

K-12

Library Media  
Framework

2007 Edition

## 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	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	<p>I.1.K.1 Locate the library media center, with guidance, and identify library media center personnel</p> <p>I.1.K.2 Recognize that a library is organized in sections to locate materials</p>	<p>I.1.1.1 Locate the library media center and identify library media center personnel</p> <p>I.1.1.2 Recognize how a library is organized and arranged to locate materials</p> <ul style="list-style-type: none"> <li>• In major sections (e.g., easy, fiction, nonfiction, reference)</li> <li>• Alphabetically by using the first letter of author's last name</li> </ul>	<p>I.1.2.1 Locate the library media center for a purpose and identify library media center personnel</p> <p>I.1.2.2 Recognize how a library is organized and arranged to locate materials</p> <ul style="list-style-type: none"> <li>• In major sections (e.g., easy, fiction, nonfiction, reference, periodicals)</li> <li>• Alphabetically by using the first two letters of author's last name</li> <li>• By Dewey Decimal Classification System— numerically by subject</li> </ul>	<p>I.1.3.1 Locate the library media center for a purpose and identify library media center personnel</p> <p>I.1.3.2 Recognize how a library is organized and arranged to locate materials</p> <ul style="list-style-type: none"> <li>• In major sections (e.g., easy, fiction, nonfiction, reference, periodicals, biography, special collections)</li> <li>• Alphabetically by using the first three letters of author's last name</li> <li>• By Dewey Decimal Classification System— numerically by subject</li> </ul>	<p>I.1.4.1 Locate the library media center for a purpose and identify library media center personnel</p> <p>I.1.4.2 Recognize how a library is organized and arranged to locate materials</p> <ul style="list-style-type: none"> <li>• In major sections (e.g., easy, fiction, nonfiction, reference, periodicals, biography, special collections)</li> <li>• Alphabetically by author's last name</li> <li>• By Dewey Decimal Classification System— numerically by subject</li> </ul>

Strand: Inquiry

Standard 1: Identify and Access

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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	<p>I.1.K.3 Demonstrate knowledge of policies and procedures (e.g., check-out/check-in policy)</p> <p>I.1.K.4 Recognize and use parts of a book to locate information</p> <ul style="list-style-type: none"> <li>• Front cover</li> <li>• Back cover</li> <li>• Spine</li> </ul> <p>I.1.K.5 Recognize the roles of the author and illustrator, and identify the title of the book</p>	<p>I.1.1.3 Demonstrate knowledge of policies and procedures (e.g., check-out/check-in policy)</p> <p>I.1.1.4 Recognize and use parts of a book to locate information</p> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Table of Contents</li> <li>• Dedication page</li> </ul> <p>I.1.1.5 Locate the author's and illustrator's names on the title page and/or front cover</p>	<p>I.1.2.3 Demonstrate knowledge of policies and procedures (e.g., check-out/check-in policy)</p> <p>I.1.2.4 Recognize and use parts of a book to locate information</p> <ul style="list-style-type: none"> <li>• Index</li> <li>• Glossary</li> <li>• Author information page</li> </ul> <p>I.1.2.5 Recognize and use <i>text features</i> to locate information (e.g., heading, subheading, bold print, italics)</p>	<p>I.1.3.3 Demonstrate knowledge of policies and procedures (e.g., check-out/check-in policy)</p> <p>I.1.3.4 Recognize and use parts of a book to locate information</p> <ul style="list-style-type: none"> <li>• <i>Verso page</i></li> </ul> <p>I.1.3.5 Recognize and use <i>text features</i> to locate information (e.g., heading, subheading, bold print, italics)</p>	<p>I.1.4.3 Demonstrate knowledge of policies and procedures (e.g., <i>acceptable use policy (AUP), circulation policy, copyright laws</i>)</p> <p>I.1.4.4 Recognize and use parts of a book to locate information</p> <ul style="list-style-type: none"> <li>• Appendix</li> <li>• Preface</li> <li>• Bibliography</li> <li>• Synopsis</li> </ul> <p>I.1.4.5 Recognize and use <i>text features</i> to locate information (e.g., headings, subheadings, bold print, italics, chapter heading)</p>

Strand: Inquiry

Standard 1: Identify and Access

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	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 <i>genres</i> (e.g., fairy tales, folk tales)	I.1.3.6 Recognize characteristics of <i>genres</i> (e.g., tall tales, fables)	I.1.4.6 Recognize characteristics of <i>genres</i> (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 <i>online public access catalog (OPAC)</i> to locate materials for personal interests, with guidance	I.1.1.8 Recognize the purpose of an <i>online public access catalog (OPAC)</i> to locate materials, with guidance	I.1.2.8 Recognize and use <i>online public access catalog (OPAC) search techniques</i> to locate appropriate sources, with guidance (e.g., keyword, author, title, subject searches)	I.1.3.8 Recognize and use <i>online public access catalog (OPAC) search techniques</i> to locate appropriate sources, with guidance (e.g., keyword, author, title, subject searches)	I.1.4.8 Recognize and use <i>online public access catalog (OPAC) search techniques</i> to locate appropriate sources, with guidance (e.g., keyword, author, title, subject searches)

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	<p>I.1.K.9 Recognize information in a variety of formats</p> <ul style="list-style-type: none"> <li>print (e.g., primary atlases, primary encyclopedias, and picture dictionaries)</li> <li>non-print (e.g., maps, globes, videos)</li> </ul> <p>I.1.K.10 Recognize sources of information outside the school library media center (e.g., people, public libraries)</p>	<p>I.1.1.9 Recognize information in a variety of formats</p> <ul style="list-style-type: none"> <li>print (e.g., primary atlases, primary encyclopedias, and picture dictionaries)</li> <li>non-print (e.g., maps, globes, videos)</li> <li>electronic resources (e.g., databases, available electronic search tools)</li> </ul> <p>I.1.1.10 Recognize sources of information outside the school library media center (e.g., people, public libraries)</p>	<p>I.1.2.9 Recognize and use information in a variety of formats as a starting point for research</p> <ul style="list-style-type: none"> <li>print (e.g., atlases, encyclopedias, dictionaries, periodicals)</li> <li>non-print (e.g., maps, globes, videos)</li> <li>electronic resources (e.g., databases, available electronic search tools)</li> </ul> <p>I.1.2.10 Recognize sources of information outside the school library media center (e.g., people, public libraries)</p>	<p>I.1.3.9 Recognize and use information in a variety of formats as a starting point for research</p> <ul style="list-style-type: none"> <li>print (e.g., atlases, encyclopedias, dictionaries, periodicals, thesauri, almanacs)</li> <li>non-print (e.g., maps, globes, videos)</li> <li>electronic resources (e.g., databases, <i>Web environments</i>)</li> </ul> <p>I.1.3.10 Recognize sources of information outside the school library media center (e.g., people, public libraries)</p>	<p>I.1.4.9 Recognize and use information in a variety of formats as a starting point for research</p> <ul style="list-style-type: none"> <li>print (e.g., atlases, encyclopedias, dictionaries, periodicals, thesauri, almanacs)</li> <li>non-print (e.g., maps, globes, videos)</li> <li>electronic resources (e.g., databases, <i>Web environments</i>)</li> </ul> <p>I.1.4.10 Recognize sources of information outside the school library media center (e.g., people, public libraries)</p>

Strand I: 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.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Evaluate	<p>I.2.K.1 Determine which media are appropriate to task and/or reading level, with guidance</p> <p>I.2.K.2 Differentiate between different forms of text (e.g., story or informational)</p>	<p>I.2.1.1 Determine which media are appropriate to task and reading level, with guidance</p> <p>I.2.1.2 Differentiate between fiction and nonfiction</p>	<p>I.2.2.1 Evaluate which media are appropriate to task and reading level, with guidance</p> <p>I.2.2.2 Differentiate between fiction and nonfiction</p>	<p>I.2.3.1 Evaluate which media are appropriate to task and reading level using criteria (e.g., <i>validity</i>, <i>currency</i>, <i>accuracy</i>), with guidance</p> <p>I.2.3.2 Differentiate between fiction and nonfiction</p>	<p>I.2.4.1 Evaluate which media are appropriate to task and reading level using criteria (e.g., <i>validity</i>, <i>currency</i>, <i>accuracy</i>), with guidance</p> <p>I.2.4.2 Differentiate between fiction and nonfiction</p>

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 <i>graphic organizers</i> to record and synthesize information, with guidance	A.3.1.1 Use <i>graphic organizers</i> to record and synthesize information, with guidance	A.3.2.1 Use <i>organizational strategies</i> to record and synthesize information	A.3.3.1 Use <i>organizational strategies</i> to record and synthesize information	A.3.4.1 Use <i>organizational strategies</i> to record and synthesize information
	A.3.K.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i> )	A.3.1.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i> )	A.3.2.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i> )	A.3.3.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i> )	A.3.4.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i> )



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

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

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)

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 <i>genres</i> (e.g., fairy tales, folk tales)	C.7.3.1 Read from or listen to a variety of <i>genres</i> (e.g., tall tales, fables)	C.7.4.1 Read from or listen to a variety of <i>genres</i> (e.g., mysteries, realistic fiction)
	C.7.K.2 Read from or listen to a variety of <i>informational texts</i> (e.g., <i>environmental print</i> , labels, periodicals, nonfiction books)	C.7.1.2 Read from or listen to a variety of <i>informational texts</i> (e.g., <i>functional/practical print</i> , learning charts, periodicals, nonfiction books)	C.7.2.2 Read from or listen to a variety of <i>informational texts</i> (e.g., <i>functional/practical print</i> , periodicals, nonfiction books)	C.7.3.2 Read from or listen to a variety of <i>informational texts</i> (e.g., <i>functional/practical print</i> , maps, nonfiction books)	C.7.4.2 Read from or listen to a variety of <i>informational texts</i> (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.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.7.3.4 Understand language and <i>literary devices</i> and how authors use them (e.g., mood, <i>figurative language</i> )	C.7.4.4 Understand language and <i>literary devices</i> and how authors use them (e.g., tone, <i>figurative language</i> )
				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)

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.7.1.5 Discuss story elements (e.g., character, setting, plot, problem/solution)	C.7.2.5 Discuss story elements (e.g., character, setting, plot, problem/solution)	C.7.3.6 Discuss story elements (e.g., character, setting, plot, problem/solution)	C.7.4.6 Discuss story elements (e.g., character, setting, plot, problem/solution)
	C.7.K.6 Discuss author's purpose	C.7.1.6 Discuss author's purpose	C.7.2.6 Discuss author's purpose	C.7.3.7 Discuss author's purpose	C.7.4.7 Discuss author's purpose

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

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

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., <i>rubrics</i> , checklists, peer review)	C.9.3.1 Use self-assessment tools (e.g., <i>rubrics</i> , checklists, peer review)	C.9.4.1 Use self-assessment tools (e.g., <i>rubrics</i> , 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



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	<p>I.1.5.1 Locate the library media center and identify the personnel for a purpose</p> <p>I.1.5.2 Recognize how a library is organized and arranged to locate materials</p> <ul style="list-style-type: none"> <li>• In major sections (e.g., fiction, nonfiction, reference, periodicals, special collections)</li> <li>• By Dewey Decimal Classification System—numerically by subject</li> </ul> <p>I.1.5.3 Demonstrate understanding of <i>acceptable use policy (AUP)</i>, <i>circulation policy</i>, and <i>copyright laws</i></p> <p>I.1.5.4 Recognize sources of information in different parts of a book (e.g., title page, table of contents, index, glossary, <i>Verso page</i>, appendix dedication page, preface/forward, author information, bibliography, blurb, or afterword)</p>	<p>I.1.6.1 Locate the library media center independently and for a purpose</p> <p>I.1.6.2 Recognize how a library is organized and arranged to locate materials</p> <ul style="list-style-type: none"> <li>• In major sections (e.g., fiction, nonfiction, reference, periodicals, special collections)</li> <li>• By Dewey Decimal Classification System—numerically by subject</li> </ul> <p>I.1.6.3 Demonstrate understanding of <i>acceptable use policy (AUP)</i>, <i>circulation policy</i>, and <i>copyright laws</i></p> <p>I.1.6.4 Recognize sources of information in different parts of a book (e.g., title page, table of contents, index, glossary, <i>Verso page</i>, appendix dedication page, preface/forward, author information, bibliography, blurb, or afterword)</p>	<p>I.1.7.1 Locate the library media center independently and for a purpose</p> <p>I.1.7.2 Recognize how a library is organized and arranged to locate materials</p> <ul style="list-style-type: none"> <li>• In major sections (e.g., fiction, nonfiction, reference, periodicals, special collections)</li> <li>• By Dewey Decimal Classification System—numerically by subject</li> </ul> <p>I.1.7.3 Demonstrate understanding of <i>acceptable use policy (AUP)</i>, <i>circulation policy</i>, and <i>copyright laws</i></p> <p>I.1.7.4 Recognize sources of information in different parts of a book (e.g., title page, table of contents, index, glossary, <i>Verso page</i>, appendix dedication page, preface/forward, author information, bibliography, blurb, or afterword)</p>	<p>I.1.8.1 Locate the library media center independently and for a purpose</p> <p>I.1.8.2 Recognize how a library is organized and arranged to locate materials</p> <ul style="list-style-type: none"> <li>• In major sections (e.g., fiction, nonfiction, reference, periodicals, special collections)</li> <li>• By Dewey Decimal Classification System—numerically by subject</li> </ul> <p>I.1.8.3 Demonstrate understanding of <i>acceptable use policy (AUP)</i>, <i>circulation policy</i>, and <i>copyright laws</i></p> <p>I.1.8.4 Recognize sources of information in different parts of a book (e.g., title page, table of contents, index, glossary, <i>Verso page</i>, appendix dedication page, preface/forward, author information, bibliography, blurb, or afterword)</p>

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 <i>text features</i> to locate information that answers questions (e.g., topic sentences, captions, bold print, boxed text, chapter headings, subheadings)	I.1.6.5 Use <i>text features</i> to locate information that answers questions (e.g., topic sentences, captions, bold print, boxed text, chapter headings, subheadings)	I.1.7.5 Use <i>text features</i> to locate information that answers questions (e.g., topic sentences, captions, bold print, boxed text, chapter headings, subheadings)	I.1.8.5 Use <i>text features</i> 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 <i>genre</i> (e.g., historical fiction, biography, realistic fiction)	I.1.6.6 Locate a particular <i>genre</i> (e.g., historical fiction, autobiography, realistic fiction)	I.1.7.6 Locate a particular <i>genre</i> (e.g., short stories, science fiction, legends, myths)	I.1.8.6 Locate a particular <i>genre</i> (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

Strand 1: Inquiry

Standard 1: Identify and Access

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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	<p>I.1.5.8 Use <i>online public access catalog (OPAC) search techniques</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> <li>• keyword</li> <li>• subject</li> <li>• author</li> <li>• title</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>• print (e.g., almanacs, atlases, encyclopedias, dictionaries, periodicals)</li> <li>• non-print (e.g., maps, paintings, globes)</li> <li>• electronic resources (e.g., databases, Internet, multimedia, current and emerging technologies)</li> </ul>	<p>I.1.6.8 Use <i>online public access catalog (OPAC) search techniques</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> <li>• keyword</li> <li>• subject</li> <li>• author</li> <li>• title</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>• print (e.g., almanacs, atlases, encyclopedias, dictionaries, periodicals)</li> <li>• non-print (e.g., maps, paintings, globes)</li> <li>• electronic resources (e.g., databases, Internet, multimedia, current and emerging technologies)</li> </ul>	<p>I.1.7.8 Use <i>online public access catalog (OPAC) search techniques</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> <li>• keyword</li> <li>• subject</li> <li>• author</li> <li>• title</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>• print (e.g., almanacs, atlases, encyclopedias, dictionaries, periodicals)</li> <li>• non-print (e.g., maps, paintings, globes)</li> <li>• electronic resources (e.g., databases, Internet, multimedia, current and emerging technologies)</li> </ul>	<p>I.1.8.8 Use <i>online public access catalog (OPAC) search techniques</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> <li>• keyword</li> <li>• subject</li> <li>• author</li> <li>• title</li> <li>• <i>advanced search techniques</i> (e.g., cross-reference, subtopic, <i>Boolean operators</i>)</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>• print (e.g., almanacs, atlases, encyclopedias, dictionaries, periodicals)</li> <li>• non-print (e.g., maps, paintings, globes)</li> <li>• electronic resources (e.g., databases, Internet, multimedia, current and emerging technologies)</li> </ul>

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 5	Grade 6	Grade 7	Grade 8
Identify and Access	<p>I.1.5.10 Identify types of Internet sites based on the <i>domain</i></p> <p>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)</p>	<p>I.1.6.10 Identify types of Internet sites based on the <i>domain</i></p> <p>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)</p> <p>I.1.6.12 Recognize <i>primary</i> and <i>secondary sources</i></p>	<p>I.1.7.10 Identify types of Internet sites based on the <i>domain</i></p> <p>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)</p> <p>I.1.7.12 Recognize and access <i>primary</i> and <i>secondary sources</i></p>	<p>I.1.8.10 Identify types of Internet sites based on the <i>domain</i></p> <p>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)</p> <p>I.1.8.12 Recognize and access <i>primary</i> and <i>secondary sources</i></p>

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.2.5.2 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 sources</i></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 sources</i></p>

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 <i>organizational strategies</i> to record and synthesize information	A.3.6.1 Practice <i>organizational strategies</i> to record and synthesize information	A.3.7.1 Practice <i>organizational strategies</i> to record and synthesize information	A.3.8.1 Practice <i>organizational strategies</i> to record and synthesize information
	A.3.5.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i> , plagiarism) when compiling information in any format	A.3.6.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i> , plagiarism) when compiling information in any format	A.3.7.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i> , plagiarism) when compiling information in any format	A.3.8.2 Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights</i> , plagiarism) when compiling information in any format

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	<p>A.4.5.1 Use resources and/or technology tools for a predetermined task</p> <p>A.4.5.2 Develop revision strategies to evaluate individual work</p> <p>A.4.5.3 Demonstrate proper <i>in-text citations</i> and bibliographies, with guidance</p>	<p>A.4.6.1 Use resources and/or technology tools for a predetermined task</p> <p>A.4.6.2 Develop revision strategies to evaluate individual work</p> <p>A.4.6.3 Demonstrate proper <i>in-text citations</i> and bibliographies, with guidance</p>	<p>A.4.7.1 Use resources and/or technology tools for a predetermined task</p> <p>A.4.7.2 Develop revision strategies to evaluate individual work</p> <p>A.4.7.3 Demonstrate proper <i>in-text citations</i> and bibliographies, with guidance</p>	<p>A.4.8.1 Use resources and/or technology tools for a predetermined task</p> <p>A.4.8.2 Develop revision strategies to evaluate individual work</p> <p>A.4.8.3 Demonstrate proper <i>in-text citations</i> and bibliographies, with guidance</p>

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



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	<p>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, <i>realia</i>)</p> <p>A.6.5.2 Share information or express ideas in ways that others can view, use, or assess</p> <p>A.6.5.3 Practice individual responsibility in the sharing of information</p>	<p>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, <i>realia</i>)</p> <p>A.6.6.2 Share information or express ideas in ways that others can view, use, or assess</p> <p>A.6.6.3 Practice individual responsibility in the sharing of information</p>	<p>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, <i>realia</i>)</p> <p>A.6.7.2 Share information or express ideas in ways that others can view, use, or assess</p> <p>A.6.7.3 Practice individual responsibility in the sharing of information</p>	<p>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>)</p> <p>A.6.8.2 Share information or express ideas in ways that others can view, use, or assess</p> <p>A.6.8.3 Practice individual responsibility in the sharing of information</p>

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 5	Grade 6	Grade 7	Grade 8
Read	<p>C.7.5.1            Read a variety of materials from different <i>genres</i>, classics, literary award winners, and multicultural works</p> <p>C.7.5.2            Read from a variety of <i>content area texts</i> (e.g., texts related to biology, science, or social studies)</p> <p>C.7.5.3            Read from a variety of <i>practical texts</i> (e.g., newspapers, magazines, brochures, pamphlets)</p> <p>C.7.5.4            Read for pleasure</p>	<p>C.7.6.1            Read a variety of materials from different <i>genres</i>, classics, literary award winners, and multicultural works</p> <p>C.7.6.2            Read from a variety of <i>content area texts</i> (e.g., texts related to biology, science, or social studies)</p> <p>C.7.6.3            Read from a variety of <i>practical texts</i> (e.g., newspapers, magazines, brochures, pamphlets)</p> <p>C.7.6.4            Read for pleasure</p>	<p>C.7.7.1            Read a variety of materials from different <i>genres</i>, classics, literary award winners, and multicultural works</p> <p>C.7.7.2            Read from a variety of <i>content area texts</i> (e.g., texts related to biology, science, or social studies)</p> <p>C.7.7.3            Read from a variety of <i>practical texts</i> (e.g., newspapers, magazines, brochures, pamphlets)</p> <p>C.7.7.4            Read for pleasure</p>	<p>C.7.8.1            Read a variety of materials from different <i>genres</i>, classics, literary award winners, and multicultural works</p> <p>C.7.8.2            Read from a variety of <i>content area texts</i> (e.g., texts related to biology, science, or social studies)</p> <p>C.7.8.3            Read from a variety of <i>practical texts</i> (e.g., newspapers, magazines, brochures, pamphlets)</p> <p>C.7.8.4            Read for pleasure</p>

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	<p>C.8.5.1            Activate prior knowledge to make connections to text, self, and the world</p> <p>C.8.5.2            Comprehend the impact of knowledge gained on self, community, and world</p>	<p>C.8.6.1            Activate prior knowledge to make connections to text, self, and the world</p> <p>C.8.6.2            Comprehend the impact of knowledge gained on self, community, and world</p>	<p>C.8.7.1            Activate prior knowledge to make connections to text, self, and the world</p> <p>C.8.7.2            Comprehend the impact of knowledge gained on self, community, and world</p> <p>C.8.7.3            Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning</p>	<p>C.8.8.1            Activate prior knowledge to make connections to text, self, and the world</p> <p>C.8.8.2            Comprehend the impact of knowledge gained on self, community, and world</p> <p>C.8.8.3            Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning</p>

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.9.5.2 Identify strengths and weaknesses in the learning process and set goals for improvement	C.9.6.1 Use self-assessment tools  C.9.6.2 Identify strengths and weaknesses in the learning process and set goals for improvement	C.9.7.1 Develop and use criteria for self-assessment  C.9.7.2 Identify strengths and weaknesses in the learning process and set goals for improvement	C.9.8.1 Develop and use criteria for self-assessment  C.9.8.2 Identify strengths and weaknesses in the learning process and set goals for improvement

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	<p>I.1.9.1 Demonstrate knowledge of library organization and arrangement to locate resources using</p> <ul style="list-style-type: none"> <li>• Dewey Decimal Classification System</li> <li>• special collections (e.g., Arkansas, local history, career, parent)</li> </ul>	<p>I.1.10.1 Demonstrate knowledge of library organization and arrangement to locate resources using</p> <ul style="list-style-type: none"> <li>• Dewey Decimal Classification System</li> <li>• special collections (e.g., Arkansas, local history, career, parent)</li> </ul>	<p>I.1.11.1 Demonstrate knowledge of library organization and arrangement to locate resources using</p> <ul style="list-style-type: none"> <li>• Dewey Decimal Classification System</li> <li>• special collections (e.g., Arkansas, local history, career, parent, college catalog, test preparation)</li> </ul>	<p>I.1.12.1 Demonstrate knowledge of library organization and arrangement to locate resources using</p> <ul style="list-style-type: none"> <li>• Dewey Decimal Classification System</li> <li>• special collections (e.g., Arkansas, local history, career, parent, college catalog, test preparation)</li> </ul>
	<p>I.1.9.2 Demonstrate understanding of <i>acceptable use policy (AUP)</i>, <i>circulation policy</i>, <i>netiquette</i>, <i>privacy issues</i>, <i>intellectual property rights</i>, and <i>copyright laws</i></p>	<p>I.1.10.2 Demonstrate understanding of <i>acceptable use policy (AUP)</i>, <i>circulation policy</i>, <i>netiquette</i>, <i>privacy issues</i>, <i>intellectual property rights</i>, and <i>copyright laws</i></p>	<p>I.1.11.2 Recognize the Library of Congress Classification System</p> <p>I.1.11.3 Demonstrate understanding of <i>acceptable use policy (AUP)</i>, <i>circulation policy</i>, <i>netiquette</i>, <i>privacy issues</i>, <i>intellectual property rights</i>, and <i>copyright laws</i></p>	<p>I.1.12.2 Recognize the Library of Congress Classification System</p> <p>I.1.12.3 Demonstrate understanding of <i>acceptable use policy (AUP)</i>, <i>circulation policy</i>, <i>netiquette</i>, <i>privacy issues</i>, <i>intellectual property rights</i>, and <i>copyright laws</i></p>

Strand: Inquiry

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THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 9	Grade 10	Grade 11	Grade 12
Identify and Access	<p>I.1.9.3 Identify an academic or individual need and access materials, with guidance, through</p> <ul style="list-style-type: none"> <li>identifying key words in tasks</li> <li>developing questions</li> <li>consolidating questioning techniques to clarify tasks</li> </ul> <p>I.1.9.4 Use <i>online public access catalog (OPAC) search techniques</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> <li>keyword</li> <li>subject</li> <li>author</li> <li>title</li> <li>advanced <i>search techniques</i> with available technology (e.g., cross-reference, subtopic, <i>Boolean operators</i>)</li> <li>special features (e.g., export search results)</li> </ul>	<p>I.1.10.3 Identify an academic or individual need and access materials, with guidance, through</p> <ul style="list-style-type: none"> <li>identifying key words in tasks</li> <li>developing questions</li> <li>extending questions to clarify tasks</li> </ul> <p>I.1.10.4 Use <i>online public access catalog (OPAC) search techniques</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> <li>keyword</li> <li>subject</li> <li>author</li> <li>title</li> <li>advanced <i>search techniques</i> if available (e.g., cross-reference, subtopic, <i>Boolean operators</i>)</li> <li>special features (e.g., export search results)</li> </ul>	<p>I.1.11.4 Identify an academic or individual need and access materials through</p> <ul style="list-style-type: none"> <li>identifying key words in tasks</li> <li>developing questions</li> <li>refining questions to clarify tasks</li> </ul> <p>I.1.11.5 Use <i>online public access catalog (OPAC) search techniques</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> <li>keyword</li> <li>subject</li> <li>author</li> <li>title</li> <li>advanced <i>search techniques</i> if available (e.g., cross-reference, subtopic, <i>Boolean operators</i>)</li> <li>special features (e.g., export search results)</li> </ul>	<p>I.1.12.4 Identify an academic or individual need and access materials through</p> <ul style="list-style-type: none"> <li>identifying key words in tasks</li> <li>developing questions</li> <li>refining questions to clarify tasks</li> </ul> <p>I.1.12.5 Use <i>online public access catalog (OPAC) search techniques</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> <li>keyword</li> <li>subject</li> <li>author</li> <li>title</li> <li>advanced <i>search techniques</i> if available (e.g., cross-reference, subtopic, <i>Boolean operators</i>)</li> <li>special features (e.g., export search results)</li> </ul>

Strand: Inquiry

Standard 1: Identify and Access

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THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 9	Grade 10	Grade 11	Grade 12
Identify and Access	<p>I.1.9.5 Seek and use different sources in a variety of formats to fulfill information or research needs</p> <ul style="list-style-type: none"> <li>• print (e.g., reference books)</li> <li>• non-print (e.g., video, audio)</li> <li>• electronic resources (databases, Internet, <i>search engines</i>, <i>electronic directories</i>, emerging technologies)</li> </ul>	<p>I.1.10.5 Seek and use different sources in a variety of formats to fulfill information or research needs</p> <ul style="list-style-type: none"> <li>• print (e.g., reference books)</li> <li>• non-print (e.g., video, audio)</li> <li>• electronic resources (databases, Internet, <i>search engines</i>, <i>electronic directories</i>, emerging technologies)</li> </ul>	<p>I.1.11.6 Seek and use different sources in a variety of formats to fulfill information or research needs</p> <ul style="list-style-type: none"> <li>• print (e.g., reference books)</li> <li>• non-print (e.g., video, audio)</li> <li>• electronic resources (databases, Internet, <i>search engines</i>, <i>electronic directories</i>, emerging technologies)</li> </ul>	<p>I.1.12.6 Seek and use different sources in a variety of formats to fulfill information or research needs</p> <ul style="list-style-type: none"> <li>• print (e.g., reference books)</li> <li>• non-print (e.g., video, audio)</li> <li>• electronic resources (databases, Internet, <i>search engines</i>, <i>electronic directories</i>, emerging technologies)</li> </ul>
	<p>I.1.9.6 Identify and use electronic technologies, with guidance, to match curricular needs (e.g., databases, <i>search engines</i>, <i>electronic directories</i>)</p>	<p>I.1.10.6 Identify and use electronic technologies, with guidance, to match curricular needs (e.g., databases, <i>search engines</i>, <i>electronic directories</i>)</p>	<p>I.1.11.7 Identify and use electronic technologies, with guidance, to match curricular needs (e.g., databases, <i>search engines</i>, <i>electronic directories</i>)</p>	<p>I.1.12.7 Identify and use electronic technologies, with guidance, to match curricular needs (e.g., databases, <i>search engines</i>, <i>electronic directories</i>)</p>
	<p>I.1.9.7 Apply advanced <i>search techniques</i> (e.g., <i>Boolean operators</i>, keywords, subjects, <i>domains</i> or other <i>Web environments</i>) to locate resources</p>	<p>I.1.10.7 Apply advanced <i>search techniques</i> (e.g., <i>Boolean operators</i>, keywords, subjects, <i>domains</i> or other <i>Web environments</i>) to locate resources</p>	<p>I.1.11.8 Apply advanced <i>search techniques</i> (e.g., <i>Boolean operators</i>, keywords, subjects, <i>domains</i> or other <i>Web environments</i>) to locate resources</p>	<p>I.1.12.8 Apply advanced <i>search techniques</i> (e.g., <i>Boolean operators</i>, keywords, subjects, <i>domains</i> or other <i>Web environments</i>) to locate resources</p>

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	<p>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)</p> <p>I.1.9.9 Distinguish between <i>primary</i> and <i>secondary sources</i></p>	<p>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)</p> <p>I.1.10.9 Distinguish between <i>primary</i> and <i>secondary sources</i></p>	<p>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)</p> <p>I.1.11.10 Distinguish between <i>primary</i> and <i>secondary sources</i></p>	<p>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)</p> <p>I.1.12.10 Distinguish between <i>primary</i> and <i>secondary sources</i></p>



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	<p>I.2.9.1 Read to evaluate the appropriateness of information using criteria (e.g., relevance, readability, <i>validity</i>, credibility, accuracy, <i>currency</i>, <i>authority</i>, <i>scope</i>, bias, propaganda, censorship)</p> <p>I.2.9.2 Evaluate primary and <i>secondary sources</i></p>	<p>I.2.10.1 Read to evaluate the appropriateness of information using criteria (e.g., relevance, readability, <i>validity</i>, credibility, accuracy, <i>currency</i>, <i>authority</i>, <i>scope</i>, bias, propaganda, censorship)</p> <p>I.2.10.2 Evaluate primary and <i>secondary sources</i></p>	<p>I.2.11.1 Read to evaluate the appropriateness of information using criteria (e.g., relevance, readability, <i>validity</i>, credibility, accuracy, <i>currency</i>, <i>authority</i>, <i>scope</i>, bias, propaganda, censorship)</p> <p>I.2.11.2 Evaluate primary and <i>secondary sources</i></p>	<p>I.2.12.1 Read to evaluate the appropriateness of information using criteria (e.g., relevance, readability, <i>validity</i>, credibility, accuracy, <i>currency</i>, <i>authority</i>, <i>scope</i>, bias, propaganda, censorship)</p> <p>I.2.12.2 Evaluate primary and <i>secondary sources</i></p>

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	<p>A.3.9.1            Demonstrate <i>organizational strategies</i>, with guidance, to record and synthesize information</p> <p>A.3.9.2            Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights, fair use</i> guidelines) when compiling information in any format</p>	<p>A.3.10.1            Demonstrate <i>organizational strategies</i> with guidance, to record and synthesize information</p> <p>A.3.10.2            Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights, fair use</i> guidelines) when compiling information in any format</p>	<p>A.3.11.1            Demonstrate <i>organizational strategies</i>, with guidance, to record and synthesize information</p> <p>A.3.11.2            Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights, fair use</i> guidelines) when compiling information in any format</p>	<p>A.3.12.1            Demonstrate <i>organizational strategies</i>, with guidance, to record and synthesize information</p> <p>A.3.12.2            Respect and follow <i>copyright laws</i> (e.g., <i>intellectual property rights, fair use</i> guidelines) when compiling information in any format</p>

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	<p>A.4.9.1 Use resources and/or technology tools for a predetermined task</p> <p>A.4.9.2 Evaluate the task using established criteria, revising as needed</p> <p>A.4.9.3 Demonstrate proper <i>in-text citations</i> and bibliographies, with guidance</p>	<p>A.4.10.1 Use resources and/or technology tools for a predetermined task</p> <p>A.4.10.2 Evaluate the task using established criteria, revising as needed</p> <p>A.4.10.3 Demonstrate proper <i>in-text citations</i> and bibliographies, with guidance</p>	<p>A.4.11.1 Use resources and/or technology tools for a predetermined task</p> <p>A.4.11.2 Evaluate the task using established criteria, revising as needed</p> <p>A.4.11.3 Demonstrate proper <i>in-text citations</i> and bibliographies</p>	<p>A.4.12.1 Use resources and/or technology tools for a predetermined task</p> <p>A.4.12.2 Evaluate the task using established criteria, revising as needed</p> <p>A.4.12.3 Demonstrate proper <i>in-text citations</i> and bibliographies</p>

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	<p>A.5.9.1 Work with peers, experts, and others to gather and share resources, information, and ideas</p> <p>A.5.9.2 Assume responsibility for collaborative work</p> <p>A.5.9.3 Demonstrate ability to work effectively with diverse teams</p>	<p>A.5.10.1 Work with peers, experts, and others to gather and share resources, information, and ideas</p> <p>A.5.10.2 Assume responsibility for collaborative work</p> <p>A.5.10.3 Demonstrate ability to work effectively with diverse teams</p>	<p>A.5.11.1 Work with peers, experts, and others to gather and share resources, information, and ideas</p> <p>A.5.11.2 Assume responsibility for collaborative work</p> <p>A.5.11.3 Demonstrate ability to work effectively with diverse teams</p>	<p>A.5.12.1 Work with peers, experts, and others to gather and share resources, information, and ideas</p> <p>A.5.12.2 Assume responsibility for collaborative work</p> <p>A.5.12.3 Demonstrate ability to work effectively with diverse teams</p>

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 <i>social networking</i>, abstaining from <i>cyberbullying</i>, 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 <i>social networking</i>, abstaining from <i>cyberbullying</i>, 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 <i>social networking</i>, abstaining from <i>cyberbullying</i>, 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 <i>social networking</i>, abstaining from <i>cyberbullying</i>, and sharing personal appropriate information)</p>

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	<p>C.7.9.1            Read from a variety of materials including <i>genres</i>, literary award winners, multicultural works, and classic literature</p> <p>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)</p> <p>C.7.9.3            Read for pleasure</p>	<p>C.7.10.1            Read from a variety of materials including <i>genres</i>, literary award winners, multicultural works, and classic literature</p> <p>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)</p> <p>C.7.10.3            Read for pleasure</p>	<p>C.7.11.1            Read from a variety of materials including <i>genres</i>, literary award winners, multicultural works, and classic literature</p> <p>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)</p> <p>C.7.11.3            Read for pleasure</p>	<p>C.7.12.1            Read from a variety of materials including <i>genres</i>, literary award winners, multicultural works, and classic literature</p> <p>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)</p> <p>C.7.12.3            Read for pleasure</p>

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.8.9.2 Connect learning to self, community, and global issues  C.8.9.3 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning	C.8.10.1 Read to make connections to self, previous reading, and the world  C.8.10.2 Connect learning to self, community, and global issues  C.8.10.3 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning	C.8.11.1 Read to make connections to self, previous reading, and the world  C.8.11.2 Connect learning to self, community, and global issues  C.8.11.3 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning	C.8.12.1 Read to make connections to self, previous reading, and the world  C.8.12.2 Connect learning to self, community, and global issues  C.8.12.3 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning

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 9	Grade 10	Grade 11	Grade 12
Reflect	C.9.9.1 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.9.10.1 Develop and use criteria for self-assessment of tasks  C.9.10.2 Identify individual strengths and weaknesses in the learning process and set goals for improvement	C.9.11.1 Develop and use criteria for self-assessment of tasks  C.9.11.2 Identify individual strengths and weaknesses in the learning process and set goals for improvement	C.9.12.1 Develop and use criteria for self-assessment of tasks  C.9.12.2 Identify individual strengths and weaknesses in the learning process and set goals for improvement



## 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, <i>figurative language</i> , 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 <i>graphic organizers</i> , 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)

## Contributors

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