate resources by referring to</p> <ul style="list-style-type: none"> major sections (e.g., easy, fiction, nonfiction, reference, <i>digital resources</i>) author's last name, alphabetically | <p>IL.1.2.1 Demonstrate knowledge of the purpose and organization of the school library media center to locate resources by referring to</p> <ul style="list-style-type: none"> major sections (e.g., easy, fiction, nonfiction, reference, <i>digital resources, periodicals</i>) author's last name, alphabetically <i>Dewey Decimal Classification System</i>, numerically by subject | <p>IL.1.3.1 Demonstrate knowledge of the purpose and organization of the school library media center to locate resources by referring to</p> <ul style="list-style-type: none"> major sections (e.g., easy, fiction, nonfiction, reference, <i>digital resources, periodicals, biographies, special collections</i>) author's last name, alphabetically <i>Dewey Decimal Classification System</i>, numerically by subject | <p>IL.1.4.1 Utilize knowledge of the organization of the school library media center to locate resources by referring to</p> <ul style="list-style-type: none"> major sections (e.g., easy, fiction, nonfiction, reference, <i>digital resources, periodicals, biographies, special collections</i>) <i>statement of responsibility</i> (e.g., author, editor, illustrator) <i>Dewey Decimal Classification System</i>, numerically by subject | <p>IL.1.5.1 Utilize knowledge of the organization of the school library media center to locate resources by referring to</p> <ul style="list-style-type: none"> major sections (e.g., fiction, nonfiction, reference, <i>digital resources, periodicals, biographies, special collections</i>) <i>statement of responsibility</i> (e.g., author, editor, illustrator) <i>Dewey Decimal Classification System</i>, numerically by subject and by author's last name |
| | <p>IL.1.K.2 Recognize the purpose of an <i>Online Public Access Catalog (OPAC)</i></p> | <p>IL.1.1.2 Recognize the purpose of an <i>Online Public Access Catalog (OPAC)</i> and locate resources, with guidance (e.g., author, title search)</p> | <p>IL.1.2.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance (e.g., author, title search, subject, keyword)</p> | <p>IL.1.3.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance (e.g., author, title search, subject, keyword)</p> | <p>IL.1.4.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance (e.g., author, title search, subject, keyword)</p> | <p>IL.1.5.2 Utilize <i>Online Public Access Catalog (OPAC)</i> search strategies to locate appropriate resources, with guidance (e.g., author, title search, subject, keyword)</p> |
| | <p>IL.1.K.3 Recognize that there are other types of libraries, which may be organized the same way as the school library media center</p> | <p>IL.1.1.3 Recognize that there are other types of libraries, which may be organized the same way as the school library media center</p> | <p>IL.1.2.3 Recognize that there are other types of libraries, which may be organized the same way as the school library media center</p> | <p>IL.1.3.3 Recognize that there are other types of libraries, which may be organized the same way as the school library media center</p> | <p>IL.1.4.3 Recognize that there are other types of libraries, which may be organized the same way as the school library media center</p> | <p>IL.1.5.3 Recognize that there are other types of libraries, which may be organized the same way as the school library media center</p> |

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| Identify and Access | <p>IL.1.K.4</p> <p>Recognize parts of a book used to locate information</p> <ul style="list-style-type: none"> author illustrator physical features (e.g., back cover, front cover, spine) title | <p>IL.1.1.4</p> <p>Recognize parts of a book used to locate information</p> <ul style="list-style-type: none"> author dedication page illustrator physical features (e.g., back cover, front cover, spine) table of contents title title page | <p>IL.1.2.4</p> <p>Utilize parts of a book to locate information</p> <ul style="list-style-type: none"> author copyright dedication page glossary illustrator index physical features (e.g., back cover, front cover, spine) table of contents title title page | <p>IL.1.3.4</p> <p>Utilize parts of a book to locate information</p> <ul style="list-style-type: none"> author bibliography copyright dedication page glossary illustrator index physical features (e.g., back cover, front cover, spine) preface synopsis/<i>blurb</i> table of contents title title page | <p>IL.1.4.4</p> <p>Utilize parts of a book to locate information</p> <ul style="list-style-type: none"> <i>afterword</i> appendix author bibliography copyright dedication page glossary illustrator index physical features (e.g., back cover, front cover, spine) preface synopsis/<i>blurb</i> table of contents title title page | <p>IL.1.5.4</p> <p>Utilize parts of a book to locate information for a specific purpose</p> <ul style="list-style-type: none"> <i>afterword</i> appendix author bibliography copyright dedication page glossary illustrator index physical features (e.g., back cover, front cover, spine) preface synopsis/<i>blurb</i> table of contents title title page |
| | | <p>IL.1.K.5</p> <p>Recognize <i>text features</i> (e.g., headings, bold print, illustrations)</p> | <p>IL.1.1.5</p> <p>Identify <i>text features</i> (e.g., headings, bold print, illustrations, italics, <i>electronic menus, icons</i>)</p> | <p>IL.1.2.5</p> <p>Utilize <i>text features</i> to locate information (e.g., headings, bold print, illustrations, italics, <i>electronic menus, icons, subheadings, diagrams</i>)</p> | <p>IL.1.3.5</p> <p>Utilize <i>text features</i> to locate information (e.g., headings, bold print, illustrations, italics, <i>electronic menus, icons, subheadings, diagrams, key words, sidebars, hyperlinks, captions, tabs, maps, photographs</i>)</p> | <p>IL.1.4.5</p> <p>Utilize <i>text features</i> to locate information that answers questions (e.g., headings, bold print, illustrations, italics, <i>electronic menus, icons, subheadings, diagrams, key words, sidebars, hyperlinks, captions, tabs, maps, photographs, boxed text, drop-down menus, charts, graphs, timelines, animations, interactive elements</i> on Web pages)</p> |

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|--|--|--|---|--|--|--|
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Identify and Access | IL.1.K.6 Recognize an information need by asking questions, prior to accessing resources | IL.1.1.6 Recognize an information need by asking questions, prior to accessing resources | IL.1.2.6 Recognize an information need by generating questions to develop and refine a topic, prior to accessing resources | IL.1.3.6 Recognize an information need by generating questions to develop and refine a topic, prior to accessing resources and locating information | IL.1.4.6 Examine an information need by generating complex questions to develop and refine a topic, prior to accessing resources and locating information (e.g., <i>graphic organizers</i>) | IL.1.5.6 Examine an information need by generating complex questions using key words to develop and refine a topic, prior to accessing resources and locating information, with guidance (e.g., <i>graphic organizers</i>) |
| | IL.1.K.7 Recognize information in a variety of print/non-print/ <i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases</i> , dictionaries, <i>eBooks</i> , encyclopedias, globes, maps, videos, websites) | IL.1.1.7 Recognize information in a variety of print/non-print/ <i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases</i> , dictionaries, <i>eBooks</i> , encyclopedias, globes, maps, videos, websites) | IL.1.2.7 Utilize information in a variety of print/non-print/ <i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases</i> , dictionaries, <i>eBooks</i> , encyclopedias, globes, maps, videos, websites, <i>periodicals</i>) | IL.1.3.7 Utilize information in a variety of print/non-print/ <i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases</i> , dictionaries, <i>eBooks</i> , encyclopedias, globes, maps, videos, websites, <i>periodicals</i> , thesauri, almanacs, photographs) | IL.1.4.7 Select and interpret various types of information on a topic in a variety of print/non-print/ <i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases</i> , dictionaries, <i>eBooks</i> , encyclopedias, globes, maps, videos, websites, <i>periodicals</i> , thesauri, almanacs, photographs, charts, graphs, diagrams, timelines, animations, <i>interactive elements</i> , <i>primary sources</i> , <i>secondary sources</i>) | IL.1.5.7 Select and interpret various types of information on a topic in a variety of print/non-print/ <i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases</i> , dictionaries, <i>eBooks</i> , encyclopedias, globes, maps, videos, websites, <i>periodicals</i> , thesauri, almanacs, photographs, charts, graphs, diagrams, timelines, animations, <i>interactive elements</i> , <i>primary sources</i> , <i>secondary sources</i>) |
| | IL.1.K.8 Recognize informational websites | IL.1.1.8 Recognize informational websites | IL.1.2.8 Recognize with guidance tools for navigating an informational website | IL.1.3.8 Utilize tools for navigating an informational website (e.g., tabs, toolbars) | IL.1.4.8 Utilize tools for navigating an informational website (e.g., tabs, toolbars, keywords) | IL.1.5.8 Utilize tools for navigating an informational website (e.g., tabs, toolbars, keywords) |
| | IL.1.K.9 Recognize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>) | IL.1.1.9 Recognize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>) | IL.1.2.9 Recognize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>) | IL.1.3.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>) | IL.1.4.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>) | IL.1.5.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i> , museums, <i>virtual tours</i>) |

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| Organize | <p>IL.2.K.1 Identify with guidance <i>organizational strategies</i> for gathering information (e.g., <i>graphic organizers, digital tools</i>)</p> <p>IL.2.K.2 Manage with guidance information from a variety of resources (e.g., sort, classify, sequence)</p> | <p>IL.2.1.1 Identify with guidance <i>organizational strategies</i> for gathering information (e.g., <i>graphic organizers, digital tools</i>)</p> <p>IL.2.1.2 Manage with guidance information from a variety of resources (e.g., sort, classify, sequence)</p> | <p>IL.2.2.1 Identify with guidance <i>organizational strategies</i> for gathering information (e.g., <i>graphic organizers, digital tools</i>)</p> <p>IL.2.2.2 Manage with guidance information from a variety of resources (e.g., order, group/categorize, outline, notes)</p> | <p>IL.2.3.1 Identify <i>organizational strategies</i> for gathering information (e.g., <i>graphic organizers, digital tools</i>)</p> <p>IL.2.3.2 Manage with guidance information from a variety of resources (e.g., order, group/categorize, outline, notes)</p> | <p>IL.2.4.1 Identify <i>organizational strategies</i> for gathering information (e.g., <i>graphic organizers, digital tools</i>)</p> <p>IL.2.4.2 Manage information from a variety of resources (e.g., order, group/categorize, outline, notes)</p> | <p>IL.2.5.1 Identify <i>organizational strategies</i> for gathering information (e.g., <i>graphic organizers, digital tools</i>)</p> <p>IL.2.5.2 Manage information from a variety of resources (e.g., order, group/categorize, outline, notes)</p> |

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|--|---|--|---|--|---|--|
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| Evaluate | <p>IL.3.K.1 Draw with guidance conclusions about a completed task</p> <p>IL.3.K.2 Recognize with guidance appropriateness of resources</p> <p>IL.3.K.3 Recognize information as fact or opinion</p> <p>IL.3.K.4 This SLE begins in Grade 5.</p> | <p>IL.3.1.1 Draw with guidance conclusions about a completed task</p> <p>IL.3.1.2 Utilize with guidance appropriate resources</p> <p>IL.3.1.3 Recognize information as fact or opinion</p> <p>IL.3.1.4 This SLE begins in Grade 5.</p> | <p>IL.3.2.1 Critique with guidance a completed task</p> <p>IL.3.2.2 Select with guidance appropriate resources for a task</p> <p>IL.3.2.3 Recognize information as fact, opinion, and for point of view</p> <p>IL.3.2.4 This SLE begins in Grade 5.</p> | <p>IL.3.3.1 Critique with guidance a completed task</p> <p>IL.3.3.2 Select with guidance appropriate resources using established criteria (e.g., usefulness, <i>relevance</i>, clarity of organization, <i>currency</i>, validity, <i>authority</i>)</p> <p>IL.3.3.3 Examine information as fact, opinion, and for point of view</p> <p>IL.3.3.4 This SLE begins in Grade 5.</p> | <p>IL.3.4.1 Critique and revise a completed task</p> <p>IL.3.4.2 Select with guidance appropriate resources using established criteria (e.g., usefulness, <i>relevance</i>, clarity of organization, <i>currency</i>, validity, <i>authority</i>, <i>domains</i>)</p> <p>IL.3.4.3 Examine information as fact, opinion, and for point of view and <i>bias</i></p> <p>IL.3.4.4 This SLE begins in Grade 5.</p> | <p>IL.3.5.1 Critique and revise a completed task</p> <p>IL.3.5.2 Select appropriate resources using established criteria (e.g., usefulness, <i>relevance</i>, clarity of organization, <i>currency</i>, validity, <i>authority</i>, <i>domains</i>, <i>scope</i>)</p> <p>IL.3.5.3 Examine information as fact, opinion, and for point of view and <i>bias</i></p> <p>IL.3.5.4 Identify with guidance attributes of a <i>primary source</i> and a <i>secondary source</i></p> |

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| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Participate Ethically | SR.4.K.1 Demonstrate knowledge of library policies and procedures in the school library media center | SR.4.1.1 Demonstrate knowledge of library policies and procedures in the school library media center | SR.4.2.1 Demonstrate knowledge of library policies and procedures in the school library media center | SR.4.3.1 Demonstrate knowledge of library policies and procedures in the school library media center | SR.4.4.1 Recognize the need for <i>Acceptable Use Policy (AUP)</i> and demonstrate knowledge of library policies and procedures in the school library media center | SR.4.5.1 Recognize the need for <i>Acceptable Use Policy (AUP)</i> and demonstrate knowledge of library policies and procedures in the school library media center |
| | SR.4.K.2 Recognize attributes of <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, <i>Acceptable Use Policy [AUP]</i>) | SR.4.1.2 Recognize attributes of <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, <i>Acceptable Use Policy [AUP]</i>) | SR.4.2.2 Identify attributes of <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, <i>Acceptable Use Policy [AUP]</i> , posting, <i>global awareness</i>) | SR.4.3.2 Identify attributes of <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, <i>Acceptable Use Policy [AUP]</i> , posting, <i>global awareness</i> , terms of usage, engaging in <i>social media</i>) | SR.4.4.2 Demonstrate knowledge of <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, <i>AUP</i> , posting, <i>global awareness</i> , terms of usage, engaging in <i>social media</i>) | SR.4.5.2 Demonstrate knowledge of <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, <i>AUP</i> , posting, <i>global awareness</i> , terms of usage, engaging in <i>social media</i>) |
| | SR.4.K.3 Recognize <i>copyright laws</i> (e.g., © symbol, <i>plagiarism</i>) | SR.4.1.3 Recognize <i>copyright laws</i> (e.g., © symbol, <i>plagiarism</i> , <i>copyrighted works</i>) | SR.4.2.3 Recognize <i>copyright laws</i> (e.g., © symbol, <i>plagiarism</i> , <i>copyrighted works</i>) | SR.4.3.3 Demonstrate knowledge of <i>copyright laws</i> (e.g., © symbol, <i>plagiarism</i> , <i>copyrighted works</i>) | SR.4.4.3 Demonstrate knowledge of <i>copyright laws</i> (e.g., © symbol, <i>plagiarism</i> , <i>copyrighted works</i> , <i>intellectual property rights</i> , <i>Creative Commons</i>) | SR.4.5.3 Demonstrate knowledge of <i>copyright laws</i> (e.g., © symbol, <i>plagiarism</i> , <i>copyrighted works</i> , <i>intellectual property rights</i> , <i>Creative Commons</i>) |
| | SR.4.K.4 Recognize resources used to gather information | SR.4.1.4 Recognize resources used to gather information | SR.4.2.4 Identify and name resources used to gather information | SR.4.3.4 Identify and name resources used to gather information | SR.4.4.4 Cite with guidance resources used to gather information (e.g., author, title, <i>copyright date</i>) | SR.4.5.4 Cite resources used to gather information in bibliographic form (e.g., author, title, <i>copyright date</i>) |

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|--|---|---|---|---|---|---|
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Communicate and Collaborate | <p>SR.5.K.1 Identify interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully)</p> <p>SR.5.K.2 Share information clearly using a variety of formats</p> <p>SR.5.K.3 Work with others to gather and share resources, information, and ideas</p> <p>SR.5.K.4 Identify and utilize with guidance the <i>collaborative process</i> effectively and efficiently</p> | <p>SR.5.1.1 Identify interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully)</p> <p>SR.5.1.2 Share information clearly using a variety of formats</p> <p>SR.5.1.3 Work with others to gather and share resources, information, and ideas</p> <p>SR.5.1.4 Identify and utilize with guidance the <i>collaborative process</i> effectively and efficiently</p> | <p>SR.5.2.1 Identify interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully, seek a variety of viewpoints)</p> <p>SR.5.2.2 Share information clearly using a variety of formats</p> <p>SR.5.2.3 Work with others to gather and share resources, information, and ideas</p> <p>SR.5.2.4 Identify and utilize with guidance the <i>collaborative process</i> effectively and efficiently</p> | <p>SR.5.3.1 Demonstrate interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully, seek a variety of viewpoints)</p> <p>SR.5.3.2 Convey information clearly using a variety of formats</p> <p>SR.5.3.3 Work with others to identify a mutual goal and contribute to the achievement of that goal</p> <p>SR.5.3.4 Utilize with guidance the <i>collaborative process</i> effectively and efficiently</p> | <p>SR.5.4.1 Demonstrate interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully, seek a variety of viewpoints)</p> <p>SR.5.4.2 Convey information clearly using a variety of formats</p> <p>SR.5.4.3 Work with others to identify a mutual goal and contribute to the achievement of that goal</p> <p>SR.5.4.4 Utilize the <i>collaborative process</i> effectively and efficiently</p> | <p>SR.5.5.1 Demonstrate interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully, seek a variety of viewpoints)</p> <p>SR.5.5.2 Interpret and convey information clearly using a variety of formats</p> <p>SR.5.5.3 Work with others to identify a mutual goal and contribute to the achievement of that goal</p> <p>SR.5.5.4 Utilize the <i>collaborative process</i> effectively and efficiently</p> |

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| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Read | PG.6.K.1 Read for pleasure and personal learning | PG.6.1.1 Read for pleasure and personal learning | PG.6.2.1 Read for pleasure and personal learning | PG.6.3.1 Read for pleasure and personal learning | PG.6.4.1 Read for pleasure and personal learning | PG.6.5.1 Read for pleasure and personal learning |
| | PG.6.K.2 Recognize and read from or listen to a variety of increasingly complex <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> | PG.6.1.2 Recognize and read from or listen to a variety of increasingly complex <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> | PG.6.2.2 Recognize and read from or listen to a variety of increasingly complex <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> | PG.6.3.2 Recognize and read from or listen to a variety of increasingly complex <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> | PG.6.4.2 Recognize and read from or listen to a variety of increasingly complex <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> | PG.6.5.2 Recognize and read from or listen to a variety of increasingly complex <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> |
| | PG.6.K.3 Utilize reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea, visualizing, questioning, <i>close reading</i>) | PG.6.1.3 Utilize reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea, visualizing, questioning, <i>close reading</i>) | PG.6.2.3 Utilize reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea, visualizing, questioning, <i>close reading, literary devices</i>) | PG.6.3.3 Utilize reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea, visualizing, questioning, <i>close reading, literary devices</i>) | PG.6.4.3 Utilize reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea, visualizing, questioning, <i>close reading, literary devices</i>) | PG.6.5.3 Utilize reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea, visualizing, questioning, <i>close reading, literary devices</i>) |
| | PG.6.K.4 Discuss with guidance story elements (e.g., character, setting, plot, problem/solution, major events) | PG.6.1.4 Discuss story elements (e.g., character, setting, plot, problem/solution, major events) | PG.6.2.4 Identify story elements (e.g., character, setting, plot, problem/solution, major events) | PG.6.3.4 Describe story elements (e.g., character, setting, plot, problem/solution, compare/contrast, point of view) | PG.6.4.4 Interpret story elements (e.g., character, setting, plot, problem/solution, compare/contrast, point of view) | PG.6.5.4 Evaluate story elements (e.g., character, setting, plot, problem/solution, compare/contrast, point of view) |
| | PG.6.K.5 Discuss with guidance author's purpose | PG.6.1.5 Identify author's purpose | PG.6.2.5 Explain author's purpose | PG.6.3.5 Examine author's purpose | PG.6.4.5 Examine author's purpose | PG.6.5.5 Examine author's purpose |
| | PG.6.K.6 Recognize that award-winning literary works have met certain criteria (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpre) | PG.6.1.6 Recognize that award-winning literary works have met certain criteria (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpre) | PG.6.2.6 Recognize that award-winning literary works have met certain criteria (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpre) | PG.6.3.6 Recognize that award-winning literary works have met certain criteria (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpre) | PG.6.4.6 Recognize that award-winning literary works have met certain criteria (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpre, Charlie May Simon) | PG.6.5.6 Recognize that award-winning literary works have met certain criteria (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpre, Charlie May Simon, Newbery) |

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | | |
|--|---|--|--|--|---|---|
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Connect | PG.7.K.1 Discuss new understandings collaboratively PG.7.K.2 Apply <i>information literacy skills</i> to meet individual needs | PG.7.1.1 Discuss new understandings collaboratively PG.7.1.2 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning | PG.7.2.1 Discuss new understandings collaboratively PG.7.2.2 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning | PG.7.3.1 Discuss new understandings collaboratively PG.7.3.2 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning | PG.7.4.1 Utilize new knowledge individually and collaboratively (e.g., discussions, presentations) PG.7.4.2 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning | PG.7.5.1 Utilize new knowledge individually and collaboratively (e.g., discussions, presentations) PG.7.5.2 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning |

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | | |
|--|---|---|--|--|---|---|
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Respond | <p>PG.8.K.1 React in a variety of ways to</p> <ul style="list-style-type: none"> informational texts literary texts multicultural texts <p>(e.g., role play, illustration, puppets)</p> <p>PG.8.K.2 Respond to information from various resources</p> <p>PG.8.K.3 Recognize with guidance various points of view</p> | <p>PG.8.1.1 React in a variety of ways to</p> <ul style="list-style-type: none"> informational texts literary texts multicultural texts <p>(e.g., role play, illustration, puppets)</p> <p>PG.8.1.2 Respond to information from various resources</p> <p>PG.8.1.3 Recognize with guidance various points of view</p> | <p>PG.8.2.1 React in a variety of ways to</p> <ul style="list-style-type: none"> informational texts literary texts multicultural texts <p>(e.g., role play, illustration, puppets, diagrams, plays)</p> <p>PG.8.2.2 Respond to information from various resources</p> <p>PG.8.2.3 Recognize with guidance various points of view</p> | <p>PG.8.3.1 React in a variety of ways to</p> <ul style="list-style-type: none"> informational texts literary texts multicultural texts <p>(e.g., role play, illustration, puppets, diagrams, plays, readers' theater, story webs, choral reading, blogs, WIKIs)</p> <p>PG.8.3.2 Respond to information from various resources</p> <p>PG.8.3.3 Identify with guidance various points of view and multicultural perspectives</p> | <p>PG.8.4.1 React in a variety of ways to</p> <ul style="list-style-type: none"> informational texts literary texts multicultural texts <p>(e.g., role play, illustration, puppets, diagrams, plays, readers' theater, story webs, choral reading, blogs, WIKIs)</p> <p>PG.8.4.2 Respond to information from various resources in a variety of ways using <i>digital tools</i> when appropriate</p> <p>PG.8.4.3 Identify with guidance various points of view and multicultural perspectives</p> | <p>PG.8.5.1 React in a variety of ways to</p> <ul style="list-style-type: none"> informational texts literary texts multicultural texts <p>(e.g., role play, illustration, puppets, diagrams, plays, readers' theater, story webs, choral reading, <i>blogs</i>, <i>WIKIs</i>, <i>apps</i>, presentation software)</p> <p>PG.8.5.2 Respond to information from various resources in a variety of ways using <i>digital tools</i> when appropriate</p> <p>PG.8.5.3 Identify various points of view and multicultural perspectives</p> |

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | | |
|--|---|---|--|--|--|--|
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Reflect | <p>PG.9.K.1 Utilize self-assessment tools (e.g., smiley faces, thumbs up/down)</p> <p>PG.9.K.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.K.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)</p> | <p>PG.9.1.1 Utilize self-assessment tools (e.g., smiley faces, thumbs up/down, checklists)</p> <p>PG.9.1.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.1.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)</p> | <p>PG.9.2.1 Utilize self-assessment tools (e.g., checklists, <i>peer review</i>, rubrics)</p> <p>PG.9.2.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.2.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)</p> | <p>PG.9.3.1 Utilize self-assessment tools (e.g., checklists, <i>peer review</i>, rubrics)</p> <p>PG.9.3.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.3.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)</p> | <p>PG.9.4.1 Utilize self-assessment tools (e.g., checklists, <i>peer review</i>, rubrics)</p> <p>PG.9.4.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.4.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)</p> | <p>PG.9.5.1 Utilize self-assessment tools (e.g., checklists, <i>peer review</i>, rubrics, self-generated assessments)</p> <p>PG.9.5.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.5.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)</p> |

Strand: Information Literacy

Content Standard 1: Students will identify, locate, and retrieve appropriate resources for a variety of purposes.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | |
|--|---|---|---|
| | Grade 6 | Grade 7 | Grade 8 |
| Identify and Access | <p>IL.1.6.1 Utilize knowledge of school library media center organization to locate resources by referring to</p> <ul style="list-style-type: none"> major sections (e.g., fiction, nonfiction, reference, <i>digital resources</i>, <i>periodicals</i>, special collections) <i>statement of responsibility</i> (e.g., author, editor, illustrator) <i>Dewey Decimal Classification System</i> <p>IL.1.6.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> <i>advanced search strategies</i> (e.g., author, title, subject, keyword, subtopic, cross-reference, <i>Boolean operators</i>) <p>IL.1.6.3 Recognize that there are other types of libraries, which may be organized differently from the school library media center (e.g., public library)</p> | <p>IL.1.7.1 Utilize knowledge of school library media center organization to locate resources by referring to</p> <ul style="list-style-type: none"> major sections (e.g., fiction, nonfiction, reference, <i>digital resources</i>, <i>periodicals</i>, special collections) <i>statement of responsibility</i> (e.g., author, editor, illustrator) <i>Dewey Decimal Classification System</i> <p>IL.1.7.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> <i>advanced search strategies</i> (e.g., author, title, subject, keyword, subtopic, cross-reference, <i>Boolean operators</i>) <p>IL.1.7.3 Recognize that there are other types of libraries, which may be organized differently from the school library media center (e.g., public library)</p> | <p>IL.1.8.1 Utilize knowledge of school library media center organization to locate resources by referring to</p> <ul style="list-style-type: none"> major sections (e.g., fiction, nonfiction, reference, <i>digital resources</i>, <i>periodicals</i>, special collections) <i>statement of responsibility</i> (e.g., author, editor, illustrator) <i>Dewey Decimal Classification System</i> <p>IL.1.8.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> <i>advanced search strategies</i> (e.g., author, title, subject, keyword, subtopic, cross-reference, <i>Boolean operators</i>, special features) <p>IL.1.8.3 Recognize that there are other types of libraries, which may be organized differently from the school library media center (e.g., public library)</p> |

Strand: Information Literacy

Content Standard 1: Students will identify, locate, and retrieve appropriate resources for a variety of purposes.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | |
|--|---|---|---|
| | Grade 6 | Grade 7 | Grade 8 |
| Identify and Access | <p>IL.1.6.4 Utilize parts of a book to locate information for a specific purpose</p> <ul style="list-style-type: none"> • <i>afterword</i> • appendix • author • bibliography • <i>copyright</i> • dedication page • glossary • illustrator • index • physical features (e.g., back cover, front cover, spine) • preface • synopsis/<i>blurb</i> • table of contents • title • title page <p>IL.1.6.5 Utilize <i>text features</i> to locate information for a specific purpose (e.g., headings, bold print, illustrations, italics, <i>electronic menus</i>, <i>icons</i>, subheadings, diagrams, key words, sidebars, hyperlinks, captions, tabs, maps, photographs, <i>boxed text</i>, drop-down menus, charts, graphs, timelines, animations, <i>interactive elements</i> on Web pages, topic sentences)</p> | <p>IL.1.7.4 Utilize parts of a book to locate information for a specific purpose</p> <ul style="list-style-type: none"> • <i>afterword</i> • appendix • author • bibliography • <i>copyright</i> • dedication page • glossary • illustrator • index • physical features (e.g., back cover, front cover, spine) • preface • synopsis/<i>blurb</i> • table of contents • title • title page <p>IL.1.7.5 Utilize <i>text features</i> to locate information for a specific purpose (e.g., headings, bold print, illustrations, italics, <i>electronic menus</i>, <i>icons</i>, subheadings, diagrams, key words, sidebars, hyperlinks, captions, tabs, maps, photographs, <i>boxed text</i>, drop-down menus, charts, graphs, timelines, animations, <i>interactive elements</i> on Web pages, topic sentences)</p> | <p>IL.1.8.4 Utilize parts of a book to locate information for a specific purpose</p> <ul style="list-style-type: none"> • <i>afterword</i> • appendix • author • bibliography • <i>copyright</i> • dedication page • glossary • illustrator • index • physical features (e.g., back cover, front cover, spine) • preface • synopsis/<i>blurb</i> • table of contents • title • title page <p>IL.1.8.5 Utilize <i>text features</i> to locate information for a specific purpose (e.g., headings, bold print, illustrations, italics, <i>electronic menus</i>, <i>icons</i>, subheadings, diagrams, key words, sidebars, hyperlinks, captions, tabs, maps, photographs, <i>boxed text</i>, drop-down menus, charts, graphs, timelines, animations, <i>interactive elements</i> on Web pages, topic sentences)</p> |

Strand: Information Literacy

Content Standard 1: Students will identify, locate, and retrieve appropriate resources for a variety of purposes.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | |
|--|---|---|---|
| | Grade 6 | Grade 7 | Grade 8 |
| Identify and Access | <p>IL.1.6.6 Examine an information need by generating complex questions using key words to develop and refine a topic, prior to locating information or accessing resources, with guidance (e.g., <i>graphic organizers</i>)</p> | <p>IL.1.7.6 Examine with guidance an <i>academic inquiry</i> approach for an informational need</p> <ul style="list-style-type: none"> • choose key words in tasks • develop questions • refine questions to clarify tasks | <p>IL.1.8.6 Examine with guidance an <i>academic inquiry</i> approach for an informational need</p> <ul style="list-style-type: none"> • choose key words in tasks • develop questions • refine questions to clarify tasks |
| | <p>IL.1.6.7 Select and interpret various types of information on a topic using a variety of print/non-print/<i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases</i>, dictionaries, <i>eBooks</i>, encyclopedias, globes, maps, videos, websites, <i>periodicals</i>, thesauri, almanacs, photographs, charts, graphs, diagrams, timelines, animations, <i>interactive elements</i>, <i>primary sources</i>, <i>secondary sources</i>, paintings)</p> | <p>IL.1.7.7 Select and interpret various types of information on a topic using a variety of print/non-print/<i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases</i>, dictionaries, <i>eBooks</i>, encyclopedias, globes, maps, videos, websites, <i>periodicals</i>, thesauri, almanacs, photographs, charts, graphs, diagrams, timelines, animations, <i>interactive elements</i>, <i>primary sources</i>, <i>secondary sources</i>, paintings)</p> | <p>IL.1.8.7 Select and interpret various types of information on a topic using a variety of print/non-print/<i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases</i>, dictionaries, <i>eBooks</i>, encyclopedias, globes, maps, videos, websites, <i>periodicals</i>, thesauri, almanacs, photographs, charts, graphs, diagrams, timelines, animations, <i>interactive elements</i>, <i>primary sources</i>, <i>secondary sources</i>, paintings)</p> |
| | <p>IL.1.6.8 Recognize <i>advanced search techniques</i> (e.g., tabs, toolbars, keywords, filters)</p> | <p>IL.1.7.8 Recognize <i>advanced search techniques</i> (e.g., tabs, toolbars, keywords, filters)</p> | <p>IL.1.8.8 Utilize <i>advanced search techniques</i> (e.g., tabs, toolbars, keywords, filters)</p> |
| | <p>IL.1.6.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>, museums, <i>virtual tours</i>, special libraries)</p> | <p>IL.1.7.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>, museums, <i>virtual tours</i>, special libraries)</p> | <p>IL.1.8.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>, museums, <i>virtual tours</i>, special libraries)</p> |

Strand: Information Literacy

Content Standard 2: Students will apply critical thinking skills and organize information to obtain knowledge.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | |
|--|---|---|--|
| | Grade 6 | Grade 7 | Grade 8 |
| Organize | <p>IL.2.6.1 Apply <i>organizational strategies</i> to record information using available resources (e.g., <i>graphic organizers, digital tools, notecards, note taking, summarizing, paraphrasing</i>)</p> <p>IL.2.6.2 Manage information from a variety of resources (e.g., order, group/categorize, outline, notes)</p> | <p>IL.2.7.1 Apply <i>organizational strategies</i> to record information using available resources (e.g., <i>graphic organizers, digital tools, notecards, note taking, summarizing, paraphrasing</i>)</p> <p>IL.2.7.2 Manage and prioritize information from a wide variety of resources based on <i>relevance</i> and credibility</p> | <p>IL.2.8.1 Apply and refine <i>organizational strategies</i> to record information using available resources (e.g., <i>graphic organizers, digital tools, notecards, note taking, summarizing, paraphrasing</i>)</p> <p>IL.2.8.2 Manage and prioritize information from a wide variety of resources based on <i>relevance</i> and credibility</p> |

Strand: Information Literacy

Content Standard 3: Students will evaluate resources for appropriateness of information.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | |
|--|--|---|--|
| | Grade 6 | Grade 7 | Grade 8 |
| Evaluate | <p>IL.3.6.1 Critique and revise a completed task using established criteria, with guidance</p> <p>IL.3.6.2 Select appropriate information resources using established criteria (e.g., usefulness, <i>relevance</i>, clarity of organization, <i>currency</i>, validity, <i>authority</i>, <i>domains</i>, <i>scope</i>, <i>bias</i>, readability, accuracy)</p> <p>IL.3.6.3 This SLE has been mastered in Grade 5; however, students will continue to analyze resources for fact, opinion, and for point of view and <i>bias</i> in curriculum content tasks.</p> <p>IL.3.6.4 Identify attributes of a <i>primary source</i> and a <i>secondary source</i></p> | <p>IL.3.7.1 Critique and revise a completed task using established criteria, with guidance</p> <p>IL.3.7.2 Select appropriate information resources using established criteria (e.g., usefulness, <i>relevance</i>, clarity of organization, <i>currency</i>, validity, <i>authority</i>, <i>domains</i>, <i>scope</i>, <i>bias</i>, readability, accuracy)</p> <p>IL.3.7.3 This SLE has been mastered in Grade 5; however, students will continue to analyze resources for fact, opinion, and for point of view and <i>bias</i> in curriculum content tasks.</p> <p>IL.3.7.4 Explain attributes of a <i>primary source</i> and a <i>secondary source</i></p> | <p>IL.3.8.1 Critique and revise a completed task using established criteria, with guidance</p> <p>IL.3.8.2 Select appropriate information resources using established criteria (e.g., usefulness, <i>relevance</i>, clarity of organization, <i>currency</i>, validity, <i>authority</i>, <i>domains</i>, <i>scope</i>, <i>bias</i>, readability, accuracy, <i>propaganda</i>)</p> <p>IL.3.8.3 This SLE has been mastered in Grade 5; however, students will continue to analyze resources for fact, opinion, and for point of view and <i>bias</i> in curriculum content tasks.</p> <p>IL.3.8.4 Explain differences between a <i>primary source</i> and a <i>secondary source</i></p> |

Strand: Social Responsibility

Content Standard 4: Students will participate ethically, responsibly, and safely while obtaining and generating information.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | |
|--|--|--|--|
| | Grade 6 | Grade 7 | Grade 8 |
| Participate Ethically | <p>SR.4.6.1 Demonstrate understanding of <i>Acceptable Use Policy (AUP)</i> and library policies and procedures in the school library media center</p> <p>SR.4.6.2 Demonstrate knowledge of <i>digital citizenship</i> (e.g., <i>cyberbullying</i>, personal information, reporting inappropriate communication, <i>AUP</i>, posting, <i>global awareness</i>, terms of usage, engaging in <i>social media</i>)</p> <p>SR.4.6.3 Respect and follow <i>copyright laws</i> when compiling information (e.g., © symbol, <i>plagiarism</i>, <i>copyrighted works</i>, <i>intellectual property rights</i>, <i>Creative Commons</i>)</p> <p>SR.4.6.4 Create citations and bibliographies using a standard format for all resources, with guidance</p> | <p>SR.4.7.1 Demonstrate understanding of <i>Acceptable Use Policy (AUP)</i> and library policies and procedures in the school library media center</p> <p>SR.4.7.2 Demonstrate knowledge of <i>digital citizenship</i> (e.g., <i>cyberbullying</i>, personal information, reporting inappropriate communication, <i>AUP</i>, posting, <i>global awareness</i>, terms of usage, engaging in <i>social media</i>)</p> <p>SR.4.7.3 Respect and follow <i>copyright laws</i> when compiling information (e.g., © symbol, <i>plagiarism</i>, <i>copyrighted works</i>, <i>intellectual property rights</i>, <i>Creative Commons</i>, <i>fair use</i> guidelines)</p> <p>SR.4.7.4 Create citations and bibliographies using a standard format for all resources, with guidance</p> | <p>SR.4.8.1 Demonstrate understanding of <i>Acceptable Use Policy (AUP)</i> and library policies and procedures in the school library media center</p> <p>SR.4.8.2 Demonstrate knowledge of <i>digital citizenship</i> (e.g., <i>cyberbullying</i>, personal information, reporting inappropriate communication, <i>AUP</i>, posting, <i>global awareness</i>, terms of usage, engaging in <i>social media</i>)</p> <p>SR.4.8.3 Respect and follow <i>copyright laws</i> when compiling information (e.g., © symbol, <i>plagiarism</i>, <i>copyrighted works</i>, <i>intellectual property rights</i>, <i>Creative Commons</i>, <i>fair use</i> guidelines)</p> <p>SR.4.8.4 Create citations and bibliographies using a standard format for all resources, with guidance</p> |

Strand: Social Responsibility

Content Standard 5: Students will exchange information and ideas effectively and work cooperatively to pursue a goal.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | |
|--|--|--|--|
| | Grade 6 | Grade 7 | Grade 8 |
| Communicate and Collaborate | <p>SR.5.6.1 Employ interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully, seek a variety of viewpoints)</p> <p>SR.5.6.2 Interpret and convey information clearly using a variety of formats</p> <p>SR.5.6.3 Work with others to create a mutual goal and contribute to the achievement of that goal</p> <p>SR.5.6.4 Utilize the <i>collaborative process</i> effectively and efficiently</p> | <p>SR.5.7.1 Employ interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully, seek a variety of viewpoints)</p> <p>SR.5.7.2 Analyze and convey information clearly using a variety of formats</p> <p>SR.5.7.3 Interact and collaborate with peers, experts and others employing a variety of digital environments and media to gather and share resources, information, and ideas</p> <p>SR.5.7.4 Utilize the <i>collaborative process</i> effectively and efficiently</p> | <p>SR.5.8.1 Employ interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully, seek a variety of viewpoints)</p> <p>SR.5.8.2 Analyze and convey information clearly using a variety of formats</p> <p>SR.5.8.3 Interact and collaborate with peers, experts and others employing a variety of digital environments and media to gather and share resources, information, and ideas</p> <p>SR.5.8.4 Utilize the <i>collaborative process</i> effectively and efficiently</p> |

Strand: Personal Growth

Content Standard 6: Students will pursue opportunities for individual growth and lifelong learning through reading a variety of formats.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | |
|--|---|---|---|
| | Grade 6 | Grade 7 | Grade 8 |
| Read | <p>PG.6.6.1 Read for pleasure and personal learning</p> <p>PG.6.6.2 Read from or listen to a variety of increasingly complex</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>PG.6.6.3 Utilize reading strategies to interpret language and discuss how authors use <i>literary devices</i></p> <p>PG.6.6.4 This SLE has been mastered in Grade 5; however, students will continue to evaluate story elements.</p> <p>PG.6.6.5 This SLE has been mastered in Grade 5; however, students will continue to examine author's purpose.</p> <p>PG.6.6.6 This SLE has been mastered in Grade 5; however, students will continue reading for comprehension and/or for exploration of award winning authors. (e.g., Caldecott, Coretta Scott King, Pura Belpre, Charlie May Simon, Newbery)</p> | <p>PG.6.7.1 Read for pleasure and personal learning</p> <p>PG.6.7.2 Read from or listen to a variety of increasingly complex</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>PG.6.7.3 Utilize reading strategies to interpret language and discuss how authors use <i>literary devices</i></p> <p>PG.6.7.4 This SLE has been mastered in Grade 5; however, students will continue to evaluate story elements.</p> <p>PG.6.7.5 This SLE has been mastered in Grade 5; however, students will continue to examine author's purpose.</p> <p>PG.6.7.6 This SLE has been mastered in Grade 5; however, students will continue reading for comprehension and/or for exploration of award winning authors. (e.g. Caldecott, Coretta Scott King, Pura Belpre, Newbery, Arkansas Teen Book Award)</p> | <p>PG.6.8.1 Read for pleasure and personal learning</p> <p>PG.6.8.2 Read from or listen to a variety of increasingly complex</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>PG.6.8.3 Utilize reading strategies to interpret language and discuss how authors use <i>literary devices</i></p> <p>PG.6.8.4 This SLE has been mastered in Grade 5; however, students will continue to evaluate story elements.</p> <p>PG.6.8.5 This SLE has been mastered in Grade 5; however, students will continue to examine author's purpose.</p> <p>PG.6.8.6 This SLE has been mastered in Grade 5; however, students will continue reading for comprehension and/or for exploration of award winning authors. (e.g. Caldecott, Coretta Scott King, Pura Belpre, Newbery, Arkansas Teen Book Award)</p> |

Strand: Personal Growth

Content Standard 7: Students will make connections to the academic environment and the real world.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | |
|--|---|---|---|
| | Grade 6 | Grade 7 | Grade 8 |
| Connect | PG.7.6.1 <i>Synthesize</i> new knowledge individually and collaboratively (e.g., discussions, presentations) PG.7.6.2 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning | PG.7.7.1 <i>Synthesize</i> new knowledge individually and collaboratively (e.g., discussions, presentations) PG.7.7.2 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning | PG.7.8.1 <i>Synthesize</i> new knowledge individually and collaboratively (e.g., discussions, presentations) PG.7.8.2 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning |

Strand: Personal Growth

Content Standard 8: Students will convey understanding of information and express ideas in a variety of formats.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | |
|--|--|---|---|
| | Grade 6 | Grade 7 | Grade 8 |
| Respond | <p>PG.8.6.1 Demonstrate knowledge gained from reading self-selected</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>(e.g., book talks, report outs, narrative writings, exit slips, <i>graphic organizers</i>, digital works)</p> <p>PG.8.6.2 Utilize information from various resources in a variety of ways using <i>digital tools</i> when appropriate</p> <p>PG.8.6.3 Demonstrate respect for diverse viewpoints and multicultural perspectives</p> | <p>PG.8.7.1 Demonstrate knowledge gained from reading self-selected</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>(e.g., book talks, report outs, narrative writings, exit slips, <i>graphic organizers</i>, digital works, <i>genre</i> comparisons, literary adaptations, multimedia products)</p> <p>PG.8.7.2 Utilize information from various resources in a variety of ways using <i>digital tools</i> when appropriate</p> <p>PG.8.7.3 Demonstrate respect for diverse viewpoints and multicultural perspectives</p> | <p>PG.8.8.1 Demonstrate knowledge gained from reading self-selected</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>(e.g., book talks, report outs, narrative writings, exit slips, <i>graphic organizers</i>, digital works, <i>genre</i> comparisons, literary adaptations, multimedia products)</p> <p>PG.8.8.2 Utilize information from various resources in a variety of ways using <i>digital tools</i> when appropriate</p> <p>PG.8.8.3 Demonstrate respect for diverse viewpoints and multicultural perspectives</p> |

Strand: Personal Growth

Content Standard 9: Students will analyze their learning experiences for improvement.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | |
|--|--|--|--|
| | Grade 6 | Grade 7 | Grade 8 |
| Reflect | <p>PG.9.6.1 Utilize self-assessment tools for revision (e.g., checklists, <i>peer reviews</i>, rubrics, self-generated assessments)</p> <p>PG.9.6.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.6.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)</p> | <p>PG.9.7.1 Utilize self-assessment tools for revision (e.g., checklists, <i>peer reviews</i>, rubrics, self-generated assessments)</p> <p>PG.9.7.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.7.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)</p> | <p>PG.9.8.1 Utilize self-assessment tools for revision (e.g., checklists, <i>peer reviews</i>, rubrics, self-generated assessments)</p> <p>PG.9.8.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.8.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)</p> |

Strand: Information Literacy

Content Standard 1: Students will identify, locate, and retrieve appropriate resources for a variety of purposes.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | |
|--|--|---|---|---|
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Identify and Access | <p>IL.1.9.1 Apply knowledge of library organization and arrangement in the school library media center to locate resources using</p> <ul style="list-style-type: none"> • <i>Dewey Decimal Classification System</i> • special collections (e.g., reference, Arkansas, local history, career, parent, college catalog, test preparation) | <p>IL.1.10.1 Apply knowledge of library organization and arrangement in the school library media center to locate resources using</p> <ul style="list-style-type: none"> • <i>Dewey Decimal Classification System</i> • special collections (e.g., reference, Arkansas, local history, career, parent, college catalog, test preparation) | <p>IL.1.11.1 Apply knowledge of library organization and arrangement in the school library media center to locate resources using</p> <ul style="list-style-type: none"> • <i>Dewey Decimal Classification System</i> • special collections (e.g., reference, Arkansas, local history, career, parent, college catalog, test preparation) | <p>IL.1.12.1 Apply knowledge of library organization and arrangement in the school library media center to locate resources using</p> <ul style="list-style-type: none"> • <i>Dewey Decimal Classification System</i> • special collections (e.g., reference, Arkansas, local history, career, parent, college catalog, test preparation) |
| | <p>IL.1.9.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> • <i>advanced search strategies</i> (e.g., author, title, subject, keyword, subtopic, cross-reference, <i>Boolean operators</i>, special features) | <p>IL.1.10.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> • <i>advanced search strategies</i> (e.g., author, title, subject, keyword, subtopic, cross-reference, <i>Boolean operators</i>, special features) | <p>IL.1.11.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> • <i>advanced search strategies</i> (e.g., author, title, subject, keyword, subtopic, cross-reference, <i>Boolean operators</i>, special features) | <p>IL.1.12.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> • <i>advanced search strategies</i> (e.g., author, title, subject, keyword, subtopic, cross-reference, <i>Boolean operators</i>, special features) |
| | <p>IL.1.9.3 Recognize other types of libraries, which are organized differently from the school library media center (e.g., academic libraries)</p> | <p>IL.1.10.3 Recognize other types of libraries, which are organized differently from the school library media center (e.g., academic libraries)</p> | <p>IL.1.11.3 Recognize the Library of Congress Classification System</p> | <p>IL.1.12.3 Recognize the Library of Congress Classification System</p> |

Strand: Information Literacy

Content Standard 1: Students will identify, locate, and retrieve appropriate resources for a variety of purposes.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | |
|--|---|--|--|--|
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Identify and Access | <p>IL.1.9.4 This SLE has been mastered in Grade 8; however, students will continue to use information from various parts of a book.</p> <p>IL.1.9.5 Analyze information from a variety of texts to answer questions for a specific purpose</p> <p>IL.1.9.6 Utilize with guidance an <i>academic inquiry</i> approach for an informational need</p> <ul style="list-style-type: none"> • choose key words in tasks • develop questions • refine questions to clarify tasks <p>IL.1.9.7 Utilize print/non-print/<i>digital resources</i> for a specific purpose</p> <p>IL.1.9.8 Locate resources using <i>advanced search techniques</i> (e.g., keywords, <i>Boolean operators</i>, subjects, <i>domains</i>, other <i>web environments</i>)</p> | <p>IL.1.10.4 This SLE has been mastered in Grade 8; however, students will continue to use information from various parts of a book.</p> <p>IL.1.10.5 Analyze information from a variety of texts to answer questions for a specific purpose</p> <p>IL.1.10.6 Utilize an <i>academic inquiry</i> approach for an informational need</p> <ul style="list-style-type: none"> • choose key words in tasks • develop questions • refine questions to clarify tasks <p>IL.1.10.7 Utilize print/non-print/<i>digital resources</i> for a specific purpose</p> <p>IL.1.10.8 Locate resources using <i>advanced search techniques</i> (e.g., keywords, <i>Boolean operators</i>, subjects, <i>domains</i>, other <i>web environments</i>)</p> | <p>IL.1.11.4 This SLE has been mastered in Grade 8; however, students will continue to use information from various parts of a book.</p> <p>IL.1.11.5 Analyze information from a variety of texts to answer questions for a specific purpose</p> <p>IL.1.11.6 Utilize an <i>academic inquiry</i> approach for an informational need</p> <ul style="list-style-type: none"> • choose key words in tasks • develop questions • refine questions to clarify tasks <p>IL.1.11.7 Utilize print/non-print/<i>digital resources</i> for a specific purpose</p> <p>IL.1.11.8 Locate resources using <i>advanced search techniques</i> (e.g., keywords, <i>Boolean operators</i>, subjects, <i>domains</i>, other <i>web environments</i>)</p> | <p>IL.1.12.4 This SLE has been mastered in Grade 8; however, students will continue to use information from various parts of a book.</p> <p>IL.1.12.5 Analyze information from a variety of texts to answer questions for a specific purpose</p> <p>IL.1.12.6 Utilize an <i>academic inquiry</i> approach for an informational need</p> <ul style="list-style-type: none"> • choose key words in tasks • develop questions • refine questions to clarify tasks <p>IL.1.12.7 Utilize print/non-print/<i>digital resources</i> for a specific purpose</p> <p>IL.1.12.8 Locate resources using <i>advanced search techniques</i> (e.g., keywords, <i>Boolean operators</i>, subjects, <i>domains</i>, other <i>web environments</i>)</p> |

Strand: Information Literacy

Content Standard 1: Students will identify, locate, and retrieve appropriate resources for a variety of purposes.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | |
|--|--|---|---|---|
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Identify and Access | IL.1.9.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i> , museums, <i>virtual tours</i> , special libraries) | IL.1.10.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i> , museums, <i>virtual tours</i> , special libraries) | IL.1.11.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i> , museums, <i>virtual tours</i> , special libraries) | IL.1.12.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i> , museums, <i>virtual tours</i> , special libraries) |

Strand: Information Literacy

Content Standard 2: Students will apply critical thinking skills and organize information to obtain knowledge.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | |
|--|---|---|---|---|
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Organize | IL.2.9.1 Utilize with guidance <i>organizational strategies</i> to record information using available resources (e.g., <i>graphic organizers, digital tools</i> , notecards, note taking, summarizing, <i>paraphrasing</i>) IL.2.9.2 Examine with guidance information | IL.2.10.1 Utilize with guidance <i>organizational strategies</i> to record information using available resources (e.g., <i>graphic organizers, digital tools</i> , notecards, note taking, summarizing, <i>paraphrasing</i>) IL.2.10.2 Examine with guidance information | IL.2.11.1 Utilize <i>organizational strategies</i> to record information using available resources (e.g., <i>graphic organizers, digital tools</i> , notecards, note taking, summarizing, <i>paraphrasing</i>) IL.2.11.2 Examine information independently | IL.2.12.1 Utilize <i>organizational strategies</i> to record information using available resources (e.g., <i>graphic organizers, digital tools</i> , notecards, note taking, summarizing, <i>paraphrasing</i>) IL.2.12.2 Examine information independently |

Strand: Information Literacy

Content Standard 3: Students will evaluate resources for appropriateness of information.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | |
|--|---|---|--|--|
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Evaluate | <p>IL.3.9.1 Critique and revise a completed task using established criteria</p> <p>IL.3.9.2 Select appropriate information resources using established criteria (e.g., usefulness, <i>relevance</i>, clarity of organization, <i>currency</i>, validity, <i>authority</i>, <i>domains</i>, <i>scope</i>, <i>bias</i>, readability, accuracy, <i>propaganda</i>)</p> <p>IL.3.9.3 This SLE has been mastered in Grade 5; however, students will continue to analyze resources for fact, opinion, and for point of view and <i>bias</i> in curriculum content tasks.</p> <p>IL.3.9.4 Differentiate between the appropriate use of <i>primary sources</i> and/or <i>secondary sources</i> for a specific task</p> | <p>IL.3.10.1 Critique and revise a completed task using established criteria</p> <p>IL.3.10.2 Select appropriate information resources using established criteria (e.g., usefulness, <i>relevance</i>, clarity of organization, <i>currency</i>, validity, <i>authority</i>, <i>domains</i>, <i>scope</i>, <i>bias</i>, readability, accuracy, <i>propaganda</i>)</p> <p>IL.3.10.3 This SLE has been mastered in Grade 5; however, students will continue to analyze resources for fact, opinion, and for point of view and <i>bias</i> in curriculum content tasks.</p> <p>IL.3.10.4 Differentiate between the appropriate use of <i>primary sources</i> and/or <i>secondary sources</i> for a specific task</p> | <p>IL.3.11.1 Critique and revise a completed task using established criteria</p> <p>IL.3.11.2 Select appropriate information resources using established criteria (e.g., usefulness, <i>relevance</i>, clarity of organization, <i>currency</i>, validity, <i>authority</i>, <i>domains</i>, <i>scope</i>, <i>bias</i>, readability, accuracy, <i>propaganda</i>)</p> <p>IL.3.11.3 This SLE has been mastered in Grade 5; however, students will continue to analyze resources for fact, opinion, and for point of view and <i>bias</i> in curriculum content tasks.</p> <p>IL.3.11.4 Analyze <i>primary sources</i> and <i>secondary sources</i> across the disciplines</p> | <p>IL.3.12.1 Critique and revise a completed task using established criteria</p> <p>IL.3.12.2 Select appropriate information resources using established criteria (e.g., usefulness, <i>relevance</i>, clarity of organization, <i>currency</i>, validity, <i>authority</i>, <i>domains</i>, <i>scope</i>, <i>bias</i>, readability, accuracy, <i>propaganda</i>)</p> <p>IL.3.12.3 This SLE has been mastered in Grade 5; however, students will continue to analyze resources for fact, opinion, and for point of view and <i>bias</i> in curriculum content tasks.</p> <p>IL.3.12.4 Analyze <i>primary sources</i> and <i>secondary sources</i> across the disciplines</p> |

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | |
|--|--|---|---|---|
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Participate Ethically | <p>SR.4.9.1 Demonstrate understanding of <i>Acceptable Use Policy (AUP)</i> and library policies and procedures in the school library media center</p> | <p>SR.4.10.1 Demonstrate understanding of <i>Acceptable Use Policy (AUP)</i> and library policies and procedures in the school library media center</p> | <p>SR.4.11.1 Demonstrate understanding of <i>Acceptable Use Policy (AUP)</i> and library policies and procedures in the school library media center</p> | <p>SR.4.12.1 Demonstrate understanding of <i>Acceptable Use Policy (AUP)</i> and library policies and procedures in the school library media center</p> |
| | <p>SR.4.9.2 Practice <i>digital citizenship</i> (e.g., <i>cyberbullying</i>, personal information, reporting inappropriate communication, <i>AUP</i>, posting, <i>global awareness</i>, terms of usage, engaging in <i>social media</i>)</p> | <p>SR.4.10.2 Practice <i>digital citizenship</i> (e.g., <i>cyberbullying</i>, personal information, reporting inappropriate communication, <i>AUP</i>, posting, <i>global awareness</i>, terms of usage, engaging in <i>social media</i>)</p> | <p>SR.4.11.2 Practice <i>digital citizenship</i> (e.g., <i>cyberbullying</i>, personal information, reporting inappropriate communication, <i>AUP</i>, posting, <i>global awareness</i>, terms of usage, engaging in <i>social media</i>)</p> | <p>SR.4.12.2 Practice <i>digital citizenship</i> (e.g., <i>cyberbullying</i>, personal information, reporting inappropriate communication, <i>AUP</i>, posting, <i>global awareness</i>, terms of usage, engaging in <i>social media</i>)</p> |
| | <p>SR.4.9.3 Follow <i>copyright laws</i> when compiling and creating information (e.g., © symbol, <i>plagiarism</i>, <i>copyrighted works</i>, <i>intellectual property rights</i>, <i>Creative Commons</i>, <i>fair use</i> guidelines)</p> | <p>SR.4.10.3 Follow <i>copyright laws</i> when compiling and creating information (e.g., © symbol, <i>plagiarism</i>, <i>copyrighted works</i>, <i>intellectual property rights</i>, <i>Creative Commons</i>, <i>fair use</i> guidelines)</p> | <p>SR.4.11.3 Follow <i>copyright laws</i> when compiling and creating information (e.g., © symbol, <i>plagiarism</i>, <i>copyrighted works</i>, <i>intellectual property rights</i>, <i>Creative Commons</i>, <i>fair use</i> guidelines)</p> | <p>SR.4.12.3 Follow <i>copyright laws</i> when compiling and creating information (e.g., © symbol, <i>plagiarism</i>, <i>copyrighted works</i>, <i>intellectual property rights</i>, <i>Creative Commons</i>, <i>fair use</i> guidelines)</p> |
| | <p>SR.4.9.4 Demonstrate with guidance proper <i>in-text citations</i>, works cited, and bibliographies (e.g., Modern Language Association [MLA], American Psychological Association [APA], Chicago Manual of Style, Turabian Citation Guide)</p> | <p>SR.4.10.4 Demonstrate with guidance proper <i>in-text citations</i>, works cited, and bibliographies (e.g., Modern Language Association [MLA], American Psychological Association [APA], Chicago Manual of Style, Turabian Citation Guide)</p> | <p>SR.4.11.4 Demonstrate proper <i>in-text citations</i>, works cited, and bibliographies (e.g., Modern Language Association [MLA], American Psychological Association [APA], Chicago Manual of Style, Turabian Citation Guide)</p> | <p>SR.4.12.4 Demonstrate proper <i>in-text citations</i>, works cited, and bibliographies (e.g., Modern Language Association [MLA], American Psychological Association [APA], Chicago Manual of Style, Turabian Citation Guide)</p> |

Strand: Social Responsibility

Content Standard 5: Students will exchange information and ideas effectively and work cooperatively to pursue a goal.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | |
|--|---|--|--|--|
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Communicate and Collaborate | <p>SR.5.9.1 Employ interpersonal skills when expressing a variety of creative ideas (e.g., design, invent, compose, construct)</p> | <p>SR.5.10.1 Employ interpersonal skills when expressing a variety of creative ideas (e.g., design, invent, compose, construct)</p> | <p>SR.5.11.1 Employ interpersonal skills when expressing a variety of creative ideas (e.g., design, invent, compose, construct)</p> | <p>SR.5.12.1 Employ interpersonal skills when expressing a variety of creative ideas (e.g., design, invent, compose, construct)</p> |
| | <p>SR.5.9.2 Convey information clearly, concisely, and logically to different audiences</p> | <p>SR.5.10.2 Convey information clearly, concisely, and logically to different audiences</p> | <p>SR.5.11.2 Convey information clearly, concisely, and logically to different audiences</p> | <p>SR.5.12.2 Convey information clearly, concisely, and logically to different audiences</p> |
| | <p>SR.5.9.3 Work respectfully with diverse teams to gather and share resources, information, and ideas both locally and remotely (e.g., peers, experts, others)</p> | <p>SR.5.10.3 Work respectfully with diverse teams to gather and share resources, information, and ideas both locally and remotely (e.g., peers, experts, others)</p> | <p>SR.5.11.3 Work respectfully with diverse teams to gather and share resources, information, and ideas both locally and remotely (e.g., peers, experts, others)</p> | <p>SR.5.12.3 Work respectfully with diverse teams to gather and share resources, information, and ideas both locally and remotely (e.g., peers, experts, others)</p> |
| | <p>SR.5.9.4 Assume responsibility for the integration of resources and ideas from all group members into the <i>collaborative process</i></p> | <p>SR.5.10.4 Assume responsibility for the integration of resources and ideas from all group members into the <i>collaborative process</i></p> | <p>SR.5.11.4 Assume responsibility for the <i>collaborative process</i></p> | <p>SR.5.12.4 Assume responsibility for the <i>collaborative process</i></p> |

Strand: Personal Growth

Content Standard 6: Students will pursue opportunities for individual growth and lifelong learning through reading a variety of formats.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | |
|--|--|---|---|---|
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Read | <p>PG.6.9.1 Read for pleasure and personal learning</p> <p>PG.6.9.2 Read from or listen to a variety of increasingly complex</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>PG.6.9.3 Utilize reading strategies to interpret language and discuss how authors use <i>literary devices</i></p> <p>PG.6.9.4 This SLE has been mastered in Grade 5; however, students will continue to evaluate story elements.</p> <p>PG.6.9.5 This SLE has been mastered in Grade 5; however, students will continue to examine author's purpose.</p> | <p>PG.6.10.1 Read for pleasure and personal learning</p> <p>PG.6.10.2 Read from or listen to a variety of increasingly complex</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>PG.6.10.3 Utilize reading strategies to interpret language and discuss how authors use <i>literary devices</i></p> <p>PG.6.10.4 This SLE has been mastered in Grade 5; however, students will continue to evaluate story elements.</p> <p>PG.6.10.5 This SLE has been mastered in Grade 5; however, students will continue to examine author's purpose.</p> | <p>PG.6.11.1 Read for pleasure and personal learning</p> <p>PG.6.11.2 Read from or listen to a variety of increasingly complex</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>PG.6.11.3 Utilize reading strategies to interpret language and discuss how authors use <i>literary devices</i></p> <p>PG.6.11.4 This SLE has been mastered in Grade 5; however, students will continue to evaluate story elements.</p> <p>PG.6.11.5 This SLE has been mastered in Grade 5; however, students will continue to examine author's purpose.</p> | <p>PG.6.12.1 Read for pleasure and personal learning</p> <p>PG.6.12.2 Read from or listen to a variety of increasingly complex</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>PG.6.12.3 Utilize reading strategies to interpret language and discuss how authors use <i>literary devices</i></p> <p>PG.6.12.4 This SLE has been mastered in Grade 5; however, students will continue to evaluate story elements.</p> <p>PG.6.12.5 This SLE has been mastered in Grade 5; however, students will continue to examine author's purpose.</p> |

Strand: Personal Growth

Content Standard 6: Students will pursue opportunities for individual growth and lifelong learning through reading a variety of formats.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | |
|--|--|---|---|---|
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Read | <p>PG.6.9.6 This SLE has been mastered in Grade 5; however, students will continue reading for comprehension and/or for exploration of award winning authors. (e.g., Caldecott, Coretta Scott King, Pura Belpre, Arkansas Teen Book Award, Printz)</p> | <p>PG.6.10.6 This SLE has been mastered in Grade 5; however, students will continue reading for comprehension and/or for exploration of award winning authors. (e.g., Caldecott, Coretta Scott King, Pura Belpre, Arkansas Teen Book Award, Printz)</p> | <p>PG.6.11.6 This SLE has been mastered in Grade 5; however, students will continue reading for comprehension and/or for exploration of award winning authors. (e.g., Caldecott, Coretta Scott King, Pura Belpre, Arkansas Teen Book Award, Printz)</p> | <p>PG.6.12.6 This SLE has been mastered in Grade 5; however, students will continue reading for comprehension and/or for exploration of award winning authors. (e.g., Caldecott, Coretta Scott King, Pura Belpre, Arkansas Teen Book Award, Printz)</p> |

Strand: Personal Growth

Content Standard 7: Students will make connections to the academic environment and the real world.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | |
|--|---|---|---|---|
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Connect | <p>PG.7.9.1 <i>Synthesize</i> new knowledge individually and collaboratively (e.g., discussions, presentations, creative expressions)</p> <p>PG.7.9.2 Practice <i>information literacy skills</i> to meet individual needs and enrich lifelong learning</p> | <p>PG.7.10.1 <i>Synthesize</i> new knowledge individually and collaboratively (e.g., discussions, presentations, creative expressions)</p> <p>PG.7.10.2 Practice <i>information literacy skills</i> to meet individual needs and enrich lifelong learning</p> | <p>PG.7.11.1 <i>Synthesize</i> new knowledge individually and collaboratively (e.g., discussions, presentations, creative expressions)</p> <p>PG.7.11.2 Practice <i>information literacy skills</i> to meet individual needs and enrich lifelong learning</p> | <p>PG.7.12.1 <i>Synthesize</i> new knowledge individually and collaboratively (e.g., discussions, presentations, creative expressions)</p> <p>PG.7.12.2 Practice <i>information literacy skills</i> to meet individual needs and enrich lifelong learning</p> |

Strand: Personal Growth

Content Standard 8: Students will convey understanding of information and express ideas in a variety of formats.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | |
|--|---|--|--|--|
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Respond | <p>PG.8.9.1 Demonstrate knowledge gained from reading self-selected</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>(e.g., book talks, report outs, narrative writings, exit slips, <i>graphic organizers</i>, digital works, <i>genre</i> comparisons, literary adaptations, multimedia products)</p> <p>PG.8.9.2 Select resources and/or <i>digital tools</i> to complete a predetermined task</p> <p>PG.8.9.3 Demonstrate respect for diverse viewpoints and multicultural perspectives</p> | <p>PG.8.10.1 Demonstrate knowledge gained from reading self-selected</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>(e.g., book talks, report outs, narrative writings, exit slips, <i>graphic organizers</i>, digital works, <i>genre</i> comparisons, literary adaptations, multimedia products)</p> <p>PG.8.10.2 Select resources and/or <i>digital tools</i> to complete a predetermined task</p> <p>PG.8.10.3 Demonstrate respect for diverse viewpoints and multicultural perspectives</p> | <p>PG.8.11.1 Demonstrate knowledge gained from reading self-selected</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>(e.g., book talks, report outs, narrative writings, exit slips, <i>graphic organizers</i>, digital works, <i>genre</i> comparisons, literary adaptations, multimedia products)</p> <p>PG.8.11.2 Select resources and/or <i>digital tools</i> to complete a predetermined task</p> <p>PG.8.11.3 Demonstrate respect for diverse viewpoints and multicultural perspectives</p> | <p>PG.8.12.1 Demonstrate knowledge gained from reading self-selected</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>(e.g., book talks, report outs, narrative writings, exit slips, <i>graphic organizers</i>, digital works, <i>genre</i> comparisons, literary adaptations, multimedia products)</p> <p>PG.8.12.2 Select resources and/or <i>digital tools</i> to complete a predetermined task</p> <p>PG.8.12.3 Demonstrate respect for diverse viewpoints and multicultural perspectives</p> |

Strand: Personal Growth

Content Standard 9: Students will analyze their learning experiences for improvement.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | |
|--|---|--|--|--|
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Reflect | <p>PG.9.9.1 Develop and use criteria for self-assessment of tasks</p> <p>PG.9.9.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.9.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, demonstration of respect for the points of view of others)</p> | <p>PG.9.10.1 Develop and use criteria for self-assessment of tasks</p> <p>PG.9.10.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.10.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, demonstration of respect for the points of view of others)</p> | <p>PG.9.11.1 Develop and use criteria for self-assessment of tasks</p> <p>PG.9.11.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.11.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, demonstration of respect for the points of view of others)</p> | <p>PG.9.12.1 Develop and use criteria for self-assessment of tasks</p> <p>PG.9.12.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.12.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, demonstration of respect for the points of view of others)</p> |

Glossary for K-12 Library Media

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| Academic inquiry | In-depth search for information or truth |
| Acceptable Use Policy (AUP) | A written document approved by a school district and/or school board outlining terms and conditions for student and staff use of school district technology, including the Internet and email |
| Advanced search strategy | An organized plan that an individual uses to search for information |
| Advanced search technique | A method used in a search strategy to locate information |
| Afterword | A concluding section or closing statement after the main part of a book |
| App | Application; specialized program or piece of software designed to fulfill a particular purpose |
| Authority | In judging a work, the qualifications of the producer, author, or editor |
| Bias | Partiality or favoritism |
| Blog | Weblog; a frequently updated website containing the writer's or group of writers' own experiences, observations, and/or opinions, often having images and links to other websites |
| Blurb | A short description of a book or other product for promotional purposes |
| Boolean operator | Terms or symbols that, when applied to searches, broaden or narrow the results (e.g., AND, OR, NOT) |
| Boxed text | Text within a box such as sidebars and insets |
| Close reading | An intensive analysis of a text in order to come to terms with what it says, how it says it, and what it means; multiple, purposeful readings of a text |
| Collaborative process | A process that includes establishing a mutual goal, building trust and ownership, planning strategically, taking action, and evaluating results |
| Copyright (Copyright law) | The legal rights granted by a government to the owner of intellectual property that protects the copyrighted material from unauthorized duplication, sale, or performance for a specific number of years |
| Creative Commons | A nonprofit organization that enables the sharing and use of creativity and knowledge through free legal tools; www.creativecommons.org |
| Currency | The quality or state of being up-to-date or timely |
| Cyberbullying | Sending or posting harmful or cruel text or images using the Internet or other digital communication devices |
| Database | A comprehensive collection of related information organized for convenient access, generally in a computer |
| Dewey Decimal Classification System | A frequently used system of library book classification and arrangement with ten main subject classes |
| Digital citizenship | Practicing legal and ethical behavior through understanding human, cultural, and societal issues related to technology |
| Digital resource | Material accessible from a library's in-house databases, Internet, or other digital tools |
| Digital tool | An electronic means used to research, collaborate, or share information |

Glossary for K-12 Library Media

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| Domain | The portion of an Internet address that identifies the type of organization (e.g., .com, .gov, .edu, .lib, .org, .net, .mil) |
| eBook | Electronic version of a book |
| Electronic menu | A list of hyperlinks to information organized into categories |
| Fair use | A doctrine within Copyright Law, Title 17, Section 107 of the U.S. Code that may allow limited use of copyrighted materials for educational purposes |
| Genre | A type of literary or informational text identified by its design or purpose (e.g., historical fiction, poetry, fantasy, realistic fiction, biography, oratory) |
| Global awareness | A perspective based on the idea of looking at the world as a whole |
| Graphic organizer | A visual representation of information (e.g., chart, timeline, chain of events, story web, Venn diagram, storyboard) |
| Icon | A graphic symbol that appears on a digital display that represents a program option or window |
| Information literacy skill | The ability to recognize the need for specific information and to formulate an effective plan for its retrieval |
| Informational text | Nonfiction text that is designed primarily to explain, argue, or describe rather than entertain (e.g., environmental print, labels, periodicals, learning charts, functional/practical print, maps, brochures, pamphlets) |
| Intellectual property right | A concept in law that protects the work of owners, including original ideas, from unauthorized use such as plagiarism |
| Interactive element | Of or relating to a program that responds to user activity |
| In-text citation | Information about an item included in the text of a document according to the format of a recognized style manual (e.g., MLA, APA, Chicago Manual of Style, Turabian Citation Guide) |
| Literary device | A writer's technique used to achieve a specific effect (e.g., mood, figurative language, tone) |
| Literary text | Imaginative and creative writing that includes stories, drama, and poetry |
| Multicultural text | Text reflecting the unique characteristics of a wide variety of cultures |
| Online Public Access Catalog (OPAC) | A computerized system which indexes and organizes materials in a library |
| Organizational strategy | Method for arranging information (e.g., graphic organizer, notecard, note taking, summarizing, paraphrasing) |
| Paraphrase | Restate information in different words |
| Peer review | Feedback provided by a student to a fellow student to improve a product |
| Periodical | A magazine or other journal that is issued at regular intervals |
| Plagiarism | The misrepresentation of someone else's work or ideas as one's own |
| Primary source | A document or physical object which was written or created during the time under study; direct or firsthand evidence about an event, object, person or work of art (e.g., diary, interview, letter, official record) |

Glossary for K-12 Library Media

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| Propaganda | Information, ideas, or rumors deliberately spread to help or harm a person, group, movement, institution, or nation |
| Relevance | Pertinence to the matter at hand |
| Scope | The breadth and depth of information |
| Secondary source | Work that has been collected, interpreted, or published usually after the event or process has occurred; an interpretation or analysis of a primary source (e.g., textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias) |
| Social medium | Internet-based resource where users can easily present information about themselves, create lists of friends, and share comments about interests |
| Statement of responsibility | Information, usually found on the title page, about the author, editor, photographer, translator, and others involved in creating a work |
| Synthesize | To combine so as to form a new, complex product |
| Text feature | Format of a text that guides the reader |
| Virtual tour | An interactive digital simulation of a real or imagined location |
| Web environment | A conceptual space designed to support communication and collaboration (e.g., email, blog, WIKI) |
| WIKI | What I Know Is; a website that allows anyone with permission to view, add, delete, or revise content |

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