K-12 Library Media Curriculum Framework Revised 2013

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Arkansas Department of Education

Presentation Objectives

- To review the framework revision process
- To become familiar with the newly revised frameworks
- To provide participants with resources

Framework Revision Process

- Comply with legislative and regulatory requirements
- Obtain input from Arkansas Educators, appropriate experts & other stakeholders
- Ensure the Arkansas Library Media Framework is aligned with
  - Reflects current research in the field
  - Current national standards
  - Common Core State Standards
- Ensure appropriate scaffolding & increased rigor

Regulatory Requirements

Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts

July 2009

16.0 STANDARD XI SUPPORT SERVICES

16.02.3

- The role of the library media center shall support technology as a tool for learning.
- The media specialist(s) shall assist students in the development and use of research skills.

Regulatory Requirements

Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program And the Academic Distress Program

- Set clear academic standards periodically reviewed and revised
- Establish professional development standards
- Participate in the Common Core State Standards for ELA & Math

Legislative Requirements

- Public School Library Media and Technology Act
  - Provide assistance, learning opportunities and instruction in information literacy, technologies and the use of the library.
  - Develop and implement a plan that ensures skills are taught in a logical sequence for K-12

Obtaining Input

- Surveys
  - Library Media Specialists
  - Other Educators
  - Workforce

- Experts in the field
  - David Loertscher
  - Barbara Stripling

Surveys

- K-12 Educators
  - 517 responses
- College/University Library Faculty
  - 16 responses
- Arkansas Employers
  - 36 responses

K-12 Educator Survey

- Administrators
- Elementary teachers
- Elementary school librarians
- Middle school librarians
- Secondary teachers
- Secondary school librarians
- K-12 school librarians

How very useful or useful were the 2007 LM Frameworks?

80%	• Planning daily instruction
85%	• Overview of progression & sequence of key ideas
52%	• Assessing student achievement

How very useful or useful were the 2007 LM Frameworks?

72%	• Meeting needs of all students
73%	• Achieving consistency/alignment with other grade level courses
73%	• Preparing students for 21st century living & working

How very useful or useful were the 2007 LM Frameworks?

72%	• Necessary foundation for college-and-career readiness
59%	• Teacher flexibility/creativity in designing instruction
73%	• Preparation for life/work

Recommendations

- Align with Common Core
- Align with AASL's National Standards for the 21st Century Learner
- Greater focus on technology- related skills, website evaluation & researching online
- Higher expectations of students

Higher Education – incoming freshmen

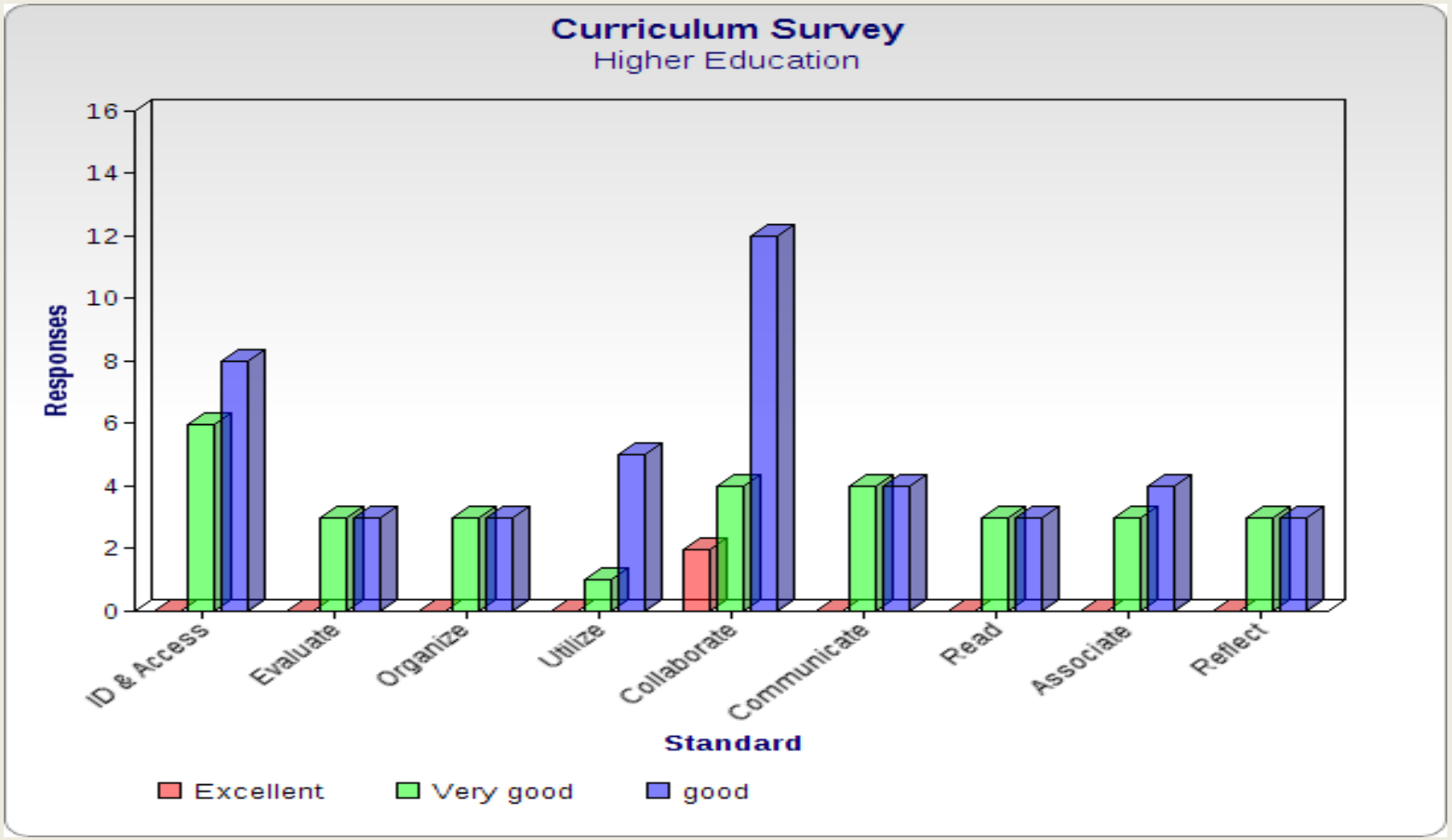
16 responses

Vs.

Workforce – new employees

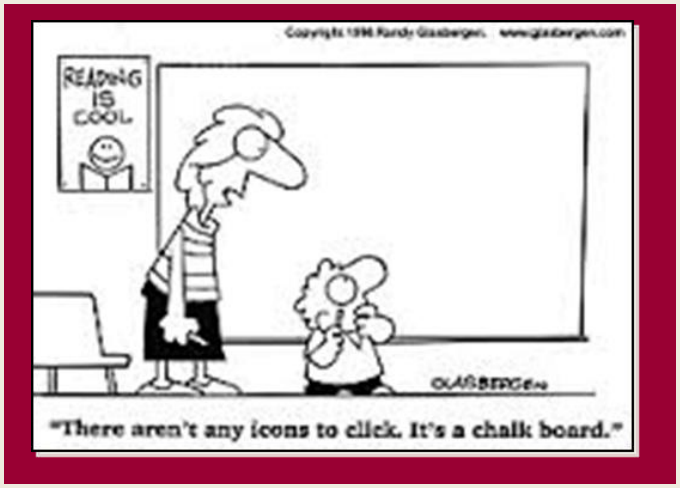
36 responses

Higher Education



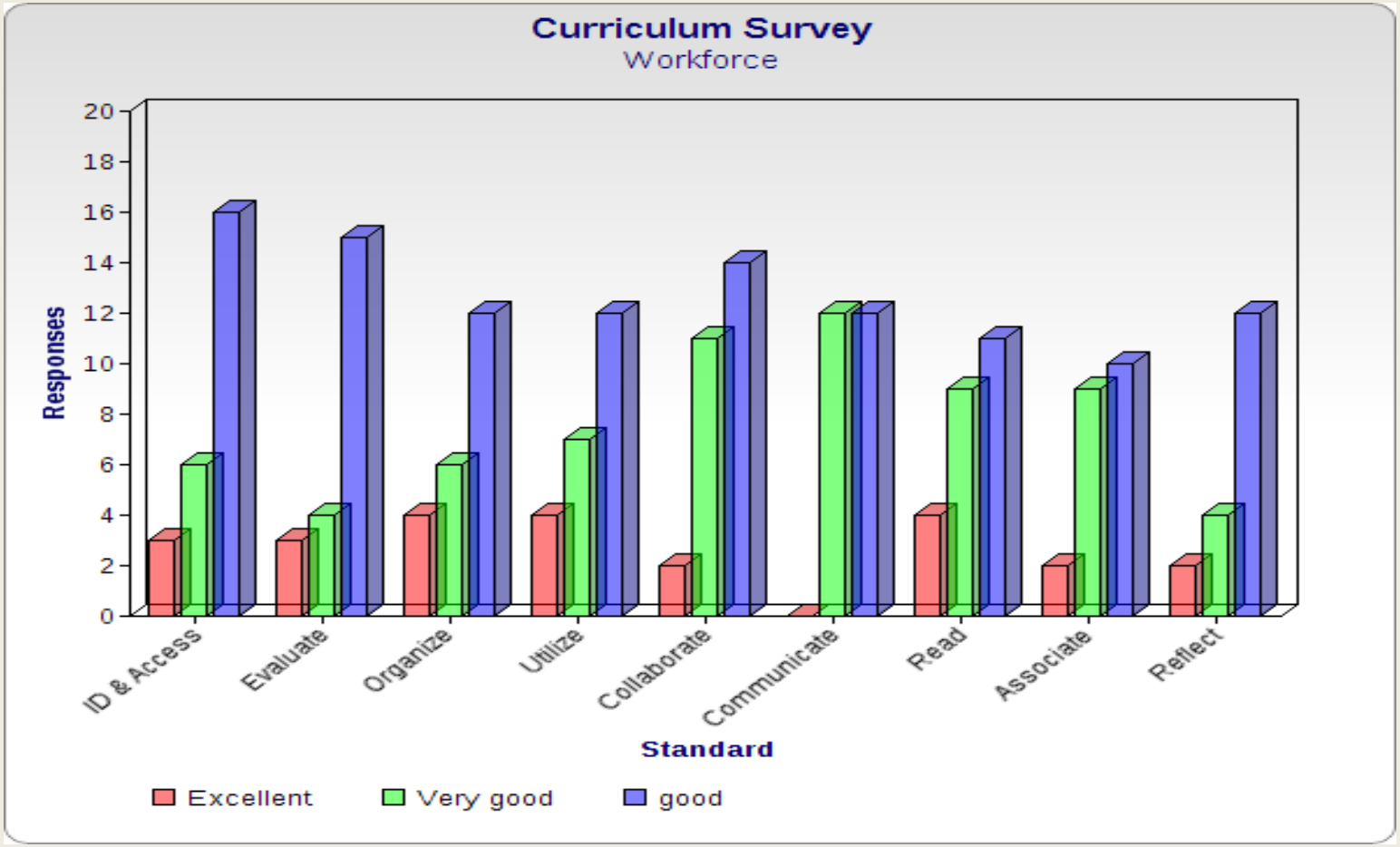
Recommendations

- Greater emphasis on information literacy instruction in high school



- Greater emphasis on digital literacy instruction in high school

Workforce


Curriculum Survey
Workforce
Responses
20
18
16
14
12
10
8
6
4
2
0
ID & Access
Evaluate
Organize
Utilize
Collaborate
Communicate
Read
Associate
Reflect
Standard
Excellent
Very good
good

Recommendations

- Build critical thinking and basic life skills
- Provide more opportunities for inquiry
- Focus on searching, evaluating & applying information
- Increase reading for life-long learning

What did the experts say?

- Dr. David Loertscher
  - Ph.D. from Indiana University
  - The University of Arkansas, The University of Oklahoma, and now at San Jose State University
  - Publisher--Libraries Unlimited, Hi Willow Research & Publishing (distributed by LMC Source at www.lmcsource.com)
  - Past president American Association of School Librarians
- Dr. Barbara Stripling
  - Assistant Professor of Practice at Syracuse University
  - Current president of ALA
  - Past Director of Library Services at New York City Department of Education
  - Director of Library Programs at New Visions for Public Schools, New York City
  - Director of Instructional Services at Fayetteville (AR) Public Schools

Loertscher's Recommendations

1. Reading fluency in both fiction and informational texts, including complex texts and reading online

2. Developing the love of reading, writing, viewing, listening, critiquing, and discussion of many genres and formats

Loertscher's Recommendations

3. Inquiry in its broadest sense both in formal and informal learning

4. Digital citizenship

Loertscher's Recommendations

5. The creation and use of many forms of media such as video, audio, mashups, and augmented reality, as well as the creation of texts in a host of digital environments such as digital curation and storytelling

6. The successful use of Web 2.0 tools in ways that actually boost teaching and learning

Loertscher's Recommendations

7. Encouragement to use project-based learning, personalized learning, self-directed learning, game-based learning, badges, creativity, critical thinking, flip education and a host of other constructivist strategies as the main feature of the library/learning commons program

Loertscher's Recommendations

9. The acceptance of BYOD in access to the highest quality of information and technology tools

8. The building of personal expertise, cooperative group work, and collaborative

intelligence

Loertscher's Recommendations

10. The realization that children and teens are as much teacher as they are learner

11. The development by each young person of a personal learning environment

Loertscher's Recommendations

12. The encouragement of informal learning alongside formal learning

13. The need to fold social media skills over into academic skills

Loertscher's Recommendations

14. The enlargement of the concept of a library website into the concept of a virtual learning commons

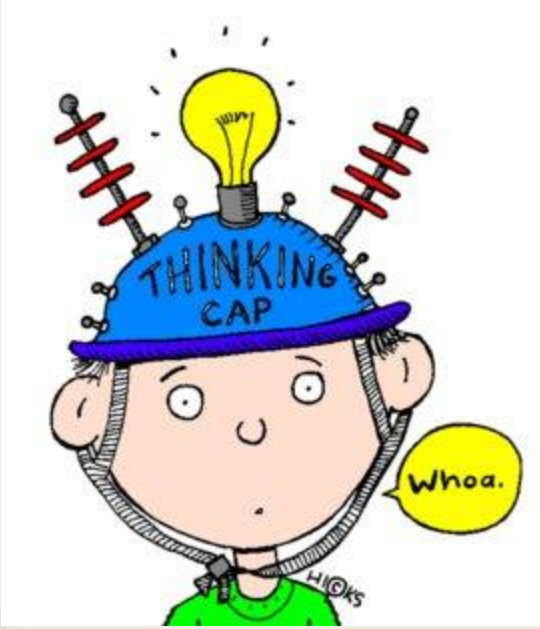
Stripling's Recommendations

1. Broaden the Context of the Information World—go beyond print

- look at the skills required for accessing, evaluating, and using information presented in formats other than print
- Include how information on the Web is organized and accessed
- Address organization of information **within** a resource: skills of navigation and interpreting the organization of information

Stripling's Recommendations

2. Increase Emphasis on Student Critical Thinking, Creation and Production

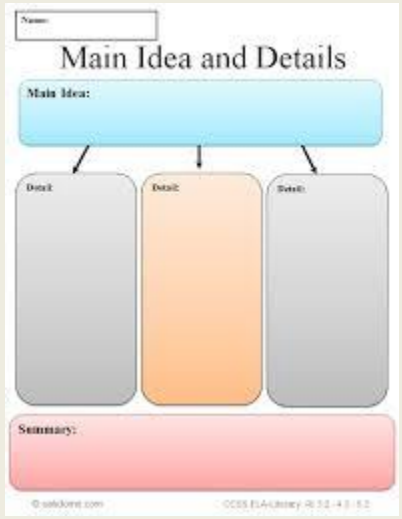


- The Common Core emphasizes the critical thinking skills that are necessary for performing inquiry or pursuing thoughtful research:
  - Refining a topic, drawing conclusions, and creating original ideas
- Application of critical thinking to produce
  - their own conclusions, lines of argument, innovative solutions, and creative ideas
  - presentations in multiple formats

Stripling's Recommendations

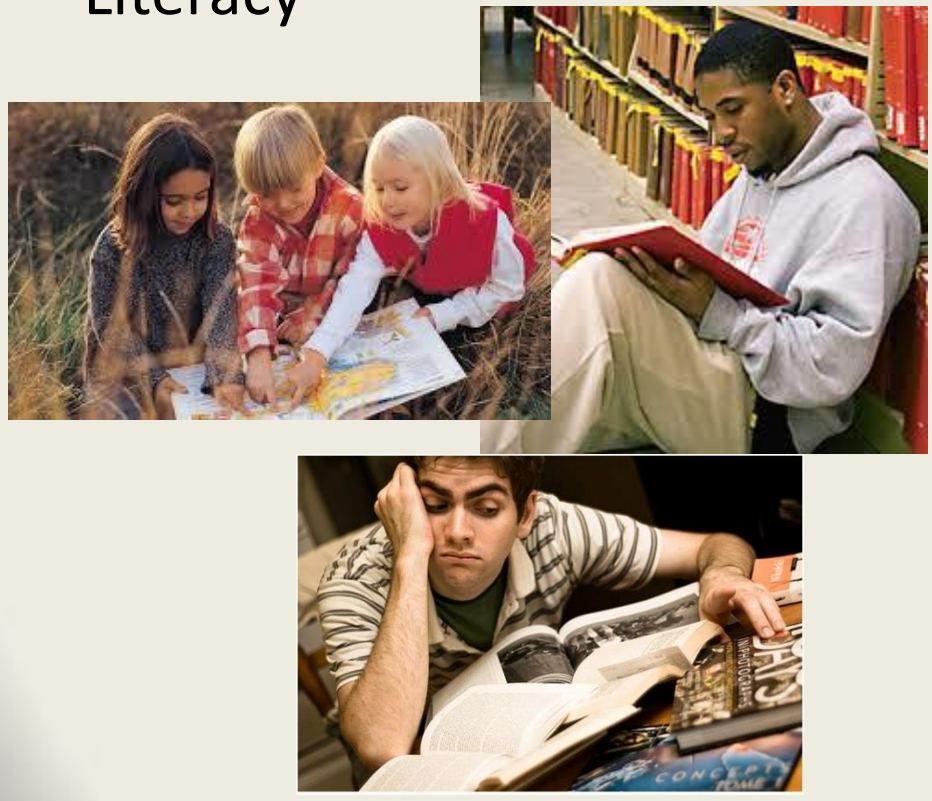
- Formative assessment should be integral to this curriculum framework
- A verb like "recognize" cannot be assessed as easily as "identify"
- Consider developing graphic organizers for priority benchmark skills

3. Include Attention to Assessment



Stripling's Recommendations

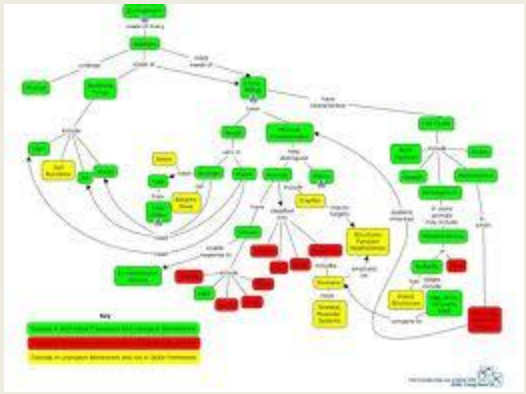
4. Redefine the Role of the Library in Reading and Literacy

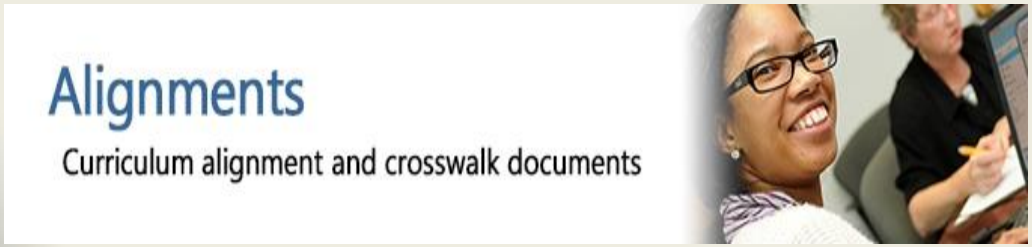


- Reading has expanded to the concept of literacy
- Includes comprehension, fluency, analysis, interpretation, evaluation, multiple literacies, writing and producing, and the whole process of making meaning from text as it is presented in any format
- Connect the broader concept of literacy and the information skills that are integral to that concept
- Librarians have a prominent role in developing the dispositions and motivation for independent reading.
- Independent reading = Personal Growth

Stripling's Recommendations

5. Align the Arkansas Framework with the Skills of the Common Core





- Skills taught through the library are broader than the skills of the Common Core
- Are organized in an inquiry/library framework that is different from a literacy framework
- Research in the Common Core is actually inquiry, not finding and copying information.
- Some of the skills in the Common Core have not traditionally been a part of a library curriculum, but they could (and should) be incorporated (e.g., developing a line of argument).

Framework Committee Tasks

- Ensure the Arkansas Library Media Framework is aligned with
  - Reflects current research in the field
  - Current national standards
  - Common Core State Standards
- Consider input from appropriate sources
  - Other state and national standards and CCSS
  - Implications of current research
  - Results of the educator and workforce surveys
  - Recommendations by experts

Committee Composition

- 32 members
  - 29 K-12 school librarians
  - 2 college-level faculty
  - 1 administrator
- All five ACTAAP regions represented
- All grade levels represented
- Urban, suburban and rural districts
- Experience working in school libraries - 3 to 41 years

Revision Process

- Committee met two weeks in June-July 2013
- Reviewed the source documents
- Four grade-level subcommittees
  - K-2
  - 3-5
  - 6-8
  - 9-12

- Entire group critiqued final drafts
- ADE staff members facilitated all tasks

Revision Process

- ADE staff performed finishing tasks
  - Formatted all documents
  - Proofread all drafts for grammar, spelling, accuracy, etc.
  - Cross-referenced drafts to ensure consistency
- State Board of Education adopted revised framework on March 20,2014
- Newly revised framework will be implemented starting in fall 2014
- Professional development will be provided during summer 2014

Finding the Framework

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Learning Services
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TEACH CHINESE
DISTRICTS INTERESTED IN THE TEACH CHINESE IN ARKANSAS PROGRAM SHOULD CONTACT ADE BY MARCH 31, 2014
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Dr. Tom Kimbrell
Bio | Welcome Letter
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COMMON CORE
STATE STANDARDS INITIATIVE
ALPHABETICAL LIST OF TOPICS
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
POPULAR LINKS
Pressroom
ADE Blog
MOST ASKED QUESTIONS
Q. WHERE CAN I FIND THE CODE OF ETHICS TRAINING
CALENDAR OF EVENTS
03/17/2014-05/02/2014
TESTING CALENDAR
Window for English Language Development Assessment for limited English proficient students K-12
http://www.arkansased.org/divisions/learning-services
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Curriculum and Instruction
Digital Learning K-12
Education Renewal Zones
Federal Programs
Foster Care Liaison
Gifted & Talented and Advanced Placement
Guidance and School Counseling
Home Schools
Migrant Education
PARCC
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LEARNING SERVICES
The Division of Learning Services is a team of professionals, within the Arkansas Department of Education, who support quality performance for all students and share a common vision for education in Arkansas. The Division is divided into seventeen units, whose mission is to support Arkansas schools by providing training and education to teachers and administrators, monitoring the progress of the learning environment and giving feedback on this progress.
For more information, please contact:
Dr. Megan Witonski, Assistant Commissioner
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall, Room 306-B
Little Rock, AR 72201
Phone: 501-683-4800
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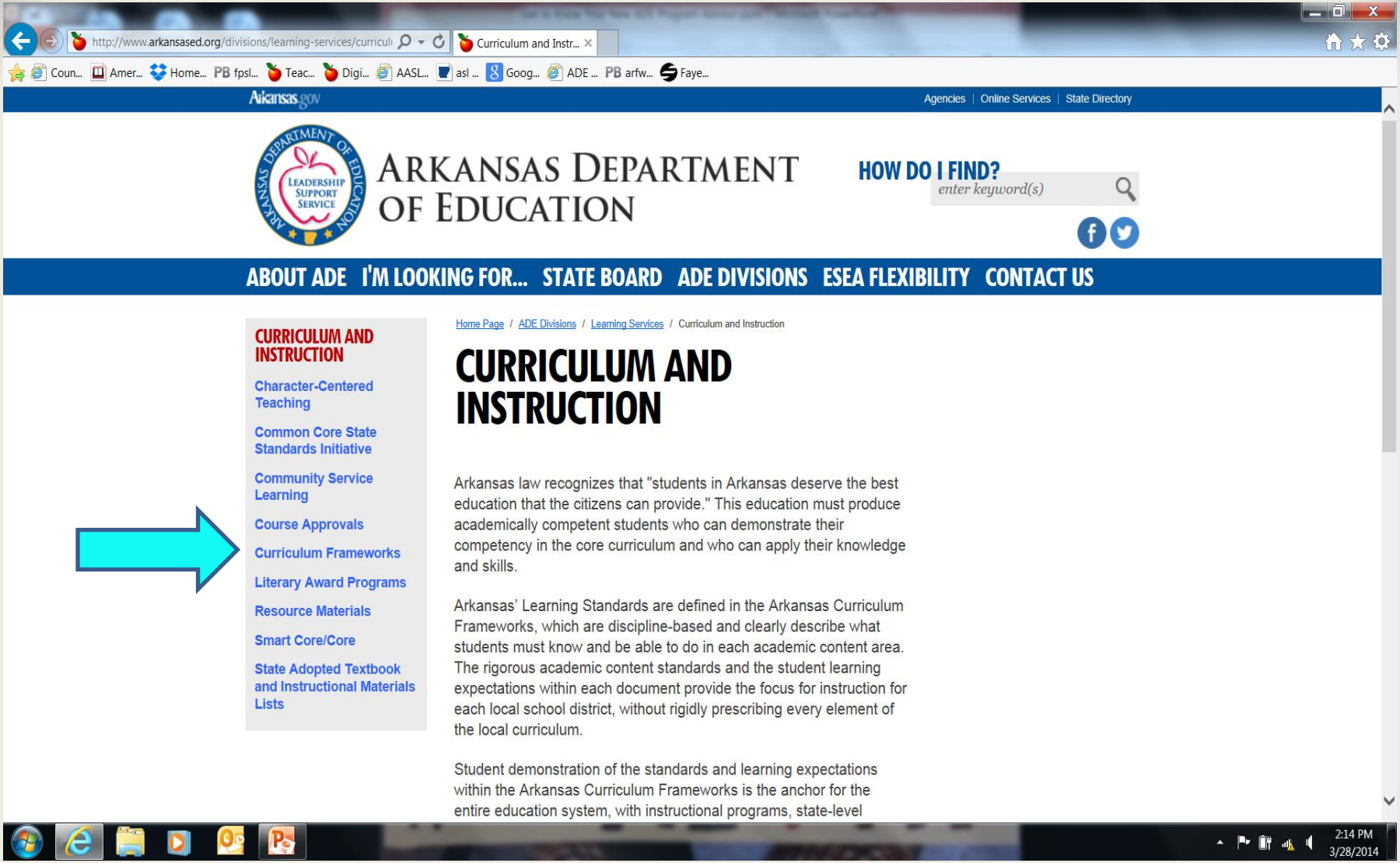
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CURRICULUM AND INSTRUCTION
Arkansas law recognizes that "students in Arkansas deserve the best education that the citizens can provide." This education must produce academically competent students who can demonstrate their competency in the core curriculum and who can apply their knowledge and skills.
Arkansas' Learning Standards are defined in the Arkansas Curriculum Frameworks, which are discipline-based and clearly describe what students must know and be able to do in each academic content area. The rigorous academic content standards and the student learning expectations within each document provide the focus for instruction for each local school district, without rigidly prescribing every element of the local curriculum.
Student demonstration of the standards and learning expectations within the Arkansas Curriculum Frameworks is the anchor for the entire education system, with instructional programs, state-level
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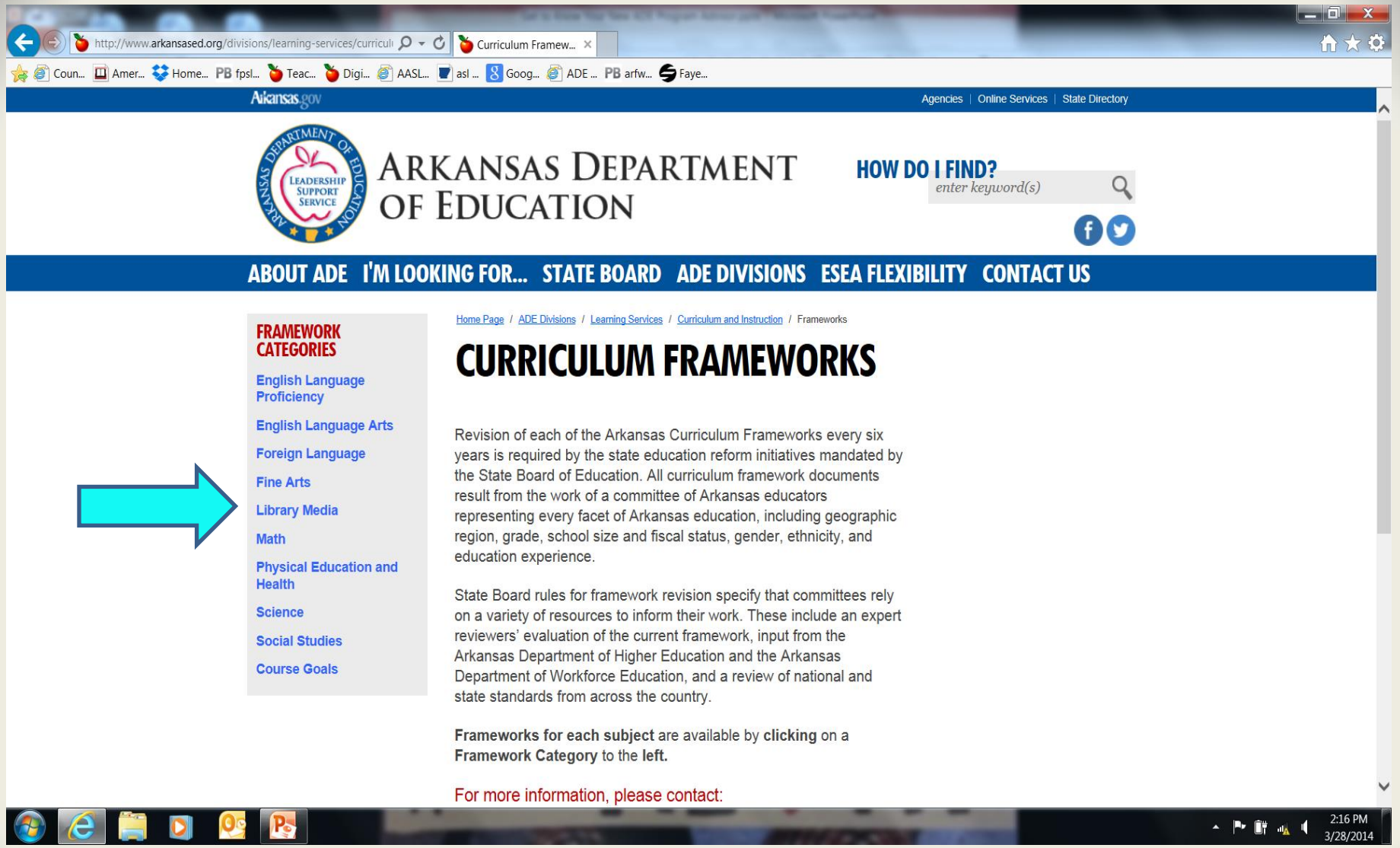
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Fine Arts
Library Media
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Science
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Course Goals
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CURRICULUM FRAMEWORKS
Revision of each of the Arkansas Curriculum Frameworks every six years is required by the state education reform initiatives mandated by the State Board of Education. All curriculum framework documents result from the work of a committee of Arkansas educators representing every facet of Arkansas education, including geographic region, grade, school size and fiscal status, gender, ethnicity, and education experience.
State Board rules for framework revision specify that committees rely on a variety of resources to inform their work. These include an expert reviewers' evaluation of the current framework, input from the Arkansas Department of Higher Education and the Arkansas Department of Workforce Education, and a review of national and state standards from across the country.
Frameworks for each subject are available by clicking on a Framework Category to the left.
For more information, please contact:
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Course Goals
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LIBRARY MEDIA
Library Media K-12 (Expires June 30, 2014) (PDF)
Library Media K-12 (Expires June 30, 2014) (DOC)
Library Media K-12 (Valid July 1, 2014) (PDF)
Library Media K-12 (Valid July 1, 2014) (DOCX)
For more information, please contact:
Dr. Tracy Tucker, Director of Curriculum and Instruction
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall, Room 301-B
Little Rock, AR 72201
Phone: 501-682-1991
ALPHABETICAL LIST OF TOPICS A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
COMMON CORE STATE STANDARDS INITIATIVE
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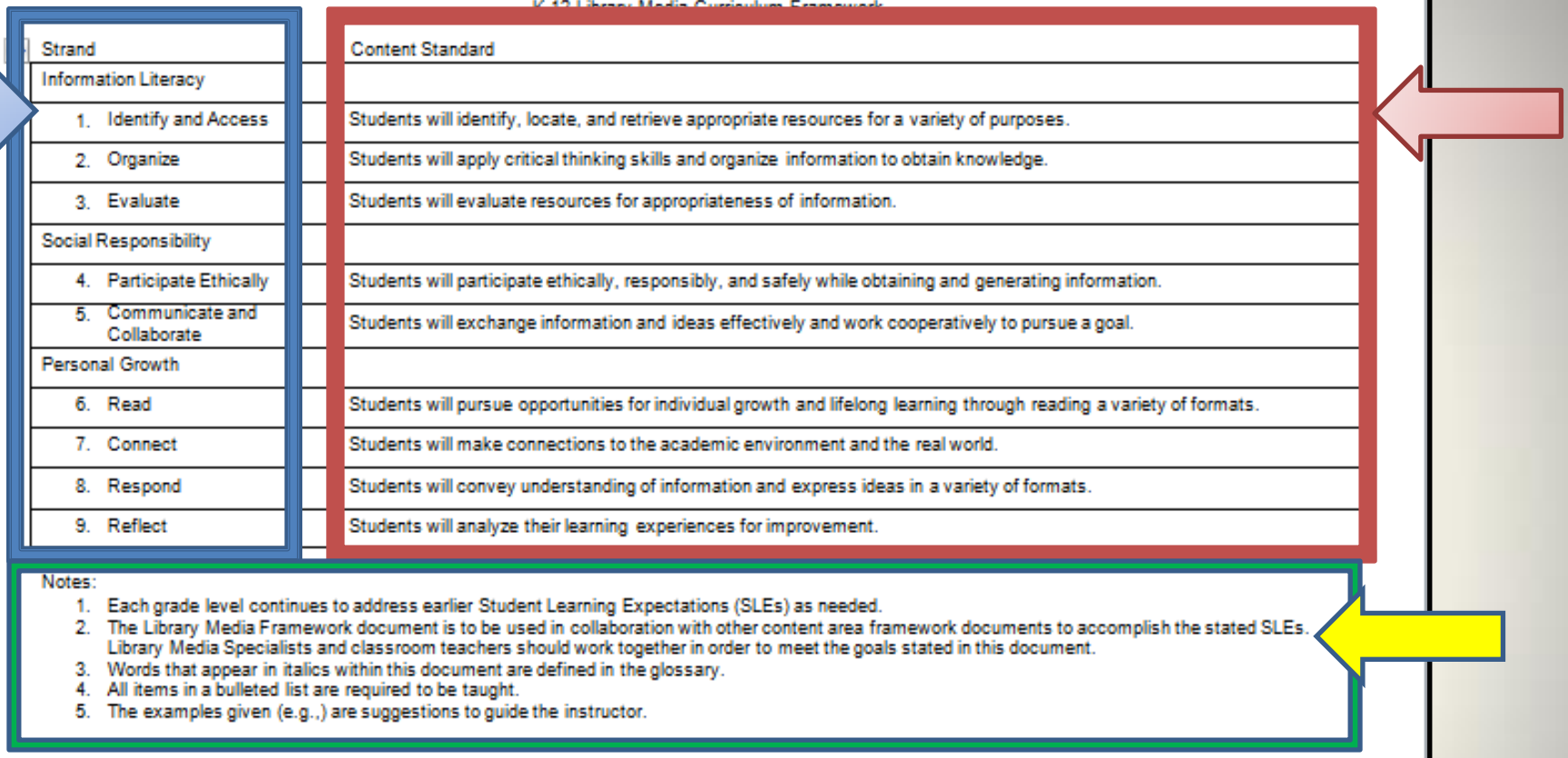
K-12

Library Media Curriculum Framework

Revised 2013



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.

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.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Identify and Access	IL.1.K.1 Recognize the purpose and organization of the school library media center • major sections • author's last name	IL.1.1.1 Demonstrate knowledge of the purpose and organization of the school library media center to locate resources by referring to • major sections (e.g., easy, fiction, nonfiction, reference, *digital resources*) • author's last name, alphabetically	IL.1.2.1 Demonstrate knowledge of the purpose and organization of the school library media center to locate resources by referring to • major sections (e.g., easy, fiction, nonfiction, reference, *digital resources*, *periodicals*) • author's last name, alphabetically • *Dewey Decimal Classification System*, numerically by subject	IL.1.3.1 Demonstrate knowledge of the purpose and organization of the school library media center to locate resources by referring to • major sections (e.g., easy, fiction, nonfiction, reference, *digital resources*, *periodicals*, biographies, special collections) • author's last name, alphabetically • *Dewey Decimal Classification System*, numerically by subject	IL.1.4.1 Utilize knowledge of the organization of the school library media center to locate resources by referring to • major sections (e.g., easy, fiction, nonfiction, reference, *digital resources*, *periodicals*, biographies, special collections) • *statement of responsibility* (e.g., author, editor, illustrator) • *Dewey Decimal Classification System*, numerically by subject	IL.1.5.1 Utilize knowledge of the organization of the school library media center to locate resources by referring to • major sections (e.g., fiction, nonfiction, reference, *digital resources*, *periodicals*, biographies, special collections) • *statement of responsibility* (e.g., author, editor, illustrator) • *Dewey Decimal Classification System*, numerically by subject and by author's last name
	IL.1.K.2 Recognize the purpose of an *Online Public Access Catalog (OPAC)*	IL.1.1.2 Recognize the purpose of an *Online Public Access Catalog (OPAC)* and locate resources, with guidance (e.g., author, title search)	IL.1.2.2 Utilize *Online Public Access Catalog (OPAC)* to locate appropriate resources, with guidance (e.g., author, title search, subject, keyword)	IL.1.3.2 Utilize *Online Public Access Catalog (OPAC)* to locate appropriate resources, with guidance (e.g., author, title search, subject, keyword)	IL.1.4.2 Utilize *Online Public Access Catalog (OPAC)* to locate appropriate resources, with guidance (e.g., author, title search, subject, keyword)	IL.1.5.2 Utilize *Online Public Access Catalog (OPAC)* search strategies to locate appropriate resources, with guidance (e.g., author, title search, subject, keyword)
	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	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	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	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	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	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

Key: IL.1.K.1 = Information Literacy Content Standard 1.Kindergarten.1st Student Learning Expectation

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.						
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Key: IL.1.K.1 = Information Literacy.Content Standard 1.Kindergarten.1st Student Learning Expectation

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	IL.1.6.1 Utilize knowledge of school library media center organization to locate resources by referring to • major sections (e.g., fiction, nonfiction, reference, *digital resources*, *periodicals*, special collections) • *statement of responsibility* (e.g., author, editor, illustrator) • *Dewey Decimal Classification System*	IL.1.7.1 Utilize knowledge of school library media center organization to locate resources by referring to • major sections (e.g., fiction, nonfiction, reference, *digital resources*, *periodicals*, special collections) • *statement of responsibility* (e.g., author, editor, illustrator) • *Dewey Decimal Classification System*	IL.1.8.1 Utilize knowledge of school library media center organization to locate resources by referring to • major sections (e.g., fiction, nonfiction, reference, *digital resources*, *periodicals*, special collections) • *statement of responsibility* (e.g., author, editor, illustrator) • *Dewey Decimal Classification System*
	IL.1.6.2 Utilize *Online Public Access Catalog (OPAC)* to locate appropriate resources, with guidance • *advanced search strategies* (e.g., author, title, subject, keyword, subtopic, cross-reference, *Boolean operators*)	IL.1.7.2 Utilize *Online Public Access Catalog (OPAC)* to locate appropriate resources, with guidance • *advanced search strategies* (e.g., author, title, subject, keyword, subtopic, cross-reference, *Boolean operators*)	IL.1.8.2 Utilize *Online Public Access Catalog (OPAC)* to locate appropriate resources, with guidance • *advanced search strategies* (e.g., author, title, subject, keyword, subtopic, cross-reference, *Boolean operators*, special features)
	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)	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)	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)

Key: IL.1.6.1 = Information Literacy.Content Standard 1.Grade 6.1st Student Learning Expectation

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.1.9.1 Apply knowledge of library organization and arrangement in the school library media center to locate resources using • *Dewey Decimal Classification System* • special collections (e.g., reference, Arkansas, local history, career, parent, college catalog, test preparation)	IL.1.10.1 Apply knowledge of library organization and arrangement in the school library media center to locate resources using • *Dewey Decimal Classification System* • special collections (e.g., reference, Arkansas, local history, career, parent, college catalog, test preparation)	IL.1.11.1 Apply knowledge of library organization and arrangement in the school library media center to locate resources using • *Dewey Decimal Classification System* • special collections (e.g., reference, Arkansas, local history, career, parent, college catalog, test preparation)	IL.1.12.1 Apply knowledge of library organization and arrangement in the school library media center to locate resources using • *Dewey Decimal Classification System* • special collections (e.g., reference, Arkansas, local history, career, parent, college catalog, test preparation)
	IL.1.9.2 Utilize *Online Public Access Catalog (OPAC)* to locate appropriate resources, with guidance • *advanced search strategies* (e.g., author, title, subject, keyword, subtopic, cross-reference, *Boolean operators*, special features)	IL.1.10.2 Utilize *Online Public Access Catalog (OPAC)* to locate appropriate resources, with guidance • *advanced search strategies* (e.g., author, title, subject, keyword, subtopic, cross-reference, *Boolean operators*, special features)	IL.1.11.2 Utilize *Online Public Access Catalog (OPAC)* to locate appropriate resources, with guidance • *advanced search strategies* (e.g., author, title, subject, keyword, subtopic, cross-reference, *Boolean operators*, special features)	IL.1.12.2 Utilize *Online Public Access Catalog (OPAC)* to locate appropriate resources, with guidance • *advanced search strategies* (e.g., author, title, subject, keyword, subtopic, cross-reference, *Boolean operators*, special features)
	IL.1.9.3 Recognize other types of libraries, which are organized differently from the school library media center (e.g., academic libraries)	IL.1.10.3 Recognize other types of libraries, which are organized differently from the school library media center (e.g., academic libraries)	IL.1.11.3 Recognize the Library of Congress Classification System	IL.1.12.3 Recognize the Library of Congress Classification System

Key: IL.1.9.1 = Information Literacy.Content Standard 1.Grade 9.1st Student Learning Expectation

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

Key: IL.3.K.1 = Information Literacy.Content Standard 3.Kindergarten.1st Student Learning Expectation

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	IL.3.9.1 Critique and revise a completed task using established criteria IL.3.9.2 Select appropriate information resources using established criteria (e.g., usefulness, *relevance*, clarity of organization, *currency*, validity, *authority*, *domains*, *scope*, *bias*, readability, accuracy, *propaganda*) 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 *bias* in curriculum content tasks. IL.3.9.4 Differentiate between the appropriate use of *primary sources* and/or *secondary sources* for a specific task	IL.3.10.1 Critique and revise a completed task using established criteria IL.3.10.2 Select appropriate information resources using established criteria (e.g., usefulness, *relevance*, clarity of organization, *currency*, validity, *authority*, *domains*, *scope*, *bias*, readability, accuracy, *propaganda*) 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 *bias* in curriculum content tasks. IL.3.10.4 Differentiate between the appropriate use of *primary sources* and/or *secondary sources* for a specific task	IL.3.11.1 Critique and revise a completed task using established criteria IL.3.11.2 Select appropriate information resources using established criteria (e.g., usefulness, *relevance*, clarity of organization, *currency*, validity, *authority*, *domains*, *scope*, *bias*, readability, accuracy, *propaganda*) 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 *bias* in curriculum content tasks. IL.3.11.4 Analyze *primary sources* and *secondary sources* across the disciplines	IL.3.12.1 Critique and revise a completed task using established criteria IL.3.12.2 Select appropriate information resources using established criteria (e.g., usefulness, *relevance*, clarity of organization, *currency*, validity, *authority*, *domains*, *scope*, *bias*, readability, accuracy, *propaganda*) 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 *bias* in curriculum content tasks. IL.3.12.4 Analyze *primary sources* and *secondary sources* across the disciplines

Key: IL.3.9.1 = Information Literacy.Content Standard 3.Grade 9.1st Student Learning Expectation

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	PG.6.6.1 Read for pleasure and personal learning PG.6.6.2 Read from or listen to a variety of increasingly complex • *informational texts* • *literary texts* • *multicultural texts* PG.6.6.3 Utilize reading strategies to interpret language and discuss how authors use *literary devices* PG.6.6.4 This SLE has been mastered in Grade 5; however, students will continue to evaluate story elements. PG.6.6.5 This SLE has been mastered in Grade 5; however, students will continue to examine author's purpose. 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)	PG.6.7.1 Read for pleasure and personal learning PG.6.7.2 Read from or listen to a variety of increasingly complex • *informational texts* • *literary texts* • *multicultural texts* PG.6.7.3 Utilize reading strategies to interpret language and discuss how authors use *literary devices* PG.6.7.4 This SLE has been mastered in Grade 5; however, students will continue to evaluate story elements. PG.6.7.5 This SLE has been mastered in Grade 5; however, students will continue to examine author's purpose. 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)	PG.6.8.1 Read for pleasure and personal learning PG.6.8.2 Read from or listen to a variety of increasingly complex • *informational texts* • *literary texts* • *multicultural texts* PG.6.8.3 Utilize reading strategies to interpret language and discuss how authors use *literary devices* PG.6.8.4 This SLE has been mastered in Grade 5; however, students will continue to evaluate story elements. PG.6.8.5 This SLE has been mastered in Grade 5; however, students will continue to examine author's purpose. 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)

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	IL.1.6.4 Utilize parts of a book to locate information for a specific purpose • *afterword* • appendix • author • bibliography • *copyright* • dedication page • glossary • illustrator • index • physical features (e.g., back cover, front cover, spine) • preface • synopsis/*blurb* • table of contents • title • title page IL.1.6.5 Utilize *text features* to locate information for a specific purpose (e.g., headings, bold print, illustrations, italics, *electronic menus*, *icons*, subheadings, diagrams, key words, sidebars, hyperlinks, captions, tabs, maps, photographs, *boxed text*, drop-down menus, charts, graphs, timelines, animations, *interactive elements* on Web pages, topic sentences)	IL.1.7.4 Utilize parts of a book to locate information for a specific purpose • *afterword* • appendix • author • bibliography • *copyright* • dedication page • glossary • illustrator • index • physical features (e.g., back cover, front cover, spine) • preface • synopsis/*blurb* • table of contents • title • title page IL.1.7.5 Utilize *text features* to locate information for a specific purpose (e.g., headings, bold print, illustrations, italics, *electronic menus*, *icons*, subheadings, diagrams, key words, sidebars, hyperlinks, captions, tabs, maps, photographs, *boxed text*, drop-down menus, charts, graphs, timelines, animations, *interactive elements* on Web pages, topic sentences)	IL.1.8.4 Utilize parts of a book to locate information for a specific purpose • *afterword* • appendix • author • bibliography • *copyright* • dedication page • glossary • illustrator • index • physical features (e.g., back cover, front cover, spine) • preface • synopsis/*blurb* • table of contents • title • title page IL.1.8.5 Utilize *text features* to locate information for a specific purpose (e.g., headings, bold print, illustrations, italics, *electronic menus*, *icons*, subheadings, diagrams, key words, sidebars, hyperlinks, captions, tabs, maps, photographs, *boxed text*, drop-down menus, charts, graphs, timelines, animations, *interactive elements* on Web pages, topic sentences)

Key: IL.1.6.4 = Information Literacy Content Standard 1.Grade 6.4th Student Learning Expectation

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	IL.3.9.1 Critique and revise a completed task using established criteria IL.3.9.2 Select appropriate information resources using established criteria (e.g., usefulness, *relevance*, clarity of organization, *currency*, validity, *authority*, *domains*, *scope*, *bias*, readability, accuracy, *propaganda*) 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 *bias* in curriculum content tasks. IL.3.9.4 Differentiate between the appropriate use of *primary sources* and/or *secondary sources* for a specific task	IL.3.10.1 Critique and revise a completed task using established criteria IL.3.10.2 Select appropriate information resources using established criteria (e.g., usefulness, *relevance*, clarity of organization, *currency*, validity, *authority*, *domains*, *scope*, *bias*, readability, accuracy, *propaganda*) 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 *bias* in curriculum content tasks. IL.3.10.4 Differentiate between the appropriate use of *primary sources* and/or *secondary sources* for a specific task	IL.3.11.1 Critique and revise a completed task using established criteria IL.3.11.2 Select appropriate information resources using established criteria (e.g., usefulness, *relevance*, clarity of organization, *currency*, validity, *authority*, *domains*, *scope*, *bias*, readability, accuracy, *propaganda*) 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 *bias* in curriculum content tasks. IL.3.11.4 Analyze *primary sources* and *secondary sources* across the disciplines	IL.3.12.1 Critique and revise a completed task using established criteria IL.3.12.2 Select appropriate information resources using established criteria (e.g., usefulness, *relevance*, clarity of organization, *currency*, validity, *authority*, *domains*, *scope*, *bias*, readability, accuracy, *propaganda*) 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 *bias* in curriculum content tasks. IL.3.12.4 Analyze *primary sources* and *secondary sources* across the disciplines

Key: IL.3.9.1 = Information Literacy Content Standard 3.Grade 9.1st Student Learning Expectation

Glossary for K-12 Library Media

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

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Barbara Jones – Pine Bluff School District	

Resources for Implementing the Frameworks

- Hoorayforbooks Wiki
- AASL website
- Arkansas State Library website

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last edited by Cassandra Barnett 3 weeks ago

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Excuse My Mess - I am revising this wiki and some confusion may occur when attempting to use it. I will work as fast as I can.

Hoorayforbooks

Arkansas School Library Media Centers wiki

School Library News

Best Practices in School Library Programs

Licensure, Accreditation & Evaluation

Policies & Laws affecting Arkansas School Libraries

Professional Resources

Resources for Teaching & Learning

Standards, Curriculum & Assessment

Wiki maintained by the Arkansas Department of Education, Curriculum & Instruction Unit. For further information, contact Cassandra Barnett, Program Advisor for School Libraries, cassandra.barnett@arkansas.gov

http://hoorayforbooks.pbworks.com/

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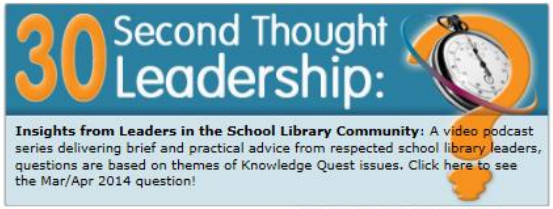

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ALA President Barbara Stripling's free webinar series continues with 'STEAM in Libraries'
Posted on May 2, 2014 | 11:10 am

New AASL webinar promotes CCSS collaboration between school and public librarians
Posted on April 29, 2014 | 3:45 pm

AASL announces winners of School Library Month student video contest
Posted on April 29, 2014 | 12:39 pm

New School Library Research articles explore evidence-based practice and innovation
Posted on April 28, 2014 | 4:09 pm

Eaglecrest High School named National School Library Program of the Year
Posted on April 22, 2014 | 3:36 pm

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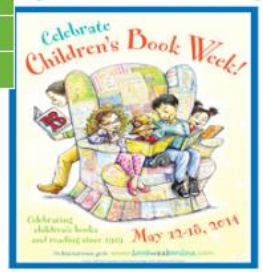

2014 CHILDREN'S CHOICE BOOK AWARDS

2014 TEEN CHOICE BOOK AWARDS

Voting is open until May 12

More Information

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Calendar

05/05/2014 - 05/06/2014 | National Library Legislative Day
05/09/2014 - 05/09/2014 | CE 2014 Directors Panel Discussion
05/10/2014 - 05/12/2014 | Battle of Spotsylvania, Virginia (1864)
05/11/2014 | Mother's Day
05/11/2014 | Battle of Yellow Tavern, Virginia (1864)

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Welcome

State Librarian Carolyn Ashcraft

The Arkansas State Library serves as a resource for state government, for public libraries and for all Arkansas citizens. We offer a wide range of services with an overall mission to provide all Arkansans with access to information.

I invite you to look through the information and resources offered through this web site. It will be constantly changing and evolving as we move forward into the future.

Welcome to the Arkansas State Library!

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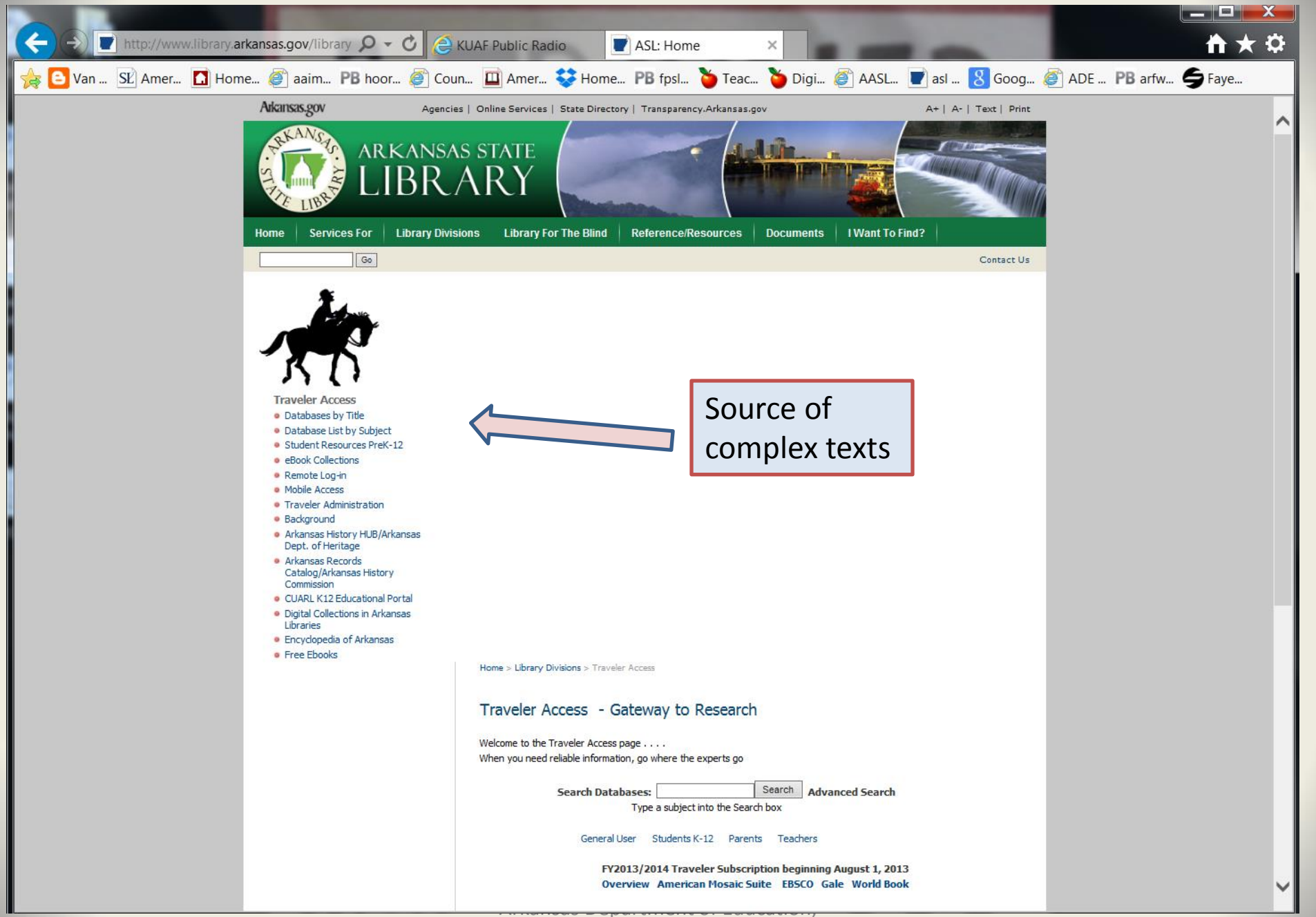
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- Train the trainers
- Workshops at Co-ops this summer
- Resources on the Hooray for Books wiki
- Session at ArASL Summer Workshop
- Pre-conference at ArLA
- Frameworks-in-Action

Questions?

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