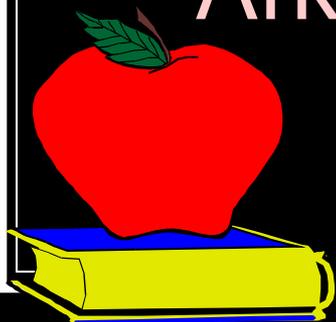


2007 Arkansas Library Media Framework Review

Margaret Amps

Arkansas Department of Education

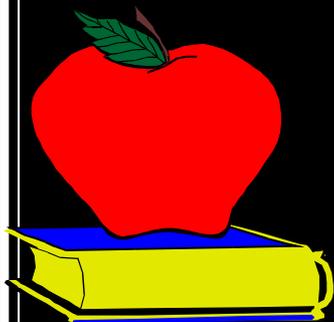


Library Media Framework K-12

2007 Edition

Approved by State Board

December 10, 2007



Goals For Today's Session

To review the framework development process

To become familiar with the Library Media framework for grades K-12

To look at the curriculum flow from grade level to grade level

To look at grade specific frameworks

To locate frameworks on ADE website

Support for the Frameworks

STATE

Public School Library Media and Technology Act

“Develop and implement a plan that ensures that skills are taught in a logical sequence for kindergarten through grade twelve (K-12)”

NATIONAL

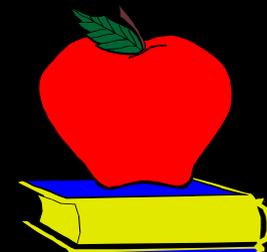
Support the American Association of School Librarians

“Standards for the 21st Century Learner”

21st Century Skills from the Partnership for 21st Century Skills

Library Media Framework Development

**Committee met 10 days in summer
and 8 days during the school year.**



Committee Structure

Committee made up of the following:

**2 to 3 library media specialist from
each grade level**

1 reading specialist

1 college library media professor

1 administrator

Total of 37 participants

Committee Members

Regions

Small and large districts

Rural and Suburban districts

All levels, K-12, K-6, 5-8, 9-12, etc.

Diverse population and gender

Library Media Framework Resources

**Library Media and Technology Frameworks
from approximately 25 states**

**Arkansas Content Frameworks
(ELA, Soc. Studies, Sci., etc.)**

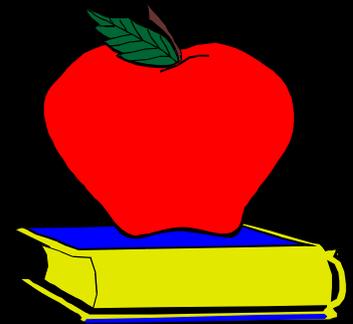
Current Research

National Organizations

- **American Association of School Librarians (AASL) draft**
- **International Society for Technology in Education (ISTE)**
- **Partnership for 21st Century Skills**

Library Media Framework Format

- **Grade Level Specific for grades K-12**
- **Format same as the other content frameworks**
- **AASL Standards for the 21st-Century Learner**
- **SLE's are specific**
- **Vertical Alignment**
- **Rigorous**



Process Framework

We are NOT connected to one **content area**

We teach **WAYS** students can
investigate, find and use information

We teach **HOW** to use the tools and resources

We teach a **PROCESS** not specific content!

STRANDS

Inquiry

Application

Connection

Library Media Framework

Strand	Content Standard
Inquiry	
1. Identify and Access	Student...ate resources for a variety of purposes.
2. Evaluate	Student...ess of information.
Application	
3. Organize	Student...nize information to obtain knowledge.
4. Utilize	to fulfill a purpose.
5. Collaborate	
6. Communicate	ctively and responsibly.
Connection	
7. Read	Student...rowth and lifelong learning through reading.
8. Associate	Student...nvironment and the real world.
9. Reflect	Student...or improvement.

**3 Strands:
INQUIRY
APPLICATION
CONNECTION**

*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.

Content Standards

Inquiry

- Identify and Access
- Evaluate

Application

- Organize
- Utilize
- Collaborate
- Communicate

Connection

- Read
- Associate
- Reflect

Library Media Framework

Strand	Content Standard	
Inquiry		
1. Identify and Access	Students shall identify, locate,	ety of purposes.
2. Evaluate	Students shall evaluate resour	
Application		
3. Organize	Students shall a critical thi	in knowledge.
4. Utilize	Students sha	
5. Collaborate	Students	
6. Communicate	Students sha	
Connection		
7. Read	Students shall pursue opportu	ng through reading.
8. Associate	Students shall make connectio	al world.
9. Reflect	Students shall examine their le	

9

Content Standards



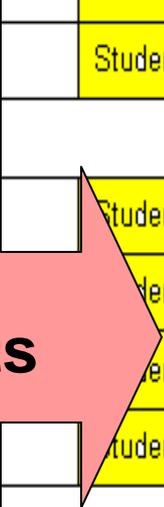
*The Library Media Framework document is to be used in collaboration to accomplish the stated student learning expectations. Library Media Specialists and classroom teachers should work together in order to meet the stated goals in this document.

Library Media Framework

Library Media Framework

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

**Content
Standard
Statements**



*The Library Media Framework document is to be used in collaboration with other framework documents to accomplish the stated student learning

Library Media Framework

Library Media Framework

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	Collaboration Statement	Students shall read for pleasure and information.
8. Associate		Students shall associate information with their own experiences and knowledge.
9. Reflect		Students shall examine their own learning and make improvements.

*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.

Collaboration Statement

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: 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, digital, artifact, <i>realia</i>)	A.6.6.1 Understand that the exchange of creative expression can be represented in a variety of formats (e.g., print, digital, artifact, <i>realia</i>)	A.6.7.1 Understand that the exchange of creative expression can be represented in a variety of formats (e.g., print, digital, artifact, <i>realia</i>)	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, <i>realia</i>)
	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

Proficiency Statement



Strand: Inquiry

Standard 2: Evaluate

Students shall evaluate resources for appropriateness of information.

Strand Content Standard Standard Statement

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS A

	Grade 5	Grade 6	Grade 7	Grade 8
Evaluate	<p>I.2.5.1 Use criteria such as <i>validity</i>, <i>currency</i>, <i>accuracy</i>, <i>authority</i>, and <i>scope</i> to determine appropriate resources</p> <p>I.2.5.2 Differentiate between fiction and nonfiction</p>	<p>I.2.6.1 Use criteria such as <i>validity</i>, <i>currency</i>, <i>accuracy</i>, <i>authority</i>, and <i>scope</i> to determine appropriate resources</p> <p>I.2.6.2 Differentiate between fiction and nonfiction</p>	<p>I.2.7.1 Use criteria such as <i>validity</i>, <i>currency</i>, <i>accuracy</i>, <i>authority</i>, and <i>scope</i> to determine appropriate resources</p> <p>I.2.7.2 Evaluate <i>primary</i> and <i>secondary</i> sources</p>	<p>I.2.8.1 Use criteria such as <i>validity</i>, <i>currency</i>, <i>accuracy</i>, <i>authority</i>, and <i>scope</i> to determine appropriate resources</p> <p>I.2.8.2 Evaluate <i>primary</i> and <i>secondary</i> sources</p>

Conceptual Organizer

Student Learning Expectations

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	<p>I.2.5.1 Use criteria such as <i>validity</i>, <i>currency</i>, <i>accuracy</i>, <i>authority</i>, and <i>scope</i> to determine appropriate resources</p>	<p>I.2.6.1 Use criteria such as <i>validity</i>, <i>currency</i>, <i>accuracy</i>, <i>authority</i>, and <i>scope</i> to determine appropriate resources</p>	<p>I.2.7.1 Use criteria such as <i>validity</i>, <i>currency</i>, <i>accuracy</i>, <i>authority</i>, and <i>scope</i> to determine appropriate resources</p>	<p>I.2.8.1 Use criteria such as <i>validity</i>, <i>currency</i>, <i>accuracy</i>, <i>authority</i>, and <i>scope</i> to determine appropriate resources</p>
	<p>I.2.5.2 Differentiate between fiction and nonfiction</p>	<p>I.2.6.2 Differentiate between fiction and nonfiction</p>	<p>I.2.7.2 Evaluate <i>primary</i> and <i>secondary</i> sources</p>	<p>I.2.8.2 Evaluate <i>primary</i> and <i>secondary</i> sources</p>

**SLE-
Statement
Of
Student
Expectation**

**Expectations
should be
internalized**

Library Media Framework Structure

New numbering of SLE's

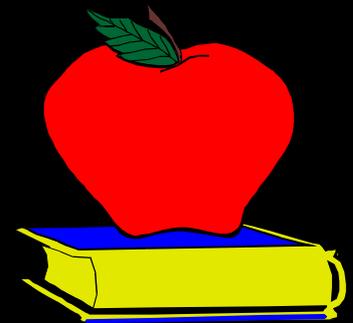
I.1.5.1-each SLE has a distinct #

I—Inquiry Strand

1- Content Standard 1

5-grade level-fifth grade

1-ordering of SLE's



Key at the bottom of each page

Footer for each page gives the Strand, Content Standard and Grade levels for the page as well as the subject area

Key: I.1.K.2 = Inquiry. Standard 1. Kindergarten. 2nd 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	<p>A.6.9.1 Understand that creative expression can be represented in a variety of formats</p> <p>A.6.9.2 Share information in ways that others can view, use, or assess</p> <p>A.6.9.3 Practice Internet safety and individual responsibility (e.g., engaging in social networking, abstaining from cyberbullying, and sharing personal appropriate information)</p>	<p>A.6.10.1 Understand that creative expression can be represented in a variety of formats</p> <p>A.6.10.2 Share information in ways that others can view, use, or assess</p> <p>A.6.10.3 Practice Internet safety and individual responsibility (e.g., engaging in social networking, abstaining from cyberbullying, and sharing personal appropriate information)</p>	<p>A.6.11.1 Understand that creative expression can be represented in a variety of formats</p> <p>A.6.11.2 Share information in ways that others can view, use, or assess</p> <p>A.6.11.3 Practice Internet safety and individual responsibility (e.g., engaging in social networking, abstaining from cyberbullying, and sharing personal appropriate information)</p>	<p>A.6.12.1 Understand that creative expression can be represented in a variety of formats</p> <p>A.6.12.2 Share information in ways that others can view, use, or assess</p> <p>A.6.12.3 Practice Internet safety and individual responsibility (e.g., engaging in social networking, abstaining from cyberbullying, and sharing personal appropriate information)</p>

Glossary

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

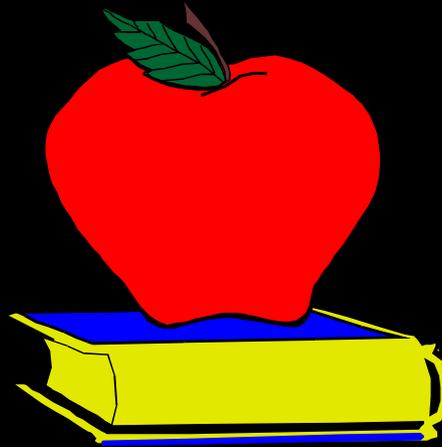
Contributors

The following people contributed to the development of this document:

LaQuinda Alexander - Hamburg School District	Linda Neal - Little Rock School District
John Arnold - Waldron School District	Donna Pace - Monticello School District
Ann Ayres - Bentonville School District	Devona Pendergrass - Mountain Home School District
Cassandra Barnett - Fayetteville School District	Kriste Rees - Springdale School District
Sarah Blake - Searcy School District	Roxanne Rosson - Fort Smith School District
Vicki Brown - Green Forest School District	Samantha Russell-Runyon - Pulaski County Special School District
Lori Bush - Lake Hamilton School District	Debbie Sarteford - Fayetteville School District
Brenda Clowers - DeQueen School District	Cathy Seal - DeQueen School District
Kim Conatser - Nashville School District	Jami Short - Pulaski County Special School District
Quida Dunningham - West Memphis School District	Keri Simpson - Clarendon School District
Sara Dickey - Paragould School District	Paul Sivils - Arkadelphia School District
Ann Franks - Prescott School District	Pam Spreutels - Rogers School District
Dottie Goode - Sheridan School District	Katie Tatum - Warren School District
David Hall - Cleveland County School District	Karen Wells - Midland School District
Jane Hartz - Stuttgart School District	Barbara Williams - Little Rock School District
Tracie Kent - Foreman School District	Rick Williams - Pulaski County Special School District
Debbie Lewis - Searcy School District	Robin Yates - Greene County Tech School District
Dennis Mannon - Bradford School District	Connie Zimmer - Arkansas Tech University
Penny Marshall - Hot Springs School District	

ADE WEBSITE

arkansased.org



ADMINISTRATORS



Superintendent and
licensure, administrator
competency areas

STUDENTS



Scholarship opportunities,
enrollment and attendance
information

TEACHERS



Licensure, National Board
Certification, Smart Start, Smart
Step, curriculum frameworks

PARENTS



Curriculum samples, kindergarten
readiness checklist, tips for parents

SCHOOLS



Personnel policies, public school
links, home school resources,
public charter school information

TESTING



ACTAAP, Benchmark Exams,
End of Course Exams, Alternate
Portfolio System, test dates



About ADE

-More-

Commissioner's Memos

-More-

Communications Office

-More-

Rules

-More-

State Board of Education

-More-

Quick Links

-Select-

Upcoming Events

Dec. 3-31 [Justin Minkel is guest blogger on PBS Teachers Media Infusion](#)

Dec. 31 [Discounted registration ends for Transporting Students w/Disabilities](#)

Jan. 4 [Applications for Act 56 – Outstanding Gifted Program Award](#) postmarked

Jan. 4 [Faculty applications for Arkansas Governor's School](#) due

Jan. 4 [School board member training hours report](#) due

Next Regular Board Meeting January 15, 2008

What's New

PDF Files Require Acrobat Reader | [Download Here](#)

NEW [Scholarship Information Added](#) - Dec. 27, 2007

NEW [Arkansas Department of Education Jobs Added](#) - Dec. 27, 2007

NEW [2008 Robert C. Byrd Honors Scholarship Application and Guidelines](#) - Dec. 21, 2007

NEW [Public Charter School Rules, Application Information](#) - Dec. 21, 2007

NEW [Education Matters for Administrators Newsletter](#) - Dec. 20, 2007

[Employment](#)

[Frequently Asked Questions](#)

Teachers

[Overview](#)[Calendar](#)[Curriculum](#)[Instructional Material](#)[Licensure](#)[National Board Certification Program](#)[Newsletter](#)[Professional Development](#)[Professional Licensure Standards](#)[Board](#)[Recognition](#)[Smart Start](#)[Smart Step](#)[Teach Arkansas](#)

Curriculum

is a resource for Arkansas' 35,000 public school teachers. From licensing information to professional development opportunities, the Arkansas Department of Education wants to provide teachers with the information and support they need.

- [Arkansas Public School Job Vacancy Announcements](#)
- [Internet Delivered Education for Arkansas Schools \(Arkansas IDEAS\)](#)
- [Southern Regional Education Board - State Teacher Center](#)

- **NEW** [Arkansas Education Matters for Teachers Newsletter](#)

Teacher Shortage Areas

- [Arkansas Department of Education Critical Academic Shortage Areas for 2007-2008](#) - WORD June 29, 2007

[Overview](#)[Curriculum](#)[Instructional Material](#)[Licensure](#)[National Board Certification Program](#)[Newsletter](#)[Professional Development](#)[Professional Licensure Standards Board](#)[Recognition](#)[Smart Start](#)[Smart Step](#)[Teach Arkansas](#)[Teaching in Taiwan](#)[Quick Links](#)

Teachers

[Curriculum](#)

Arkansas state 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 assessments, professional development, school improvement planning, teacher/administrator licensure, and accountability sharing the common goal of improved student learning and performance around these standards.

- [Frameworks](#)
- [Arkansas Literacy Intervention Matrix](#) - PDF 2006
- [Resource Materials for Lesson Plans](#)
- [Student Assessment Program Information for Teachers and Test Administrators](#)
- [Learn and Serve Program](#)
- [Character-Centered Teaching](#)
- [Literacy Award Programs](#)
- [LEP Curriculum and Assessment Information](#)

**Frameworks**

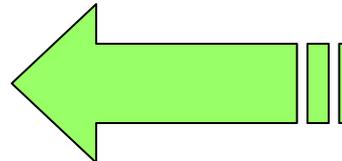
- [Framework Revision Cycle](#) - PDF
- Arkansas History Lesson Plan K-6 Project
 - [Project Information](#) - PDF Dec. 7, 2007
 - [Lesson Plan Template and Affidavit](#) - PDF Dec. 7, 2007



Revision Cycle

Curriculum Frameworks

- [English Language Proficiency](#)
- [English Language Arts](#)
- [Fine Arts](#)
- [Foreign Language](#)
- [Library Media](#)
- [Math](#)
- [Music](#)
- [Physical Education and Health](#)
- [Science](#)
- [Social Studies](#)



Resources Provided by ADE

Build Your Own Information Literate School
by Carol Koechlin and Sandi Zwaan

Ban Those Bird Units!

David V. Loertscher, Carol Koechlin and Sandi Zwaan

Sharing the Evidence

Nancy A. S. Miller, Connie Champlin and David Loertscher

Dates of Additional Workshops

February 28

OUR Co-op

March 7

Northeast Co-op

March 11

Crowley's Ridge Co-op

March 12

Wilbur Mills Co-op

March 14

DeQueen-Mena Co-op

Questions and Answers



Margaret Amps

margaret.amps@arkansas.gov

501-682-4396



**Arkansas Department of
Education**