K-12

Library Media Framework

2007 Edition

Strand	Content Standard
Inquiry	
1. Identify and Access	Students shall identify, locate, and retrieve appropriate resources for a variety of purposes.
2. Evaluate	Students shall evaluate resources for appropriateness of information.
Application	
3. Organize	Students shall apply critical thinking skills and organize information to obtain knowledge.
4. Utilize	Students shall apply information and use resources to fulfill a purpose.
5. Collaborate	Students shall work cooperatively to pursue a goal.
6. Communicate	Students shall exchange information and ideas effectively and responsibly.
Connection	
7. Read	Students shall pursue opportunities for individual growth and lifelong learning through reading.
8. Associate	Students shall make connections to the academic environment and the real world.
9. Reflect	Students shall examine their learning experiences for improvement.

*The Library Media Framework document is to be used in collaboration with other framework documents to accomplish the stated student learning expectations. Library Media Specialists and classroom teachers should work together in order to meet the stated goals in this document.

Strand: Inquiry
        Standard 1: Identify and Access
                Students shall 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.				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Identify and Access	I.1.K.1 Locate the library media center, with guidance, and identify library media center personnel	I.1.1.1 Locate the library media center and identify library media center personnel	I.1.2.1 Locate the library media center for a purpose and identify library media center personnel	I.1.3.1 Locate the library media center for a purpose and identify library media center personnel	I.1.4.1 Locate the library media center for a purpose and identify library media center personnel
	I.1.K.2 Recognize that a library is organized in sections to locate materials	I.1.1.2 Recognize how a library is organized and arranged to locate materials • In major sections (e.g., easy, fiction, nonfiction, reference) • Alphabetically by using the first letter of author's last name	I.1.2.2 Recognize how a library is organized and arranged to locate materials • In major sections (e.g., easy, fiction, nonfiction, reference, periodicals) • Alphabetically by using the first two letters of author's last name • By Dewey Decimal Classification System—numerically by subject	I.1.3.2 Recognize how a library is organized and arranged to locate materials • In major sections (e.g., easy, fiction, nonfiction, reference, periodicals, biography, special collections) • Alphabetically by using the first three letters of author's last name • By Dewey Decimal Classification System—numerically by subject	I.1.4.2 Recognize how a library is organized and arranged to locate materials • In major sections (e.g., easy, fiction, nonfiction, reference, periodicals, biography, special collections) • Alphabetically by author's last name • By Dewey Decimal Classification System—numerically by subject

Inquiry: Identify and Access K-4
Library Media Framework 2007 Edition
Arkansas Department of Education

Key: I.1.K.1 = Inquiry. Standard 1. Kindergarten. 1st Student Learning Expectation

Strand: Inquiry
Standard 1: Identify and Access
Students shall 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.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Identify and Access	I.1.K.3 Demonstrate knowledge of policies and procedures (e.g., check-out/check-in policy)	I.1.1.3 Demonstrate knowledge of policies and procedures (e.g., check-out/check-in policy)	I.1.2.3 Demonstrate knowledge of policies and procedures (e.g., check-out/check-in policy)	I.1.3.3 Demonstrate knowledge of policies and procedures (e.g., check-out/check-in policy)	I.1.4.3 Demonstrate knowledge of policies and procedures (e.g., *acceptable use policy (AUP), circulation policy, copyright laws*)
	I.1.K.4 Recognize and use parts of a book to locate information • Front cover • Back cover • Spine	I.1.1.4 Recognize and use parts of a book to locate information • Title page • Table of Contents • Dedication page	I.1.2.4 Recognize and use parts of a book to locate information • Index • Glossary • Author information page	I.1.3.4 Recognize and use parts of a book to locate information • *Verso page*	I.1.4.4 Recognize and use parts of a book to locate information • Appendix • Preface • Bibliography • Synopsis
	I.1.K.5 Recognize the roles of the author and illustrator, and identify the title of the book	I.1.1.5 Locate the author's and illustrator's names on the title page and/or front cover			
			I.1.2.5 Recognize and use *text features* to locate information (e.g., heading, subheading, bold print, italics)	I.1.3.5 Recognize and use *text features* to locate information (e.g., heading, subheading, bold print, italics)	I.1.4.5 Recognize and use *text features* to locate information (e.g., headings, subheadings, bold print, italics, chapter heading

Inquiry: Identify and Access K-4
Library Media Framework 2007 Edition
Arkansas Department of Education

Key: I.1.K.3 = Inquiry. Standard 1. Kindergarten. 3rd Student Learning Expectation

Strand: Inquiry
Standard 1: Identify and Access
Students shall 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.		
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Identify and Access	I.1.K.6 Recognize that there are many types of books (e.g., story books, rhyming books, counting books)	I.1.1.6 Recognize characteristics of types of books (e.g., stories, plays, predictable books)	I.1.2.6 Recognize characteristics of *genres* (e.g., fairy tales, folk tales)	I.1.3.6 Recognize characteristics of *genres* (e.g., tall tales, fables)	I.1.4.6 Recognize characteristics of *genres* (e.g., mysteries, realistic fiction)
	I.1.K.7 Identify an information need and access materials by asking questions to gain information	I.1.1.7 Identify an information need and access materials by asking questions to gain information	I.1.2.7 Identify an information need and access materials by generating questions to develop and refine a topic	I.1.3.7 Identify an information need and access materials by generating questions to gather and collect information as a starting point for research	I.1.4.7 Identify an information need and access materials by generating questions to gather and collect information as a starting point for research
	I.1.K.8 Recognize the purpose of an *online public access catalog (OPAC)* to locate materials for personal interests, with guidance	I.1.1.8 Recognize the purpose of an *online public access catalog (OPAC)* to locate materials, with guidance	I.1.2.8 Recognize and use *online public access catalog (OPAC) search techniques* to locate appropriate sources, with guidance (e.g., keyword, author, title, subject searches)	I.1.3.8 Recognize and use *online public access catalog (OPAC) search techniques* to locate appropriate sources, with guidance (e.g., keyword, author, title, subject searches)	I.1.4.8 Recognize and use *online public access catalog (OPAC) search techniques* to locate appropriate sources, with guidance (e.g., keyword, author, title, subject searches)

Inquiry: Identify and Access K-4
Library Media Framework 2007 Edition
Arkansas Department of Education

Key: I.1.K.6 = Inquiry. Standard 1. Kindergarten. 6th Student Learning Expectation

Strand: Inquiry

Standard 1: Identify and Access

Students shall 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.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Identify and Access	I.1.K.9 Recognize information in a variety of formats • print (e.g., primary atlases, primary encyclopedias, and picture dictionaries) • non-print (e.g., maps, globes, videos)	I.1.1.9 Recognize information in a variety of formats • print (e.g., primary atlases, primary encyclopedias, and picture dictionaries) • non-print (e.g., maps, globes, videos) • electronic resources (e.g., databases, available electronic search tools)	I.1.2.9 Recognize and use information in a variety of formats as a starting point for research • print (e.g., atlases, encyclopedias, dictionaries, periodicals) • non-print (e.g., maps, globes, videos) • electronic resources (e.g., databases, available electronic search tools)	I.1.3.9 Recognize and use information in a variety of formats as a starting point for research • print (e.g., atlases, encyclopedias, dictionaries, periodicals, thesauri, almanacs) • non-print (e.g., maps, globes, videos) • electronic resources (e.g., databases, *Web environments*)	I.1.4.9 Recognize and use information in a variety of formats as a starting point for research • print (e.g., atlases, encyclopedias, dictionaries, periodicals, thesauri, almanacs) • non-print (e.g., maps, globes, videos) • electronic resources (e.g., databases, *Web environments*)
	I.1.K.10 Recognize sources of information outside the school library media center (e.g., people, public libraries)	I.1.1.10 Recognize sources of information outside the school library media center (e.g., people, public libraries)	I.1.2.10 Recognize sources of information outside the school library media center (e.g., people, public libraries)	I.1.3.10 Recognize sources of information outside the school library media center (e.g., people, public libraries)	I.1.4.10 Recognize sources of information outside the school library media center (e.g., people, public libraries)

Inquiry: Identify and Access K-4
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Arkansas Department of Education

Key: I.1.K.9 = Inquiry. Standard 1. Kindergarten. 9th Student Learning Expectation

Strand I: Inquiry
> Standard 2: Evaluate
>> Students shall evaluate resources for appropriateness of information.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Evaluate	I.2.K.1 Determine which media are appropriate to task and/or reading level, with guidance	I.2.1.1 Determine which media are appropriate to task and reading level, with guidance	I.2.2.1 Evaluate which media are appropriate to task and reading level, with guidance	I.2.3.1 Evaluate which media are appropriate to task and reading level using criteria (e.g., *validity*, *currency*, accuracy), with guidance	I.2.4.1 Evaluate which media are appropriate to task and reading level using criteria (e.g., *validity*, *currency*, accuracy), with guidance
	I.2.K.2 Differentiate between different forms of text (e.g., story or informational)	I.2.1.2 Differentiate between fiction and nonfiction	I.2.2.2 Differentiate between fiction and nonfiction	I.2.3.2 Differentiate between fiction and nonfiction	I.2.4.2 Differentiate between fiction and nonfiction

Inquiry: Evaluate K-4
Library Media Framework 2007 Edition
Arkansas Department of Education

Key: I.2.K.1 = Inquiry. Standard 2. Kindergarten. 1st Student Learning Expectation

Strand: Application
        Standard 3: Organize
                Students shall 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.				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Organize	A.3.K.1 Use *graphic organizers* to record and synthesize information, with guidance	A.3.1.1 Use *graphic organizers* to record and synthesize information, with guidance	A.3.2.1 Use *organizational strategies* to record and synthesize information	A.3.3.1 Use *organizational strategies* to record and synthesize information	A.3.4.1 Use *organizational strategies* to record and synthesize information
	A.3.K.2 Respect and follow *copyright laws* (e.g., *intellectual property rights*)	A.3.1.2 Respect and follow *copyright laws* (e.g., *intellectual property rights*)	A.3.2.2 Respect and follow *copyright laws* (e.g., *intellectual property rights*)	A.3.3.2 Respect and follow *copyright laws* (e.g., *intellectual property rights*)	A.3.4.2 Respect and follow *copyright laws* (e.g., *intellectual property rights*)

Application: Organize K-4
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Key: A.3.K.1 = Application. Standard 3. Kindergarten. 1st Student Learning Expectation

Strand: Application
Standard 4: Utilize
Students shall apply information and use resources to fulfill a purpose.

	THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Utilize	A.4.K.1 Use information from a variety of resources to accomplish a specific purpose	A.4.1.1 Use information from a variety of resources to accomplish a specific purpose	A.4.2.1 Use information from a variety of resources to accomplish a specific purpose	A.4.3.1 Use information from a variety of resources to accomplish a specific purpose	A.4.4.1 Use information from a variety of resources to accomplish a specific purpose
	A.4.K.2 Evaluate the completed task, revising as needed	A.4.1.2 Evaluate the completed task, revising as needed	A.4.2.2 Evaluate the completed task, revising as needed	A.4.3.2 Evaluate the completed task, revising as needed	A.4.4.2 Evaluate the completed task, revising as needed
	A.4.K.3 Name source(s) of information	A.4.1.3 Name source(s) of information	A.4.2.3 Cite source(s) of information	A.4.3.3 Cite source(s) of information	A.4.4.3 Cite source(s) of information

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Application: Utilize K-4
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Key: A.4.K.1 = Application. Standard 4. Kindergarten. 1st Student Learning Expectation

Strand: Application
        Standard 5: Collaborate
                Students shall work cooperatively to pursue a goal.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Collaborate	A.5.K.1 Work with others to gather and share resources, information, and ideas	A.5.1.1 Work with others to gather and share resources, information, and ideas	A.5.2.1 Work with others to gather and share resources, information, and ideas	A.5.3.1 Work with others to gather and share resources, information, and ideas	A.5.4.1 Work with others to gather and share resources, information, and ideas
	A.5.K.2 Collaborate responsibly to solve problems	A.5.1.2 Collaborate responsibly to solve problems	A.5.2.2 Collaborate responsibly to solve problems	A.5.3.2 Collaborate responsibly to solve problems	A.5.4.2 Collaborate responsibly to solve problems

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Key: A.5.K.1 = Application. Standard 5. Kindergarten. 1st Student Learning Expectation

Strand: Application
Standard 6: Communicate
Students shall exchange information and ideas effectively and responsibly.

	THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Communicate	A.6.K.1 Listen for a purpose and respond in a variety of ways	A.6.1.1 Listen for a purpose and respond in a variety of ways	A.6.2.1 Listen for a purpose and respond in a variety of ways	A.6.3.1 Listen for a purpose and respond in a variety of ways	A.6.4.1 Listen for a purpose and respond in a variety of ways
	A.6.K.2 Respond to information from various media (e.g., print, non-print)	A.6.1.2 Respond to information from various media (e.g., print, non-print)	A.6.2.2 Respond to information from various media (e.g., print, non-print)	A.6.3.2 Respond to information from various media (e.g., print, non-print)	A.6.4.2 Respond to information from various media (e.g., print, non-print)
	A.6.K.3 Express information in a variety of formats	A.6.1.3 Express information in a variety of formats	A.6.2.3 Express information in a variety of formats	A.6.3.3 Express information in a variety of formats	A.6.4.3 Express information in a variety of formats
	A.6.K.4 Discuss individual responsibility in the sharing of information (e.g., online safety)	A.6.1.4 Discuss individual responsibility in the sharing of information (e.g., online safety)	A.6.2.4 Discuss individual responsibility in the sharing of information (e.g., online safety)	A.6.3.4 Discuss individual responsibility in the sharing of information (e.g., online safety)	A.6.4.4 Discuss individual responsibility in the sharing of information (e.g., online safety)

Application: Communicate K-4
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Arkansas Department of Education

Key: A.6.K.1 = Application. Standard 6. Kindergarten. 1st Student Learning Expectation

Strand: Connection
Standard 7: Read
Students shall pursue opportunities for individual growth and lifelong learning through reading.

	THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Read	C.7.K.1 Read from or listen to a variety of texts (e.g., poetry, nursery rhymes)	C.7.1.1 Read from or listen to a variety of texts (e.g., poetry, plays, predictable books)	C.7.2.1 Read from or listen to a variety of *genres* (e.g., fairy tales, folk tales)	C.7.3.1 Read from or listen to a variety of *genres* (e.g., tall tales, fables)	C.7.4.1 Read from or listen to a variety of *genres* (e.g., mysteries, realistic fiction)
	C.7.K.2 Read from or listen to a variety of *informational texts* (e.g., *environmental print*, labels, periodicals, nonfiction books)	C.7.1.2 Read from or listen to a variety of *informational texts* (e.g., *functional/practical print*, learning charts, periodicals, nonfiction books)	C.7.2.2 Read from or listen to a variety of *informational texts* (e.g., *functional/practical print*, periodicals, nonfiction books)	C.7.3.2 Read from or listen to a variety of *informational texts* (e.g., *functional/practical print*, maps, nonfiction books)	C.7.4.2 Read from or listen to a variety of *informational texts* (e.g., newspapers, magazines, nonfiction books)
	C.7.K.3 Read for pleasure	C.7.1.3 Read for pleasure	C.7.2.3 Read for pleasure	C.7.3.3 Read for pleasure	C.7.4.3 Read for pleasure
				C.7.3.4 Understand language and *literary devices* and how authors use them (e.g., mood, *figurative language*)	C.7.4.4 Understand language and *literary devices* and how authors use them (e.g., tone, *figurative language*)
	C.7.K.4 Apply reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea)	C.7.1.4 Apply reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea)	C.7.2.4 Apply reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea)	C.7.3.5 Apply reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea)	C.7.4.5 Apply reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea)

Connection: Read K-4
Library Media Framework 2007 Edition
Arkansas Department of Education

Key: C.7.K.1 = Connection. Standard 7. Kindergarten. 1st Student Learning Expectation

Strand: Connection
    Standard 7: Read
        Students shall pursue opportunities for individual growth and lifelong learning through reading.

	THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Read	C.7.K.5 Discuss story elements (e.g., character, setting, plot, problem/solution) C.7.K.6 Discuss author's purpose	C.7.1.5 Discuss story elements (e.g., character, setting, plot, problem/solution) C.7.1.6 Discuss author's purpose	C.7.2.5 Discuss story elements (e.g., character, setting, plot, problem/solution) C.7.2.6 Discuss author's purpose	C.7.3.6 Discuss story elements (e.g., character, setting, plot, problem/solution) C.7.3.7 Discuss author's purpose	C.7.4.6 Discuss story elements (e.g., character, setting, plot, problem/solution C.7.4.7 Discuss author's purpose

Key: C.7.K.5 = Connection. Standard 7. Kindergarten. 5th Student Learning Expectation

Strand: Connection
       Standard 8: Associate
          Students shall 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.				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Associate	C.8.K.1 Read from or listen to a variety of texts to make connections (e.g., text-to-self, text-to-text, and text-to-world)	C.8.1.1 Read from or listen to a variety of texts to make connections (e.g., text-to-self, text-to-text, and text-to-world)	C.8.2.1 Read from or listen to a variety of texts to make connections (e.g., text-to-self, text-to-text, and text-to-world)	C.8.3.1 Read from or listen to a variety of texts to make connections (e.g., text-to-self, text-to-text, and text-to-world)	C.8.4.1 Read from or listen to a variety of texts to make connections (e.g., text-to-self, text-to-text, and text-to-world)
	C.8.K.2 Read from or listen to texts to learn about other cultures	C.8.1.2 Read from or listen to texts to learn about other cultures	C.8.2.2 Read from or listen to texts to learn about other cultures	C.8.3.2 Read from or listen to texts to learn about other cultures	C.8.4.2 Read from or listen to texts to learn about other cultures
	C.8.K.3 Participate in book discussions (e.g., book talks, book clubs, or book studies)	C.8.1.3 Participate in book discussions (e.g., book talks, book clubs, or book studies)	C.8.2.3 Participate in book discussions (e.g., book talks, book clubs, or book studies)	C.8.3.3 Participate in book discussions (e.g., book talks, book clubs, or book studies)	C.8.4.3 Participate in book discussions (e.g., book talks, book clubs, or book studies)
	C.8.K.4 Discuss works by the same author/illustrator	C.8.1.4 Discuss works by the same author/illustrator	C.8.2.4 Discuss works by the same author/illustrator	C.8.3.4 Discuss works by the same author/illustrator	C.8.4.4 Discuss works by the same author/illustrator

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Connection: Associate K-4
Library Media Framework 2007 Edition
Arkansas Department of Education

Key: C.8.K.1 = Connection. Standard 8. Kindergarten. 1st Student Learning Expectation

Strand: Connection
    Standard 8: Associate
        Students shall 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.		
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Associate	C.8.K.5 Respond to literature in a variety of ways (e.g., role playing, drawing pictures)	C.8.1.5 Respond to literature in a variety of ways (e.g., role playing, illustrate)	C.8.2.5 Respond to literature in a variety of ways (e.g., diagrams, puppets, plays)	C.8.3.5 Respond to literature in a variety of ways (e.g., readers' theater, story webs, choral reading)	C.8.4.5 Respond to literature in a variety of ways (e.g., readers' theater, story webs, choral reading)
	C.8.K.6 Understand that literary works meet certain criteria for award winners (e.g., Arkansas Diamond, Caldecott)	C.8.1.6 Understand that literary works meet certain criteria for award winners (e.g., Arkansas Diamond, Caldecott)	C.8.2.6 Understand that literary works meet certain criteria for award winners (e.g., Arkansas Diamond, Caldecott, Coretta Scott King)	C.8.3.6 Understand that literary works meet certain criteria for award winners (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpré)	C.8.4.6 Understand that literary works meet certain criteria for award winners (e.g., Charlie May Simon, Newbery, Coretta Scott King, Pura Belpré)
	C.8.K.7 Compare and contrast print and non-print media of a selected work	C.8.1.7 Compare and contrast print and non-print media of a selected work	C.8.2.7 Compare and contrast print and non-print media of a selected work	C.8.3.7 Compare and contrast print and non-print media of a selected work	C.8.4.7 Compare and contrast print and non-print media of a selected work

Connection: Associate K-4
Library Media Framework 2007 Edition
Arkansas Department of Education

Key: C.8.K.5 = Connection. Standard 8. Kindergarten. 5th Student Learning Expectation

Strand: Connection
 Standard 9: Reflect
  Students shall examine their learning experiences for improvement.

	THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Reflect	C.9.K.1 Use self-assessment tools (e.g., smiley faces, thumbs up/down)	C.9.1.1 Use self-assessment tools (e.g., smiley faces, thumbs up/down, checklists)	C.9.2.1 Use self-assessment tools (e.g., *rubrics*, checklists, peer review)	C.9.3.1 Use self-assessment tools (e.g., *rubrics*, checklists, peer review)	C.9.4.1 Use self-assessment tools (e.g., *rubrics*, checklists, peer review)
	C.9.K.2 Identify strengths and weaknesses in the learning process and set goals for improvement	C.9.1.2 Identify strengths and weaknesses in the learning process and set goals for improvement	C.9.2.2 Identify strengths and weaknesses in the learning process and set goals for improvement	C.9.3.2 Identify strengths and weaknesses in the learning process and set goals for improvement	C.9.4.2 Identify strengths and weaknesses in the learning process and set goals for improvement
	C.9.K.3 Reflect on how ideas have changed with more information and/or feedback	C.9.1.3 Reflect on how ideas have changed with more information and/or feedback	C.9.2.3 Reflect on how ideas have changed with more information and/or feedback	C.9.3.3 Reflect on how ideas have changed with more information and/or feedback	C.9.4.3 Reflect on how ideas have changed with more information and/or feedback

Connection: Reflect K-4
Library Media Framework 2007 Edition
Arkansas Department of Education

Key: C.9.K.1 = Connection. Standard 9. Kindergarten. 1st Student Learning Expectation

Strand 1: Inquiry
    Standard 1: Identify and Access
        Students shall 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 5	Grade 6	Grade 7	Grade 8
Identify and Access	I.1.5.1 Locate the library media center and identify the personnel for a purpose	I.1.6.1 Locate the library media center independently and for a purpose	I.1.7.1 Locate the library media center independently and for a purpose	I.1.8.1 Locate the library media center independently and for a purpose
	I.1.5.2 Recognize how a library is organized and arranged to locate materials - In major sections (e.g., fiction, nonfiction, reference, periodicals, special collections) - By Dewey Decimal Classification System—numerically by subject	I.1.6.2 Recognize how a library is organized and arranged to locate materials - In major sections (e.g., fiction, nonfiction, reference, periodicals, special collections) - By Dewey Decimal Classification System—numerically by subject	I.1.7.2 Recognize how a library is organized and arranged to locate materials - In major sections (e.g., fiction, nonfiction, reference, periodicals, special collections) - By Dewey Decimal Classification System—numerically by subject	I.1.8.2 Recognize how a library is organized and arranged to locate materials - In major sections (e.g., fiction, nonfiction, reference, periodicals, special collections) - By Dewey Decimal Classification System—numerically by subject
	I.1.5.3 Demonstrate understanding of *acceptable use policy (AUP)*, *circulation policy*, and *copyright laws*	I.1.6.3 Demonstrate understanding of *acceptable use policy (AUP)*, *circulation policy*, and *copyright laws*	I.1.7.3 Demonstrate understanding of *acceptable use policy (AUP)*, *circulation policy*, and *copyright laws*	I.1.8.3 Demonstrate understanding of *acceptable use policy (AUP)*, *circulation policy*, and *copyright laws*
	I.1.5.4 Recognize sources of information in different parts of a book (e.g., title page, table of contents, index, glossary, *Verso page*, appendix dedication page, preface/forward, author information, bibliography, blurb, or afterword)	I.1.6.4 Recognize sources of information in different parts of a book (e.g., title page, table of contents, index, glossary, *Verso page*, appendix dedication page, preface/forward, author information, bibliography, blurb, or afterword)	I.1.7.4 Recognize sources of information in different parts of a book (e.g., title page, table of contents, index, glossary, *Verso page*, appendix dedication page, preface/forward, author information, bibliography, blurb, or afterword)	I.1.8.4 Recognize sources of information in different parts of a book (e.g., title page, table of contents, index, glossary, *Verso page*, appendix dedication page, preface/forward, author information, bibliography, blurb, or afterword)

Inquiry: Identify and Access 5-8
Library Media Framework 2007 Edition
Arkansas Department of Education

Key: I.1.5.1 = Inquiry. Standard 1. Grade 5. 1st Student Learning Expectation

Strand 1: Inquiry

Standard 1: Identify and Access

Students shall 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 5	Grade 6	Grade 7	Grade 8
Identify and Access	I.1.5.5 Use *text features* to locate information that answers questions (e.g., topic sentences, captions, bold print, boxed text, chapter headings, subheadings)	I.1.6.5 Use *text features* to locate information that answers questions (e.g., topic sentences, captions, bold print, boxed text, chapter headings, subheadings)	I.1.7.5 Use *text features* to locate information that answers questions (e.g., topic sentences, captions, bold print, boxed text, chapter headings, subheadings)	I.1.8.5 Use *text features* to locate information that answers questions (e.g., topic sentences, captions, bold print, boxed text, chapter headings, subheadings)
	I.1.5.6 Locate a particular *genre* (e.g., historical fiction, biography, realistic fiction)	I.1.6.6 Locate a particular *genre* (e.g., historical fiction, autobiography, realistic fiction)	I.1.7.6 Locate a particular *genre* (e.g., short stories, science fiction, legends, myths)	I.1.8.6 Locate a particular *genre* (e.g., essays, plays)
	I.1.5.7 Articulate an information need and access materials through methods such as identifying keywords or appropriate questioning techniques	I.1.6.7 Articulate an information need and access materials through methods such as identifying keywords or appropriate questioning techniques	I.1.7.7 Articulate an information need and access materials through methods such as identifying keywords or appropriate questioning techniques	I.1.8.7 Articulate an information need and access materials through methods such as identifying keywords or appropriate questioning techniques

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Key: I.1.5.5 = Inquiry. Standard 1. Grade 5. 5th Student Learning Expectation

Strand 1: Inquiry
  Standard 1: Identify and Access
    Students shall 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 5	Grade 6	Grade 7	Grade 8
Identify and Access	I.1.5.8 Use *online public access catalog (OPAC) search techniques* to locate appropriate resources, with guidance • keyword • subject • author • title	I.1.6.8 Use *online public access catalog (OPAC) search techniques* to locate appropriate resources, with guidance • keyword • subject • author • title	I.1.7.8 Use *online public access catalog (OPAC) search techniques* to locate appropriate resources, with guidance • keyword • subject • author • title	I.1.8.8 Use *online public access catalog (OPAC) search techniques* to locate appropriate resources, with guidance • keyword • subject • author • title • advanced *search techniques* (e.g., cross-reference, subtopic, *Boolean operators*)
	I.1.5.9 Access various types of information for an overview of a topic, for background information, and as a starting point for research • print (e.g., almanacs, atlases, encyclopedias, dictionaries, periodicals) • non-print (e.g., maps, paintings, globes) • electronic resources (e.g., databases, Internet, multimedia, current and emerging technologies)	I.1.6.9 Access various types of information for an overview of a topic, for background information, and as a starting point for research • print (e.g., almanacs, atlases, encyclopedias, dictionaries, periodicals) • non-print (e.g., maps, paintings, globes) • electronic resources (e.g., databases, Internet, multimedia, current and emerging technologies)	I.1.7.9 Access various types of information for an overview of a topic, for background information, and as a starting point for research • print (e.g., almanacs, atlases, encyclopedias, dictionaries, periodicals) • non-print (e.g., maps, paintings, globes) • electronic resources (e.g., databases, Internet, multimedia, current and emerging technologies)	I.1.8.9 Access various types of information for an overview of a topic, for background information, and as a starting point for research • print (e.g., almanacs, atlases, encyclopedias, dictionaries, periodicals) • non-print (e.g., maps, paintings, globes) • electronic resources (e.g., databases, Internet, multimedia, current and emerging technologies)

Inquiry: Identify and Access 5-8
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Arkansas Department of Education

Key: I.1.5.8 = Inquiry. Standard 1. Grade 5. 8th Student Learning Expectation

Strand: Inquiry
Standard 1: Identify and Access
Students shall identify, locate, and retrieve appropriate resources for a variety of purposes.

	Grade 5	Grade 6	Grade 7	Grade 8
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Identify and Access	I.1.5.10 Identify types of Internet sites based on the *domain*	I.1.6.10 Identify types of Internet sites based on the *domain*	I.1.7.10 Identify types of Internet sites based on the *domain*	I.1.8.10 Identify types of Internet sites based on the *domain*
	I.1.5.11 Recognize and/or use sources of information outside the school library media center (e.g., people, public libraries, museums, virtual tours)	I.1.6.11 Recognize and/or use sources of information outside the school library media center (e.g., people, public libraries, museums, virtual tours)	I.1.7.11 Recognize and/or use sources of information outside the school library media center (e.g., people public libraries, museums, virtual tours)	I.1.8.11 Recognize and/or use sources of information outside the school library media center (e.g., people, public libraries, museums, virtual tours)
		I.1.6.12 Recognize *primary* and *secondary sources*	I.1.7.12 Recognize and access *primary* and *secondary sources*	I.1.8.12 Recognize and access *primary* and *secondary sources*

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Key: I.1.5.10 = Inquiry. Standard 1. Grade 5. 10th Student Learning Expectation

Strand: Inquiry
    Standard 2: Evaluate
        Students shall evaluate resources for appropriateness of information.

	THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 5	Grade 6	Grade 7	Grade 8
Evaluate	I.2.5.1 Use criteria such as *validity*, *currency*, accuracy, *authority*, and *scope* to determine appropriate resources	I.2.6.1 Use criteria such as *validity*, *currency*, accuracy, *authority*, and *scope* to determine appropriate resources	I.2.7.1 Use criteria such as *validity*, *currency*, accuracy, *authority*, and *scope* to determine appropriate resources	I.2.8.1 Use criteria such as *validity*, *currency*, accuracy, *authority*, and *scope* to determine appropriate resources
	I.2.5.2 Differentiate between fiction and nonfiction	I.2.6.2 Differentiate between fiction and nonfiction		
			I.2.7.2 Evaluate *primary* and *secondary sources*	I.2.8.2 Evaluate *primary* and *secondary sources*

Inquiry: Evaluate 5-8
Library Media Framework 2007 Edition
Arkansas Department of Education

Key: I.2.5.1 = Inquiry. Standard 2. Grade 5. 1st Student Learning Expectation

Strand: Application
      Standard 3: Organize
            Students shall 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 5	Grade 6	Grade 7	Grade 8
Organize	A.3.5.1 Practice *organizational strategies* to record and synthesize information A.3.5.2 Respect and follow *copyright laws* (e.g., *intellectual property rights*, plagiarism) when compiling information in any format	A.3.6.1 Practice *organizational strategies* to record and synthesize information A.3.6.2 Respect and follow *copyright laws* (e.g., *intellectual property rights*, plagiarism) when compiling information in any format	A.3.7.1 Practice *organizational strategies* to record and synthesize information A.3.7.2 Respect and follow *copyright laws* (e.g., *intellectual property rights*, plagiarism) when compiling information in any format	A.3.8.1 Practice *organizational strategies* to record and synthesize information A.3.8.2 Respect and follow *copyright laws* (e.g., *intellectual property rights*, plagiarism) when compiling information in any format

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Key: A.3.5.1 = Application. Standard 3. Grade 5. 1st Student Learning Expectation

Strand: Application
       Standard 4: Utilize
            Students shall apply information and use resources to fulfill a purpose.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Utilize	A.4.5.1 Use resources and/or technology tools for a predetermined task	A.4.6.1 Use resources and/or technology tools for a predetermined task	A.4.7.1 Use resources and/or technology tools for a predetermined task	A.4.8.1 Use resources and/or technology tools for a predetermined task
	A.4.5.2 Develop revision strategies to evaluate individual work	A.4.6.2 Develop revision strategies to evaluate individual work	A.4.7.2 Develop revision strategies to evaluate individual work	A.4.8.2 Develop revision strategies to evaluate individual work
	A.4.5.3 Demonstrate proper *in-text citations* and bibliographies, with guidance	A.4.6.3 Demonstrate proper *in-text citations* and bibliographies, with guidance	A.4.7.3 Demonstrate proper *in-text citations* and bibliographies, with guidance	A.4.8.3 Demonstrate proper *in-text citations* and bibliographies, with guidance

Key: A.4.5.1 = Application. Standard 4. Grade 5. 1st Student Learning Expectation

Strand: Application
       Standard 5: Collaborate
           Students shall work cooperatively to pursue a goal.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Collaborate	A.5.5.1 Work with others to gather and share resources, information, and ideas	A.5.6.1 Work with others to gather and share resources, information, and ideas	A.5.7.1 Work with others to gather and share resources, information, and ideas	A.5.8.1 Work with others to gather and share resources, information, and ideas
	A.5.5.2 Collaborate responsibly to solve problems	A.5.6.2 Collaborate responsibly to solve problems	A.5.7.2 Collaborate responsibly to solve problems	A.5.8.2 Collaborate responsibly to solve problems

Application: Collaborate 5-8
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Key: A.5.5.1 = Application. Standard 5. Grade 5. 1st Student Learning Expectation

Strand: Application
Standard 6: Communicate
Students shall exchange information and ideas effectively and responsibly.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Communicate	A.6.5.1 Understand that the exchange of creative expression can be represented in a variety of formats (e.g., print, audio, digital, artifact, *realia*)	A.6.6.1 Understand that the exchange of creative expression can be represented in a variety of formats (e.g., print, audio, digital, artifact, *realia*)	A.6.7.1 Understand that the exchange of creative expression can be represented in a variety of formats (e.g., print, audio, digital, artifact, *realia*)	A.6.8.1 Understand that the exchange of creative expression can be represented in a variety of formats (e.g., print, audio, digital, artifact, *realia*)
	A.6.5.2 Share information or express ideas in ways that others can view, use, or assess	A.6.6.2 Share information or express ideas in ways that others can view, use, or assess	A.6.7.2 Share information or express ideas in ways that others can view, use, or assess	A.6.8.2 Share information or express ideas in ways that others can view, use, or assess
	A.6.5.3 Practice individual responsibility in the sharing of information	A.6.6.3 Practice individual responsibility in the sharing of information	A.6.7.3 Practice individual responsibility in the sharing of information	A.6.8.3 Practice individual responsibility in the sharing of information

Application: Communicate 5-8
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Key: A.6.5.1 = Application. Standard 6. Grade 5. 1st Student Learning Expectation

Strand: Connection

Standard 7: Read

Students shall pursue opportunities for individual growth and lifelong learning through reading.

	Grade 5	Grade 6	Grade 7	Grade 8
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Read	C.7.5.1 Read a variety of materials from different *genres*, classics, literary award winners, and multicultural works	C.7.6.1 Read a variety of materials from different *genres*, classics, literary award winners, and multicultural works	C.7.7.1 Read a variety of materials from different *genres*, classics, literary award winners, and multicultural works	C.7.8.1 Read a variety of materials from different *genres*, classics, literary award winners, and multicultural works
	C.7.5.2 Read from a variety of *content area texts* (e.g., texts related to biology, science, or social studies)	C.7.6.2 Read from a variety of *content area texts* (e.g., texts related to biology, science, or social studies)	C.7.7.2 Read from a variety of *content area texts* (e.g., texts related to biology, science, or social studies)	C.7.8.2 Read from a variety of *content area texts* (e.g., texts related to biology, science, or social studies)
	C.7.5.3 Read from a variety of *practical texts* (e.g., newspapers, magazines, brochures, pamphlets)	C.7.6.3 Read from a variety of *practical texts* (e.g., newspapers, magazines, brochures, pamphlets)	C.7.7.3 Read from a variety of *practical texts* (e.g., newspapers, magazines, brochures, pamphlets)	C.7.8.3 Read from a variety of *practical texts* (e.g., newspapers, magazines, brochures, pamphlets)
	C.7.5.4 Read for pleasure	C.7.6.4 Read for pleasure	C.7.7.4 Read for pleasure	C.7.8.4 Read for pleasure

Connection: Read 5-8
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Arkansas Department of Education

Key: C.7.5.1 = Connection. Standard 7. Grade 5. 1st Student Learning Expectation

Strand: Connection
       Standard 8: Associate
           Students shall make connections to the academic environment and the world.

	THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 5	Grade 6	Grade 7	Grade 8
Associate	C.8.5.1 Activate prior knowledge to make connections to text, self, and the world	C.8.6.1 Activate prior knowledge to make connections to text, self, and the world	C.8.7.1 Activate prior knowledge to make connections to text, self, and the world	C.8.8.1 Activate prior knowledge to make connections to text, self, and the world
	C.8.5.2 Comprehend the impact of knowledge gained on self, community, and world	C.8.6.2 Comprehend the impact of knowledge gained on self, community, and world	C.8.7.2 Comprehend the impact of knowledge gained on self, community, and world	C.8.8.2 Comprehend the impact of knowledge gained on self, community, and world
			C.8.7.3 Apply *information literacy skills* to meet individual needs and enrich lifelong learning	C.8.8.3 Apply *information literacy skills* to meet individual needs and enrich lifelong learning

Connection: Associate 5-8
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Key: C.8.5.1 = Connection. Standard 8. Grade 5. 1st Student Learning Expectation

Strand: Connection
   Standard 9: Reflect
      Students shall examine their learning experiences for improvement.

	THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 5	Grade 6	Grade 7	Grade 8
Reflect	C.9.5.1 Use self-assessment tools	C.9.6.1 Use self-assessment tools	C.9.7.1 Develop and use criteria for self-assessment	C.9.8.1 Develop and use criteria for self-assessment
	C.9.5.2 Identify strengths and weaknesses in the learning process and set goals for improvement	C.9.6.2 Identify strengths and weaknesses in the learning process and set goals for improvement	C.9.7.2 Identify strengths and weaknesses in the learning process and set goals for improvement	C.9.8.2 Identify strengths and weaknesses in the learning process and set goals for improvement

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Key: C.9.5.1 = Connection. Standard 9. Grade 5. 1st Student Learning Expectation

Strand: Inquiry
Standard 1: Identify and Access
Students shall identify, locate, and retrieve appropriate resources for a variety of purposes.

	Grade 9	Grade 10	Grade 11	Grade 12
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Identify and Access	I.1.9.1 Demonstrate knowledge of library organization and arrangement to locate resources using • Dewey Decimal Classification System • special collections (e.g., Arkansas, local history, career, parent)	I.1.10.1 Demonstrate knowledge of library organization and arrangement to locate resources using • Dewey Decimal Classification System • special collections (e.g., Arkansas, local history, career, parent)	I.1.11.1 Demonstrate knowledge of library organization and arrangement to locate resources using • Dewey Decimal Classification System • special collections (e.g., Arkansas, local history, career, parent, college catalog, test preparation)	I.1.12.1 Demonstrate knowledge of library organization and arrangement to locate resources using • Dewey Decimal Classification System • special collections (e.g., Arkansas, local history, career, parent, college catalog, test preparation)
			I.1.11.2 Recognize the Library of Congress Classification System	I.1.12.2 Recognize the Library of Congress Classification System
	I.1.9.2 Demonstrate understanding of *acceptable use policy* (*AUP*), *circulation policy*, *netiquette*, privacy issues, *intellectual property rights,* and *copyright laws*	I.1.10.2 Demonstrate understanding of *acceptable use policy* (*AUP*), *circulation policy*, *netiquette*, privacy issues, *intellectual property rights,* and *copyright laws*	I.1.11.3 Demonstrate understanding of *acceptable use policy* (*AUP*), *circulation policy*, *netiquette*, privacy issues, *intellectual property rights,* and *copyright laws*	I.1.12.3 Demonstrate understanding of *acceptable use policy* (*AUP*), *circulation policy*, *netiquette*, privacy issues, *intellectual property rights,* and *copyright laws*

Inquiry: Identify and Access 9-12
Library Media Framework 2007 Edition
Arkansas Department of Education

Key: I.1.9.1 = Inquiry. Standard 1. Grade 9. 1st Student Learning Expectation

Strand: Inquiry
  Standard 1: Identify and Access
    Students shall 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	I.1.9.3 Identify an academic or individual need and access materials, with guidance, through • identifying key words in tasks • developing questions • consolidating questioning techniques to clarify tasks	I.1.10.3 Identify an academic or individual need and access materials, with guidance, through • identifying key words in tasks • developing questions • extending questions to clarify tasks	I.1.11.4 Identify an academic or individual need and access materials through • identifying key words in tasks • developing questions • refining questions to clarify tasks	I.1.12.4 Identify an academic or individual need and access materials through • identifying key words in tasks • developing questions • refining questions to clarify tasks
	I.1.9.4 Use *online public access catalog* (*OPAC*) *search techniques* to locate appropriate resources, with guidance • keyword • subject • author • title • advanced *search techniques* with available technology (e.g., cross-reference, subtopic, *Boolean operators*) • special features (e.g., export search results)	I.1.10.4 Use *online public access catalog* (*OPAC*) *search techniques* to locate appropriate resources, with guidance • keyword • subject • author • title • advanced *search techniques* if available (e.g., cross-reference, subtopic, *Boolean operators*) • special features (e.g., export search results)	I.1.11.5 Use *online public access catalog* (*OPAC*) *search techniques* to locate appropriate resources, with guidance • keyword • subject • author • title • advanced *search techniques* if available (e.g., cross-reference, subtopic, *Boolean operators*) • special features (e.g., export search results)	I.1.12.5 Use *online public access catalog* (*OPAC*) *search techniques* to locate appropriate resources, with guidance • keyword • subject • author • title • advanced *search techniques* if available (e.g., cross-reference, subtopic, *Boolean operators*) • special features (e.g., export search results)

Inquiry: Identify and Access 9-12
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Key: I.1.9.3 = Inquiry. Standard 1. Grade 9. 3rd Student Learning Expectation

Strand: Inquiry
>   Standard 1: Identify and Access
>   Students shall 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	I.1.9.5 Seek and use different sources in a variety of formats to fulfill information or research needs • print (e.g., reference books) • non-print (e.g., video, audio) • electronic resources (databases, Internet, *search engines*, *electronic directories*, emerging technologies) I.1.9.6 Identify and use electronic technologies, with guidance, to match curricular needs (e.g., databases, *search engines, electronic directories*) I.1.9.7 Apply advanced *search techniques* (e.g., *Boolean operators*, keywords, subjects, *domains* or other *Web environments*) to locate resources	I.1.10.5 Seek and use different sources in a variety of formats to fulfill information or research needs • print (e.g., reference books) • non-print (e.g., video, audio) • electronic resources (databases, Internet, *search engines*, *electronic directories*, emerging technologies) I.1.10.6 Identify and use electronic technologies, with guidance, to match curricular needs (e.g., databases, *search engines, electronic directories*) I.1.10.7 Apply advanced *search techniques* (e.g., *Boolean operators*, keywords, subjects, *domains* or other *Web environments*) to locate resources	I.1.11.6 Seek and use different sources in a variety of formats to fulfill information or research needs • print (e.g., reference books) • non-print (e.g., video, audio) • electronic resources (databases, Internet, *search engines*, *electronic directories*, emerging technologies) I.1.11.7 Identify and use electronic technologies, with guidance, to match curricular needs (e.g., databases, *search engines, electronic directories*) I.1.11.8 Apply advanced *search techniques* (e.g., *Boolean operators*, keywords, subjects, *domains* or other *Web environments*) to locate resources	I.1.12.6 Seek and use different sources in a variety of formats to fulfill information or research needs • print (e.g., reference books) • non-print (e.g., video, audio) • electronic resources (databases, Internet, *search engines*, *electronic directories*, emerging technologies) I.1.12.7 Identify and use electronic technologies, with guidance, to match curricular needs (e.g., databases, *search engines, electronic directories*) I.1.12.8 Apply advanced *search techniques* (e.g., *Boolean operators*, keywords, subjects, *domains* or other *Web environments*) to locate resources

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Key: I.1.9.5 = Inquiry. Standard 1. Grade 9. 5th Student Learning Expectation

Strand: Inquiry
    Standard 1: Identify and Access
        Students shall 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	I.1.9.8 Recognize and/or use sources of information outside the school library media center (e.g., people, public libraries, museums, virtual tours)	I.1.10.8 Recognize and/or use sources of information outside the school library media center (e.g., people, public libraries, museums, virtual tours)	I.1.11.9 Recognize and/or use sources of information outside the school library media center (e.g., people, public libraries, museums, virtual tours)	I.1.12.9 Recognize and/or use sources of information outside the school library media center (e.g., people, public libraries, museums, virtual tours)
	I.1.9.9 Distinguish between *primary* and *secondary sources*	I.1.10.9 Distinguish between *primary* and *secondary sources*	I.1.11.10 Distinguish between *primary* and *secondary sources*	I.1.12.10 Distinguish between *primary* and *secondary sources*

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Key: I.1.9.8 = Inquiry. Standard 1. Grade 9. 8th Student Learning Expectation

Strand: Inquiry
       Standard 2: Evaluate
             Students shall 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	I.2.9.1 Read to evaluate the appropriateness of information using criteria (e.g., relevance, readability, *validity*, credibility, accuracy, *currency*, *authority*, *scope*, bias, propaganda, censorship)	I.2.10.1 Read to evaluate the appropriateness of information using criteria (e.g., relevance, readability, *validity*, credibility, accuracy, *currency*, *authority*, *scope*, bias, propaganda, censorship)	I.2.11.1 Read to evaluate the appropriateness of information using criteria (e.g., relevance, readability, *validity*, credibility, accuracy, *currency*, *authority*, *scope*, bias, propaganda, censorship)	I.2.12.1 Read to evaluate the appropriateness of information using criteria (e.g., relevance, readability, *validity*, credibility, accuracy, *currency*, *authority*, *scope*, bias, propaganda, censorship)
	I.2.9.2 Evaluate primary and *secondary sources*	I.2.10.2 Evaluate primary and *secondary sources*	I.2.11.2 Evaluate primary and *secondary sources*	I.2.12.2 Evaluate primary and *secondary sources*

Inquiry: Evaluate 9-12
Library Media Framework 2007 Edition
Arkansas Department of Education

Key: I.2.9.1 = Inquiry. Standard 2. Grade 9. 1st Student Learning Expectation

Strand: Application
      Standard 3: Organize
           Students shall 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	A.3.9.1 Demonstrate *organizational strategies*, with guidance, to record and synthesize information	A.3.10.1 Demonstrate *organizational strategies* with guidance, to record and synthesize information	A.3.11.1 Demonstrate *organizational strategies*, with guidance, to record and synthesize information	A.3.12.1 Demonstrate *organizational strategies*, with guidance, to record and synthesize information
	A.3.9.2 Respect and follow *copyright laws* (e.g., *intellectual property rights*, *fair use* guidelines) when compiling information in any format	A.3.10.2 Respect and follow *copyright laws* (e.g., *intellectual property rights*, *fair use* guidelines) when compiling information in any format	A.3.11.2 Respect and follow *copyright laws* (e.g., *intellectual property rights*, *fair use* guidelines) when compiling information in any format	A.3.12.2 Respect and follow *copyright laws* (e.g., *intellectual property rights*, *fair use* guidelines) when compiling information in any format

Application: Organize 9-12
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Key: A.3.9.1 = Application. Standard 3. Grade 9. 1st Student Learning Expectation

Strand: Application
          Standard 4: Utilize
                    Students shall apply information and use resources to fulfill a purpose.

	THE GOAL FOR EACH STUDENT IS PROFICEINCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 9	Grade 10	Grade 11	Grade 12
Utilize	A.4.9.1 Use resources and/or technology tools for a predetermined task	A.4.10.1 Use resources and/or technology tools for a predetermined task	A.4.11.1 Use resources and/or technology tools for a predetermined task	A.4.12.1 Use resources and/or technology tools for a predetermined task
	A.4.9.2 Evaluate the task using established criteria, revising as needed	A.4.10.2 Evaluate the task using established criteria, revising as needed	A.4.11.2 Evaluate the task using established criteria, revising as needed	A.4.12.2 Evaluate the task using established criteria, revising as needed
	A.4.9.3 Demonstrate proper *in-text citations* and bibliographies, with guidance	A.4.10.3 Demonstrate proper *in-text citations* and bibliographies, with guidance	A.4.11.3 Demonstrate proper *in-text citations* and bibliographies	A.4.12.3 Demonstrate proper *in-text citations* and bibliographies

Application: Utilize 9-12
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Key: A.4.9.1 = Application. Standard 4. Grade 9. 1st Student Learning Expectation

Strand: Application
  Standard 5: Collaborate
    Students shall work cooperatively to pursue a goal.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Collaborate	A.5.9.1 Work with peers, experts, and others to gather and share resources, information, and ideas	A.5.10.1 Work with peers, experts, and others to gather and share resources, information, and ideas	A.5.11.1 Work with peers, experts, and others to gather and share resources, information, and ideas	A.5.12.1 Work with peers, experts, and others to gather and share resources, information, and ideas
	A.5.9.2 Assume responsibility for collaborative work	A.5.10.2 Assume responsibility for collaborative work	A.5.11.2 Assume responsibility for collaborative work	A.5.12.2 Assume responsibility for collaborative work
	A.5.9.3 Demonstrate ability to work effectively with diverse teams	A.5.10.3 Demonstrate ability to work effectively with diverse teams	A.5.11.3 Demonstrate ability to work effectively with diverse teams	A.5.12.3 Demonstrate ability to work effectively with diverse teams

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Key: A.5.9.1 = Application. Standard 5. Grade 9. 1st Student Learning Expectation

Strand: Application
     Standard 6: Communicate
         Students shall exchange information and ideas effectively and responsibly.

	THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 9	Grade 10	Grade 11	Grade 12
Communicate	A.6.9.1 Understand that creative expression can be represented in a variety of formats	A.6.10.1 Understand that creative expression can be represented in a variety of formats	A.6.11.1 Understand that creative expression can be represented in a variety of formats	A.6.12.1 Understand that creative expression can be represented in a variety of formats
	A.6.9.2 Share information in ways that others can view, use, or assess	A.6.10.2 Share information in ways that others can view, use, or assess	A.6.11.2 Share information in ways that others can view, use, or assess	A.6.12.2 Share information in ways that others can view, use, or assess
	A.6.9.3 Practice Internet safety and individual responsibility (e.g., engaging in *social networking*, abstaining from *cyberbullying*, and sharing personal appropriate information)	A.6.10.3 Practice Internet safety and individual responsibility (e.g., engaging in *social networking*, abstaining from *cyberbullying*, and sharing personal appropriate information)	A.6.11.3 Practice Internet safety and individual responsibility (e.g., engaging in *social networking*, abstaining from *cyberbullying*, and sharing personal appropriate information)	A.6.12.3 Practice Internet safety and individual responsibility (e.g., engaging in *social networking*, abstaining from *cyberbullying*, and sharing personal appropriate information)

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Key: A.6.9.1 = Application. Standard 6. Grade 9. 1st Student Learning Expectation

Strand: Connection
       Standard 7: Read
            Students shall pursue opportunities for individual growth and lifelong learning through reading.

	THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 9	Grade 10	Grade 11	Grade 12
Read	C.7.9.1 Read from a variety of materials including *genres*, literary award winners, multicultural works, and classic literature	C.7.10.1 Read from a variety of materials including *genres*, literary award winners, multicultural works, and classic literature	C.7.11.1 Read from a variety of materials including *genres*, literary award winners, multicultural works, and classic literature	C.7.12.1 Read from a variety of materials including *genres*, literary award winners, multicultural works, and classic literature
	C.7.9.2 Read from a variety of technical and informational texts (e.g., manuals, career resources, legal and financial documents, and college catalogs)	C.7.10.2 Read from a variety of technical and informational texts (e.g., manuals, career resources, legal and financial documents, and college catalogs)	C.7.11.2 Read from a variety of technical and informational texts (e.g., manuals, career resources, legal and financial documents, and college catalogs)	C.7.12.2 Read from a variety of technical and informational texts (e.g., manuals, career resources, legal and financial documents, and college catalogs)
	C.7.9.3 Read for pleasure	C.7.10.3 Read for pleasure	C.7.11.3 Read for pleasure	C.7.12.3 Read for pleasure

Key: C.7.9.1 = Connection. Standard 7. Grade 9. 1st Student Learning Expectation

Strand: Connection
Standard 8: Associate
Students shall 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
Associate	C.8.9.1 Read to make connections to self, previous reading, and the world	C.8.10.1 Read to make connections to self, previous reading, and the world	C.8.11.1 Read to make connections to self, previous reading, and the world	C.8.12.1 Read to make connections to self, previous reading, and the world
	C.8.9.2 Connect learning to self, community, and global issues	C.8.10.2 Connect learning to self, community, and global issues	C.8.11.2 Connect learning to self, community, and global issues	C.8.12.2 Connect learning to self, community, and global issues
	C.8.9.3 Apply *information literacy skills* to meet individual needs and enrich lifelong learning	C.8.10.3 Apply *information literacy skills* to meet individual needs and enrich lifelong learning	C.8.11.3 Apply *information literacy skills* to meet individual needs and enrich lifelong learning	C.8.12.3 Apply *information literacy skills* to meet individual needs and enrich lifelong learning

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Key: C.8.9.1 = Connection. Standard 8. Grade 9. 1st Student Learning Expectation

Strand: Connection
Standard 9: Reflect
Students shall examine their learning experiences for improvement.

	Grade 9	Grade 10	Grade 11	Grade 12
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Reflect	C.9.9.1 Develop and use criteria for self-assessment of tasks	C.9.10.1 Develop and use criteria for self-assessment of tasks	C.9.11.1 Develop and use criteria for self-assessment of tasks	C.9.12.1 Develop and use criteria for self-assessment of tasks
	C.9.9.2 Identify individual strengths and weaknesses in the learning process and set goals for improvement	C.9.10.2 Identify individual strengths and weaknesses in the learning process and set goals for improvement	C.9.11.2 Identify individual strengths and weaknesses in the learning process and set goals for improvement	C.9.12.2 Identify individual strengths and weaknesses in the learning process and set goals for improvement

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Key: C.9.9.1 = Connection. Standard 9. Grade 9. 1st Student Learning Expectation

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 e-mail
Authority	In judging a work, this refers to the qualifications of the producer, author, or editor
Boolean operators	A system of logic that, when applied to searches, broadens or narrows the range of a search and links search terms with the operators AND, OR, and NOT
Circulation policy	Rules that govern the use of library materials by the patrons
Content area text	Nonfiction selections taken from across the curriculum
Copyright laws	The exclusive legal rights granted by a government to the owner of intellectual property that protects the copyrighted material from unauthorized duplication, sale, or performance; a legal right to publish a work for a specific number of years
Currency	Up-to-date or timely texts
Cyberbullying	Sending or posting harmful or cruel text or images using the Internet or other digital communication devices
Domain	The portion of an Internet address that identifies the type of organization (e.g., .com, .gov, .edu, .lib, .org, .net, .mil)
Electronic directory	A list of hyperlinks (links) to information organized into a categorical, alphabetical hierarchy.
Environmental print	Familiar print on everyday objects and signage, such as product boxes, wrappers, and company logos
Fair use	A provision of the Copyright Law, Title 17, Section 107 of the U.S. Code, which allows others to make reasonable uses of copyrighted materials for educational purposes
Figurative language	Uses figures of speech as a way of saying something; language that cannot be taken literally (e.g., metaphor, simile, personification, alliteration)
Functional/practical print	Informational and technical text used in everyday living (e.g., recipes, manuals, menus, applications, brochures, warranties)
Genre	A type of literary work identified by its design or purpose (e.g., historical fiction, poetry, fantasy, or realistic fiction)
Graphic organizer	Organizes information on charts, timelines, chains of events, story webs, Venn diagrams, storyboards, etc.
Information literacy skills	The ability to recognize the need for specific information and to formulate an effective plan for its retrieval
Intellectual property rights	A concept in copyright law that protects the works of authors, publishers, and copyright owners from activities such as plagiarism
In-text citations	The complete information about an item written in the text of a document according to the format listed in a recognized style manual (e.g., MLA, APA, Turabian, Chicago)
Literary device	A literary technique, such as mood, *figurative language*, or tone, that is used to achieve a specific effect
Netiquette	Standards of polite behavior while using the Internet

Online public access catalog (OPAC)	A computerized system to catalog and organize materials in a library. OPACs have replaced card-based catalogs in many libraries; an OPAC is available to library users (public access)
Organizational strategies	Methods for arranging information, such as *graphic organizers*, notecards, notetaking, summarizing, paraphrasing, etc.
Practical text	See functional/practical print
Primary source	First-hand information including memoirs, interviews, letters, and public documents
Realia	Real, three-dimensional objects, such as models, specimens, and artifacts as contrasted with replicas
Rubric	A scoring guide used to evaluate the quality of student performance
Scope	The breadth and depth of information
Search engines	Applications that search random Web sites using keyword(s) and then generate a list of documents that contains the keyword(s)
Search strategy	An organized plan that an individual uses to search for information
Search technique	A method used in a search strategy to locate information
Secondary sources	Works that have been collected, interpreted, or published by someone other than the original source
Social networking	Sites where users can easily present information about themselves, create lists of friends, and share comments about interests
Validity	A consistently reliable source
Verso page	The back of a leaf of a book, the back of a book, or the back of the title page; back or left-side of a page of a book that usually contains copyright and publisher information
Text features	Format of a text that guides the reader (e.g., bold, italics, headings, subheadings, graphics, sequence, diagrams, illustrations)
Web environment	A conceptual space that allows a group of people to interact; it is designed to support communication and collaboration (e.g., e-mail, blogs, and wikis)

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