

Kindergarten

Standard 1: Inquire, think critically, and gain knowledge

Essential Skill	Student Demonstration
Recognizes the need for information	<ul style="list-style-type: none"> • Students choose books based on need • Students browse shelves
Identifies all libraries as sources of information	<ul style="list-style-type: none"> • Students can locate the library on their own • Students discuss using libraries in their town
Understands the physical layout of the library media center	<ul style="list-style-type: none"> • Students can show and tell LMS where different categories of books are shelved • Students can show and tell LMS where circulation desk is located and where books are returned
Understands the role of the library staff and uses them as resources	<ul style="list-style-type: none"> • Students ask the LMS for help
Follows circulation procedures	<ul style="list-style-type: none"> • Students check out books and return them on time • Students use shelf markers when browsing for books
Accesses catalog to locate resources (technology tool)	
Locates resources based on Dewey Decimal System (understands organizational set up)	<ul style="list-style-type: none"> • Students locate animal books, Everybody/Picture/Picture books, sports books, art books, etc.
Selects resources and information independently	
Uses search and navigational features of electronic resources to efficiently access information (technology tool)	
Evaluates online resources	
Poses questions to guide research process	
Shares information resources	
Uses a variety of resources to guide inquiry	<ul style="list-style-type: none"> • Student works with LMS, classroom teacher, and peers to locate sources • Students asks LMS for resources other than books
Follows ethical and legal guidelines when gathering and using information (copyright, plagiarism)	
Works collaboratively on assignments	

Kindergarten

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Applies knowledge of classifying and categorizing with Dewey Decimal System (understanding categorization and books being found in multiple sections)	
Uses print, online resources, and catalog to locate materials by subject, author, title, keyword	
Narrows search by refining search terms and Boolean searches	
Recognizes and differentiates appropriate use of various references sources (print and non print)	
Selects appropriate materials for specific purposes by using table of contents and index	
Selects appropriate materials for specific purposes by detecting opinion, bias, and propaganda	
Selects appropriate materials for specific purposes by evaluating authenticity, credibility, and currency	
Organizes information (graphic organizers, note cards, outlines)	
Integrates new information with prior knowledge by comparing, contrasting, and analyzing	
Differentiate among characteristics of genres	<ul style="list-style-type: none"> • Students state “this book is real” or “this book is from the imagination” when prompted
Identifies attributes of notable books (Ladybug, Caldecott, Newbery, Great Stone Face)	<ul style="list-style-type: none"> • Students recognize the medal and spine label for Caldecott book • Student read and vote for Lady Bud books
Identifies parts of a book	<ul style="list-style-type: none"> • Students identify the author, illustrator, title, spine, spine label, and cover of books
Recognizes authors’ and illustrators’ styles	<ul style="list-style-type: none"> • Students can identify famous authors by asking for books by specific authors or illustrators particularly for Caldecott and Ladybug books
Completes and evaluates research process individually or as a class (Big 6, MLA, APA)	

Kindergarten

Standard 3: Share Knowledge and participate ethically and productively as members of our democratic society.

Demonstrates care of library materials	<ul style="list-style-type: none"> • Students return materials on time in the same condition in which borrowed
Respects rights of other library patrons	<ul style="list-style-type: none"> • Students use quiet voices while in the library • Students walk in the library • Students are quiet when others are speaking
Cooperates and collaborates with others	<ul style="list-style-type: none"> • Students take turns using materials
Organizes research with questions, outlines, note cards, or graphic organizers (technology tools)	
Integrates new information with prior knowledge by synthesizing and summarizing	
Analyzes elements of a story by determining setting, characters, plot, theme, language, and style	<ul style="list-style-type: none"> • Students can identify the beginning, middle, end, and main character of a story
Demonstrates appropriate viewing and listening skills	<ul style="list-style-type: none"> • Students are quiet while others are reading out loud
Responds appropriately to various media including textual, visual, or digital in order to make inferences and create meaning	<ul style="list-style-type: none"> • Students make predictions about plot • Students make text to self connections
Uses technology tools to create and effectively communicate information and ideas to others	
Makes real world connections with what is learned	<ul style="list-style-type: none"> • Students share information from personal experience by speaking or drawing
Uses library media center and computer facilities productively, responsibly, and independently	
Respects others' ideas and backgrounds and acknowledges their contributions	<ul style="list-style-type: none"> • Students listen to others' comments without criticism • Students respond positively to others' comments
Takes part in discussions	<ul style="list-style-type: none"> • Students contribute appropriate responses based on teacher or LMS prompting
Evaluates the quality of the research process and their work	
Understands the concept of plagiarism and copyright, and cites resources properly	
Observes internet guidelines and follows school's AUP policy	<ul style="list-style-type: none"> • Students sign AUP policy • Students use internet while supervised by teacher or LMS

Kindergarten

Standard 4: Pursue personal and aesthetic growth

Understands that resources are available for a variety of needs	<ul style="list-style-type: none">• Students seek information related to personal interests• Students select books for personal reading
Recognizes that media is available in a variety of formats	<ul style="list-style-type: none">• Students request audiobooks, magazines, books, online resources
Selects appropriate media format for personal learning and information needs	
Makes authentic connections to own life	<ul style="list-style-type: none">• Students share anecdotes that connect to personal reading
Uses technology tools to express creativity and personal ideas	<ul style="list-style-type: none">• Students use a draw or paint program to create and share work
Shows an appreciation for literature by choosing to read for pleasure	<ul style="list-style-type: none">• Students consistently ask for and check out books
Responds openly to new ideas	<ul style="list-style-type: none">• Students listen to and comment on others' comments during discussion
Develops an awareness of independent learning	<ul style="list-style-type: none">• Students locate resources to answer personal questions

Grade 1

Standard 1: Inquire, think critically, and gain knowledge

Essential Skill	Indicators
Recognizes the need for information	<ul style="list-style-type: none">• Students choose books based on need• Students browse shelves
Identifies all libraries as sources of information	<ul style="list-style-type: none">• Students can locate the library on their own• Students discuss using libraries in their town
Understands the physical layout of the library media center	<ul style="list-style-type: none">• Students can show and tell LMS where different categories of books are shelved• Students can show and tell LMS where circulation desk is located and where books are returned
Understands the role of the library staff and uses them as resources	<ul style="list-style-type: none">• Students ask the LMS for help
Follows circulation procedures	<ul style="list-style-type: none">• Students check out books and return them on time• Students use shelf markers when browsing for books
Accesses catalog to locate resources (technology tool)	
Locates resources based on Dewey Decimal System (understands organizational set up)	<ul style="list-style-type: none">• Students locate animal books, Everybody/Picture books, sports books, art books, etc.• Students apply their knowledge of alphabetizing
Selects resources and information independently	
Uses search and navigational features of electronic resources to efficiently access information (technology tool)	
Evaluates online resources	
Poses questions to guide research process	
Shares information resources	
Uses a variety of resources to guide inquiry	<ul style="list-style-type: none">• Students work with LMS, classroom teacher, and peers to locate sources• Students asks LMS for resources other than books
Follows ethical and legal guidelines when gathering and using information (copyright, plagiarism)	
Works collaboratively on assignments	

Grade 1

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Applies knowledge of classifying and categorizing with Dewey Decimal System (understanding categorization and books being found in multiple sections)	
Uses print, online resources, and catalog to locate materials by subject, author, title, keyword	
Narrows search by refining search terms and Boolean searches	
Recognizes and differentiates appropriate use of various references sources (print and non print)	
Selects appropriate materials for specific purposes by using table of contents and index	
Selects appropriate materials for specific purposes by detecting opinion, bias, and propaganda	
Selects appropriate materials for specific purposes by evaluating authenticity, credibility, and currency	
Organizes information (graphic organizers, note cards, outlines)	
Integrates new information with prior knowledge by comparing, contrasting, and analyzing	
Differentiate among characteristics of genres	<ul style="list-style-type: none"> • Students state “this book is fiction” or “this book is nonfiction” when prompted • Students can identify fairytales
Identifies attributes of notable books (Ladybug, Caldecott, Newbery, Great Stone Face)	<ul style="list-style-type: none"> • Students recognize the medal and spine label for Caldecott books • Students read and vote for Ladybug books
Identifies parts of a book	<ul style="list-style-type: none"> • Students can identify the author, illustrator, title, spine, spine label, and cover of books, title page
Recognizes authors’ and illustrators’ styles	<ul style="list-style-type: none"> • Students expand their knowledge base of famous authors and illustrators particularly for Caldecott and Ladybug books
Completes and evaluates research process individually or as a class (Big 6, MLA, APA)	

Grade 1

Standard 3: Share Knowledge and participate ethically and productively as members of our democratic society.

Demonstrates care of library materials	<ul style="list-style-type: none">• Students return materials on time in the same condition in which borrowed
Respects rights of other library patrons	<ul style="list-style-type: none">• Students use quiet voices while in the library• Students walk in the library• Students are quiet when others are speaking
Cooperates and collaborates with others	<ul style="list-style-type: none">• Students take turns using materials• Students begin to work on projects together
Organizes research with questions, outlines, note cards, or graphic organizers (technology tools)	
Integrates new information with prior knowledge by synthesizing and summarizing	
Analyzes elements of a story by determining setting, characters, plot, theme, language, and style	<ul style="list-style-type: none">• Students can identify the beginning, middle, end, and main character of a story and can recognize the problem of a story and offer solutions
Demonstrates appropriate viewing and listening skills	<ul style="list-style-type: none">• Students are quiet while others are reading out loud
Responds appropriately to various media including textual, visual, or digital in order to make inferences and create meaning	<ul style="list-style-type: none">• Students make predictions about plot• Students make text to self connections
Uses technology tools to create and effectively communicate information and ideas to others	
Makes real world connections with what is learned	<ul style="list-style-type: none">• Students share information from personal experience by speaking or drawing
Uses library media center and computer facilities productively, responsibly, and independently	
Respects others' ideas and backgrounds and acknowledges their contributions	<ul style="list-style-type: none">• Students listen to others' comments without criticism• Students respond positively to others' comments
Takes part in discussions	<ul style="list-style-type: none">• Students contribute appropriate responses based on teacher or LMS prompting
Evaluates the quality of the research process and their work	
Understands the concept of plagiarism and copyright, and cites resources properly	
Observes internet guidelines and follows school's AUP policy	<ul style="list-style-type: none">• Students sign AUP policy• Students use internet while supervised by teacher or LMS

Grade 1

Standard 4: Pursue personal and aesthetic growth

Understands that resources are available for a variety of needs	<ul style="list-style-type: none">• Students seek information related to personal interests• Students select books for personal reading
Recognizes that media is available in a variety of formats	<ul style="list-style-type: none">• Students request audiobooks, magazines, books, online resources
Selects appropriate media format for personal learning and information needs	
Makes authentic connections to own life	<ul style="list-style-type: none">• Students share anecdotes that connect to personal reading
Uses technology tools to express creativity and personal ideas	<ul style="list-style-type: none">• Students use a draw or paint program to create and share work
Shows an appreciation for literature by choosing to read for pleasure	<ul style="list-style-type: none">• Students consistently ask for and check out books
Responds openly to new ideas	<ul style="list-style-type: none">• Students listen to and comment on others' comments during discussion
Develops an awareness of independent learning	<ul style="list-style-type: none">• Students locate resources to answer personal questions

Grade 2

Standard 1: Inquire, think critically, and gain knowledge

Essential Skill	Indicators
Recognizes the need for information	<ul style="list-style-type: none">• Students choose books based on need• Students browse shelves• Students use encyclopedias and dictionaries for research
Identifies all libraries as sources of information	<ul style="list-style-type: none">• Students can locate the library on their own• Students discuss using libraries in their town
Understands the physical layout of the library media center	<ul style="list-style-type: none">• Students can show and tell LMS where the reference books are located and where fiction and nonfiction books are located• Students can show and tell LMS where circulation desk is located and where books are returned• Students can show the LMS where the computer catalog is located
Understands the role of the library staff and uses them as resources	<ul style="list-style-type: none">• Students ask the LMS for help
Follows circulation procedures	<ul style="list-style-type: none">• Students check out books and return them on time• Students use shelf markers when browsing for books
Accesses catalog to locate resources (technology tool)	<ul style="list-style-type: none">• Students begin to use Alexandria's simple search option to find resources
Locates resources based on Dewey Decimal System (understands organizational set up)	<ul style="list-style-type: none">• Students locate reference materials and fiction and nonfiction based on call numbers• Students apply their knowledge of alphabetizing
Selects resources and information independently	
Uses search and navigational features of electronic resources to efficiently access information (technology tool)	
Evaluates online resources	
Poses questions to guide research process	
Shares information resources	<ul style="list-style-type: none">• Students collaborate by recognizing others' needs for information and offering resources (ie: notice a peer's topic in a book and say "Hey, Johnny, here is some info on elephants.")
Uses a variety of resources to guide inquiry	<ul style="list-style-type: none">• Students work with LMS, classroom teacher, and peers to locate

	sources
Follows ethical and legal guidelines when gathering and using information (copyright, plagiarism)	<ul style="list-style-type: none"> • Students asks LMS for resources other than books • Students create a Works Consulted or Works Cited by using a teacher – created template
Works collaboratively on assignments	<ul style="list-style-type: none"> • Students share knowledge to create a project

Grade 2

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Applies knowledge of classifying and categorizing with Dewey Decimal System (understanding categorization and books being found in multiple sections)	
Uses print, online resources, and catalog to locate materials by subject, author, title, keyword	<ul style="list-style-type: none"> • Students use Alexandria’s simple search option
Narrows search by refining search terms and Boolean searches	
Recognizes and differentiates appropriate use of various references sources (print and non print)	
Selects appropriate materials for specific purposes by using table of contents and index	<ul style="list-style-type: none"> • Students use index and table of contents to find their research topic
Selects appropriate materials for specific purposes by detecting opinion, bias, and propaganda	
Selects appropriate materials for specific purposes by evaluating authenticity, credibility, and currency	
Organizes information (graphic organizers, note cards, outlines)	<ul style="list-style-type: none"> • Students fill in a graphic organizer template with their research information
Integrates new information with prior knowledge by comparing, contrasting, and analyzing	<ul style="list-style-type: none"> • Students contribute to classroom discussion by comparing and contrasting ideas
Differentiate among characteristics of genres	<ul style="list-style-type: none"> • Students can identify fairytales, fables, biography, autobiography, poetry, fiction, and nonfiction books
Identifies attributes of notable books (Ladybug, Caldecott, Newbery, Great Stone Face)	<ul style="list-style-type: none"> • Students recognize the medal and spine label for Caldecott books • Students read and vote for Ladybug books
Identifies parts of a book	<ul style="list-style-type: none"> • Students can identify the author, illustrator, title, spine, spine label, and cover of books, title page
Recognizes authors’ and illustrators’ styles	<ul style="list-style-type: none"> • Students expand their knowledge base of famous authors and illustrators particularly for Caldecott and Ladybug books
Completes and evaluates research process individually or as a class (Big 6, MLA, APA)	<ul style="list-style-type: none"> • Students answer questions in complete sentences based on information obtained

Grade 2

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

Demonstrates care of library materials	<ul style="list-style-type: none">• Students return materials on time in the same condition in which borrowed
Respects rights of other library patrons	<ul style="list-style-type: none">• Students use quiet voices while in the library• Students walk in the library• Students are quiet when others are speaking
Cooperates and collaborates with others	<ul style="list-style-type: none">• Students take turns using materials• Students begin to work on projects together
Organizes research with questions, outlines, note cards, or graphic organizers (technology tools)	<ul style="list-style-type: none">• Students complete a graphic organize template
Integrates new information with prior knowledge by synthesizing and summarizing	<ul style="list-style-type: none">• Students summarize their research
Analyzes elements of a story by determining setting, characters, plot, theme, language, and style	<ul style="list-style-type: none">• Students can identify the setting, plot, and main characters in a story• Students can identify the problem of a story and offer solutions
Demonstrates appropriate viewing and listening skills	<ul style="list-style-type: none">• Students participate actively in discussion
Responds appropriately to various media including textual, visual, or digital in order to make inferences and create meaning	<ul style="list-style-type: none">• Students make predictions about plot• Students make text to self connections• Students offer solutions to the story's problem
Uses technology tools to create and effectively communicate information and ideas to others	<ul style="list-style-type: none">• Students use a draw or paint program to illustrate their research
Makes real world connections with what is learned	<ul style="list-style-type: none">• Students share information from personal experience by speaking, drawing, or writing
Uses library media center and computer facilities productively, responsibly, and independently	
Respects others' ideas and backgrounds and acknowledges their contributions	<ul style="list-style-type: none">• Students listen to others' comments without criticism• Students respond positively to others' comments
Takes part in discussions	<ul style="list-style-type: none">• Students contribute appropriate responses independently
Evaluates the quality of the research process and their work	<ul style="list-style-type: none">• Students complete a self evaluation
Understands the concept of plagiarism and copyright, and cites resources properly	<ul style="list-style-type: none">• Students create a Works Consulted or Works Cited
Observes internet guidelines and follows school's AUP policy	<ul style="list-style-type: none">• Students sign AUP policy• Students use internet while supervised by teacher or LMS

Grade 2

Standard 4: Pursue personal and aesthetic growth

Understands that resources are available for a variety of needs	<ul style="list-style-type: none">• Students seek information related to personal interests• Students select books for personal reading
Recognizes that media is available in a variety of formats	<ul style="list-style-type: none">• Students request audiobooks, magazines, books, online resources
Selects appropriate media format for personal learning and information needs	
Makes authentic connections to own life	<ul style="list-style-type: none">• Students share anecdotes that connect to personal reading
Uses technology tools to express creativity and personal ideas	<ul style="list-style-type: none">• Students use a draw or paint program to create and share work
Shows an appreciation for literature by choosing to read for pleasure	<ul style="list-style-type: none">• Students consistently ask for and check out books
Responds openly to new ideas	<ul style="list-style-type: none">• Students listen to and comment on others' comments during discussion• Students heed LMS's suggestions to try new literature
Develops an awareness of independent learning	<ul style="list-style-type: none">• Students locate resources to answer personal questions

Grade 3

Standard 1: Inquire, think critically, and gain knowledge

Essential Skill	Indicators
Recognizes the need for information	<ul style="list-style-type: none">• Students choose books based on need• Students browse shelves• Students use encyclopedias, dictionaries, atlases and thesauri for research
Identifies all libraries as sources of information	<ul style="list-style-type: none">• Students can locate and use the library on their own• Students discuss using libraries in their town
Understands the physical layout of the library media center	<ul style="list-style-type: none">• Students can show and tell LMS where the reference books are located and where fiction and nonfiction books are located• Students use the circulation area appropriately• Students access the computer catalog
Understands the role of the library staff and uses them as resources	<ul style="list-style-type: none">• Students ask the LMS for help
Follows circulation procedures	<ul style="list-style-type: none">• Students check out books and return them on time• Students use shelf markers when browsing for books
Accesses catalog to locate resources (technology tool)	<ul style="list-style-type: none">• Students locate materials by using Alexandria’s simple search option
Locates resources based on Dewey Decimal System (understands organizational set up)	<ul style="list-style-type: none">• Students locate reference materials and fiction and nonfiction based on call numbers• Students apply their knowledge of alphabetizing
Selects resources and information independently	
Uses search and navigational features of electronic resources to efficiently access information (technology tool)	
Evaluates online resources	
Poses questions to guide research process	
Shares information resources	<ul style="list-style-type: none">• Students collaborate by recognizing others’ needs for information and offering resources (ie: notice a peer’s topic in a book and say “Hey, Johnny, here is some info on elephants.”)
Uses a variety of resources to guide inquiry	<ul style="list-style-type: none">• Students work with LMS, classroom teacher, and peers to locate

	sources
Follows ethical and legal guidelines when gathering and using information (copyright, plagiarism)	<ul style="list-style-type: none"> • Students asks LMS for resources other than books • Students create a Works Consulted or Works Cited by using a teacher – created template
Works collaboratively on assignments	<ul style="list-style-type: none"> • Students share knowledge to create a project

Grade 3

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Applies knowledge of classifying and categorizing with Dewey Decimal System (understanding categorization and books being found in multiple sections)	<ul style="list-style-type: none"> • Students practice using Dewey Decimal System to locate specific books with LMS's help
Uses print, online resources, and catalog to locate materials by subject, author, title, keyword	<ul style="list-style-type: none"> • Students use Alexandria's simple search option
Narrows search by refining search terms and Boolean searches	
Recognizes and differentiates appropriate use of various references sources (print and non print)	
Selects appropriate materials for specific purposes by using table of contents and index	<ul style="list-style-type: none"> • Students recognize whether a resource is useful or not based on table of contents or index
Selects appropriate materials for specific purposes by detecting opinion, bias, and propaganda	
Selects appropriate materials for specific purposes by evaluating authenticity, credibility, and currency	
Organizes information (graphic organizers, note cards, outlines)	<ul style="list-style-type: none"> • Students fill in a graphic organizer template with their research information
Integrates new information with prior knowledge by comparing, contrasting, and analyzing	<ul style="list-style-type: none"> • Students contribute to classroom discussion by comparing and contrasting ideas • Students write paragraphs that compare and contrast information
Differentiate among characteristics of genres	<ul style="list-style-type: none"> • Students can identify fairytales, fables, biography, autobiography, mysteries, poetry, fiction, and nonfiction books
Identifies attributes of notable books (Ladybug, Caldecott, Newbery, Great Stone Face)	<ul style="list-style-type: none"> • Students recognize the medal and spine label for Caldecott books • Student read and vote for Ladybug books
Identifies parts of a book	<ul style="list-style-type: none"> • Students can identify the author, illustrator, title, spine, spine label, cover of books, and title page
Recognizes authors' and illustrators' styles	<ul style="list-style-type: none"> • Students compare and contrast authors and illustrators

	particularly with Caldecott and Ladybug books
Completes and evaluates research process individually or as a class (Big 6, MLA, APA)	<ul style="list-style-type: none">• Students select research topics from a list• Students practice note taking by answering questions in their own words• Students summarize information by writing paragraphs on their topic

Grade 3

Standard 3: Share Knowledge and participate ethically and productively as members of our democratic society.

Demonstrates care of library materials	<ul style="list-style-type: none"> • Students return materials on time in the same condition in which borrowed
Respects rights of other library patrons	<ul style="list-style-type: none"> • Students use quiet voices while in the library • Students walk in the library • Students are quiet when others are speaking
Cooperates and collaborates with others	<ul style="list-style-type: none"> • Students take turns using materials • Students work on projects together
Organizes research with questions, outlines, note cards, or graphic organizers (technology tools)	<ul style="list-style-type: none"> • Students complete a graphic organize template • Students practice note taking by answering questions in their own words
Integrates new information with prior knowledge by synthesizing and summarizing	<ul style="list-style-type: none"> • Students write paragraphs summarizing their research
Analyzes elements of a story by determining setting, characters, plot, theme, language, and style	<ul style="list-style-type: none"> • Students can identify the setting, plot, theme, and main characters in a story • Students can identify the problem of a story and offer solutions
Demonstrates appropriate viewing and listening skills	<ul style="list-style-type: none"> • Students participate actively in discussion
Responds appropriately to various media including textual, visual, or digital in order to make inferences and create meaning	<ul style="list-style-type: none"> • Students make predictions about plot • Students make text to self, text to text, and text to world connections • Students offer solutions to the story's problem
Uses technology tools to create and effectively communicate information and ideas to others	<ul style="list-style-type: none"> • Students use a draw or paint program to illustrate their research • Students use Powerpoint to create presentations
Makes real world connections with what is learned	<ul style="list-style-type: none"> • Students compare and contrast information from personal experience to life by speaking, drawing, or writing
Uses library media center and computer facilities productively, responsibly, and independently	<ul style="list-style-type: none"> • Students access the media center outside of fixed schedule
Respects others' ideas and backgrounds and acknowledges their contributions	<ul style="list-style-type: none"> • Students listen to others' comments without criticism • Students respond positively to others' comments
Takes part in discussions	<ul style="list-style-type: none"> • Students contribute appropriate responses independently
Evaluates the quality of the research process and their work	<ul style="list-style-type: none"> • Students complete a self evaluation
Understands the concept of plagiarism and	<ul style="list-style-type: none"> • Students create a Works Consulted or Works Cited

copyright, and cites resources properly	
Observes internet guidelines and follows school's AUP policy	<ul style="list-style-type: none">• Students sign AUP policy• Students use internet while supervised by teacher or LMS

Grade 3

Standard 4: Pursue personal and aesthetic growth

Understands that resources are available for a variety of needs	<ul style="list-style-type: none">• Students seek information related to personal interests• Students select books for personal reading
Recognizes that media is available in a variety of formats	<ul style="list-style-type: none">• Students request , audiobooks, magazines, books, online resources
Selects appropriate media format for personal learning and information needs	
Makes authentic connections to own life	<ul style="list-style-type: none">• Students share anecdotes that connect to personal reading
Uses technology tools to express creativity and personal ideas	<ul style="list-style-type: none">• Students use a draw or paint program to create and share work• Student use Powerpoint to create presentations
Shows an appreciation for literature by choosing to read for pleasure	<ul style="list-style-type: none">• Students consistently ask for and check out books
Responds openly to new ideas	<ul style="list-style-type: none">• Students listen to and comment on others' comments during discussion• Students heed LMS's suggestions to try new literature
Develops an awareness of independent learning	<ul style="list-style-type: none">• Students locate resources to answer personal questions• Students select research topics based on personal interest

Grade 4

Standard 1: Inquire, think critically, and gain knowledge

Essential Skill	Indicators
Recognizes the need for information	<ul style="list-style-type: none">• Students choose books based on need• Students browse shelves• Students use encyclopedias, dictionaries, atlases, thesauri, and almanacs for research
Identifies all libraries as sources of information	<ul style="list-style-type: none">• Students can locate and use the library on their own• Students discuss using libraries in their town
Understands the physical layout of the library media center	<ul style="list-style-type: none">• Students locate materials (print and non print)• Students use the circulation area appropriately• Students access the computer catalog
Understands the role of the library staff and uses them as resources	<ul style="list-style-type: none">• Students ask the LMS for help
Follows circulation procedures	<ul style="list-style-type: none">• Students check out books independently and return them on time• Students use shelf markers when browsing for books
Accesses catalog to locate resources (technology tool)	<ul style="list-style-type: none">• Students locate materials by using Alexandria's simple search option
Locates resources based on Dewey Decimal System (understands organizational set up)	<ul style="list-style-type: none">• Students locate materials based on call numbers• Students apply their knowledge of alphabetizing
Selects resources and information independently	<ul style="list-style-type: none">• Students begin to seek information sources and materials beyond what is required by the teacher or LMS
Uses search and navigational features of electronic resources to efficiently access information (technology tool)	<ul style="list-style-type: none">• Students begin to use teacher – selected websites to locate information
Evaluates online resources	<ul style="list-style-type: none">• Students begin to select online resources based on reading ability and comprehension level
Poses questions to guide research process	
Shares information resources	<ul style="list-style-type: none">• Students demonstrate interest in others' research topics by actively helping their peers locate information and by sharing

	ideas
Uses a variety of resources to guide inquiry	<ul style="list-style-type: none"> • Students recognize the need for more information resources based on unanswered questions
Follows ethical and legal guidelines when gathering and using information (copyright, plagiarism)	<ul style="list-style-type: none"> • Students create a Works Consulted or Works Cited by using a teacher – created template
Works collaboratively on assignments	<ul style="list-style-type: none"> • Students share knowledge to create a project

Grade 4

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Applies knowledge of classifying and categorizing with Dewey Decimal System (understanding categorization and books being found in multiple sections)	<ul style="list-style-type: none"> • Students use the Dewey Decimal System to locate specific books with LMS's help
Uses print, online resources, and catalog to locate materials by subject, author, title, keyword	<ul style="list-style-type: none"> • Students use Alexandria's simple search option
Narrows search by refining search terms and Boolean searches	
Recognizes and differentiates appropriate use of various references sources (print and non print)	
Selects appropriate materials for specific purposes by using table of contents and index	<ul style="list-style-type: none"> • Students recognize whether a resource is useful or not based on table of contents or index • Students check copyright date for currency
Selects appropriate materials for specific purposes by detecting opinion, bias, and propaganda	
Selects appropriate materials for specific purposes by evaluating authenticity, credibility, and currency	
Organizes information (graphic organizers, note cards, outlines)	<ul style="list-style-type: none"> • Students fill in a graphic organizer template with their research information
Integrates new information with prior knowledge by comparing, contrasting, and analyzing	<ul style="list-style-type: none"> • Students contribute to classroom discussion by comparing and contrasting ideas • Students write paragraphs that compare and contrast information • Students interpret meaning by summarizing information
Differentiate among characteristics of genres	<ul style="list-style-type: none"> • Students can identify fairytales, fables, biography, autobiography, mysteries, fantasy, historical fiction, realistic fiction, poetry, fiction, and nonfiction books
Identifies attributes of notable books (Caldecott, Newbery, Great Stone Face)	<ul style="list-style-type: none"> • Students recognize the medal and spine label for Caldecott books • Students discover and begin to read Great Stone Face books • Students recognize the medal and spine label of Newbery books

Identifies parts of a book	<ul style="list-style-type: none"> • Students can identify the author, illustrator, title, spine, spine label, cover of books, title page, and title verso
Recognizes authors' and illustrators' styles	<ul style="list-style-type: none"> • Students compare and contrast authors and illustrators (For example: with Great Stone Face, Caldecott, and Newbery books)
Completes and evaluates research process individually or as a class (Big 6, MLA, APA)	<ul style="list-style-type: none"> • Students select research topics from a list • Students practice note taking by answering questions in their own words • Students summarize information by writing paragraphs on their topic • Students use Powerpoint to create presentations based on research

Grade 4

Standard 3: Share Knowledge and participate ethically and productively as members of our democratic society.

Demonstrates care of library materials	<ul style="list-style-type: none"> • Students return materials on time in the same condition in which borrowed
Respects rights of other library patrons	<ul style="list-style-type: none"> • Students use quiet voices while in the library • Students walk in the library • Students are quiet when others are speaking
Cooperates and collaborates with others	<ul style="list-style-type: none"> • Students take turns using materials • Students work on projects together
Organizes research with questions, outlines, note cards, or graphic organizers (technology tools)	<ul style="list-style-type: none"> • Students complete a graphic organizer template • Students practice note taking by answering questions in their own words
Integrates new information with prior knowledge by synthesizing and summarizing	<ul style="list-style-type: none"> • Students write paragraphs summarizing their research
Analyzes elements of a story by determining setting, characters, plot, theme, language, and style	<ul style="list-style-type: none"> • Students can identify the setting, plot, theme, and main characters in a story • Students can identify the problem of a story and offer solutions
Demonstrates appropriate viewing and listening skills	<ul style="list-style-type: none"> • Students participate actively in discussion • Students listen with whole body when others are speaking
Responds appropriately to various media including textual, visual, or digital in order to make inferences and create meaning	<ul style="list-style-type: none"> • Students make predictions about plot • Students make text to self, text to text, and text to world connections • Students offer solutions to the story's problem
Uses technology tools to create and effectively communicate information and ideas to others	<ul style="list-style-type: none"> • Students use a draw or paint program to illustrate their research • Students utilize visual and sound effects of Powerpoint to create presentations • Students use Excel to display research data
Makes real world connections with what is learned	<ul style="list-style-type: none"> • Students compare and contrast information from personal experience to life by speaking, drawing, or writing
Uses library media center and computer facilities productively, responsibly, and independently	<ul style="list-style-type: none"> • Students access the media center outside of fixed schedule
Respects others' ideas and backgrounds and acknowledges their contributions	<ul style="list-style-type: none"> • Students listen to others' comments without criticism • Students respond positively to others' comments

Takes part in discussions	<ul style="list-style-type: none"> • Students contribute appropriate responses independently
Evaluates the quality of the research process and their work	<ul style="list-style-type: none"> • Students complete a self evaluation
Understands the concept of plagiarism and copyright, and cites resources properly	<ul style="list-style-type: none"> • Students create a Works Consulted or Works Cited by using a teacher – created template
Observes internet guidelines and follows school's AUP policy	<ul style="list-style-type: none"> • Students sign AUP policy • Students use internet while supervised by teacher or LMS

Grade 4

Standard 4: Pursue personal and aesthetic growth

Understands that resources are available for a variety of needs	<ul style="list-style-type: none">• Students seek information related to personal interests• Students select books for personal reading
Recognizes that media is available in a variety of formats	<ul style="list-style-type: none">• Students request , audiobooks, magazines, books, online resources
Selects appropriate media format for personal learning and information needs	
Makes authentic connections to own life	<ul style="list-style-type: none">• Students share anecdotes that connect to personal reading
Uses technology tools to express creativity and personal ideas	<ul style="list-style-type: none">• Students use a draw or paint program to create and share work• Student use Powerpoint to create presentations• Students use iPhoto to create presentations
Shows an appreciation for literature by choosing to read for pleasure	<ul style="list-style-type: none">• Students consistently ask for and check out books• Student recommend books for the LMS to purchase
Responds openly to new ideas	<ul style="list-style-type: none">• Students listen to and comment on others' comments during discussion• Students heed LMS's suggestions to try new literature
Develops an awareness of independent learning	<ul style="list-style-type: none">• Students locate resources to answer personal questions• Students select research topics based on personal interest• Student select technology tools they want to use for presentations and/or creative expression

Grade 5

Standard 1: Inquire, think critically, and gain knowledge

Essential Skill	Indicators
Recognizes the need for information	<ul style="list-style-type: none">• Students choose books based on need• Students browse shelves• Students use encyclopedias, dictionaries, atlases, thesauri, almanacs for research
Identifies all libraries as sources of information	<ul style="list-style-type: none">• Students can locate and use the library on their own• Students discuss using libraries in their town
Understands the physical layout of the library media center	<ul style="list-style-type: none">• Students locate materials (print and non print)• Students use the circulation area appropriately• Students access the computer catalog
Understands the role of the library staff and uses them as resources	<ul style="list-style-type: none">• Students ask the LMS for help
Follows circulation procedures	<ul style="list-style-type: none">• Students check out books independently and return them on time• Students use shelf markers when browsing for books
Accesses catalog to locate resources (technology tool)	<ul style="list-style-type: none">• Students locate materials by using Alexandria's simple search option• Students begin to explore expand keyword searches
Locates resources based on Dewey Decimal System (understands organizational set up)	<ul style="list-style-type: none">• Students locate materials based on call numbers• Students apply their knowledge of alphabetizing
Selects resources and information independently	<ul style="list-style-type: none">• Students begin to seek information sources and materials beyond what is required by the teacher or LMS
Uses search and navigational features of electronic resources to efficiently access information (technology tool)	<ul style="list-style-type: none">• Students begin to use search engines to locate information
Evaluates online resources	<ul style="list-style-type: none">• Students select online resources based on reading ability and comprehension level
Poses questions to guide research process	<ul style="list-style-type: none">• Students generate additional questions to the research template
Shares information resources	<ul style="list-style-type: none">• Students demonstrate interest in others' research topics by actively helping their peers locate information and by sharing ideas

Uses a variety of resources to guide inquiry	<ul style="list-style-type: none"> • Students recognize the need for more information resources based on unanswered questions
Follows ethical and legal guidelines when gathering and using information (copyright, plagiarism)	<ul style="list-style-type: none"> • Students create a Works Consulted or Works Cited by using a teacher – created template
Works collaboratively on assignments	<ul style="list-style-type: none"> • Students share knowledge to create a project

Grade 5

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Applies knowledge of classifying and categorizing with Dewey Decimal System (understanding categorization and books being found in multiple sections)	<ul style="list-style-type: none"> • Students use the Dewey Decimal System to locate specific books with LMS's help
Uses print, online resources, and catalog to locate materials by subject, author, title, keyword	<ul style="list-style-type: none"> • Students use Alexandria's simple search option • Students expand keyword searches
Narrows search by refining search terms and Boolean searches	<ul style="list-style-type: none"> • Students begin to explore using Boolean searching to find information
Recognizes and differentiates appropriate use of various reference sources (print and non print)	<ul style="list-style-type: none"> • Students select the types of resources they want to use based on need, availability, and currency • Students choose print or non print sources to generate information for research
Selects appropriate materials for specific purposes by using table of contents and index	<ul style="list-style-type: none"> • Students recognize whether a resource is useful or not based on table of contents or index • Students check copyright date for currency
Selects appropriate materials for specific purposes by detecting opinion, bias, and propaganda	<ul style="list-style-type: none"> • Students begin to determine how or why information is created with LMS and teacher prompting (verbally and by using programs such as Netsmartz)
Selects appropriate materials for specific purposes by evaluating authenticity, credibility, and currency	<ul style="list-style-type: none"> • Students know to look for copyright dates and authorship for print and non print materials • Students choose resources based on currency and authorship
Organizes information (graphic organizers, note cards, outlines)	<ul style="list-style-type: none"> • Students fill in a graphic organizer template with their research information
Integrates new information with prior knowledge by comparing, contrasting, and analyzing	<ul style="list-style-type: none"> • Students contribute to classroom discussion by comparing and contrasting ideas • Students write paragraphs that compare and contrast information • Students interpret meaning by summarizing information
Differentiate among characteristics of genres	<ul style="list-style-type: none"> • Students can identify fairytales, fables, biography, autobiography, mysteries, fantasy, historical fiction, realistic fiction, poetry, fiction, and nonfiction books

Identifies attributes of notable books (Caldecott, Newbery, Great Stone Face)	<ul style="list-style-type: none"> • Students recognize the medal and spine label for Caldecott books • Students read Great Stone Face books • Students recognize the medal and spine label of Newbery books
Identifies parts of a book	<ul style="list-style-type: none"> • Students can identify the author, illustrator, title, spine, spine label, cover of books, title page, and title verso
Recognizes authors' and illustrators' styles	<ul style="list-style-type: none"> • Students compare and contrast authors and illustrators (For example: with Great Stone Face, Caldecott, and Newbery books)
Completes and evaluates research process individually or as a class (Big 6, MLA, APA)	<ul style="list-style-type: none"> • Students select research topics from a list • Students practice note taking by answering questions in their own words • Students summarize information by writing paragraphs on their topic • Students use Powerpoint to create presentations based on research

Grade 5

Standard 3: Share Knowledge and participate ethically and productively as members of our democratic society.

Demonstrates care of library materials	<ul style="list-style-type: none">• Students return materials on time in the same condition in which borrowed
Respects rights of other library patrons	<ul style="list-style-type: none">• Students use quiet voices while in the library• Students walk in the library• Students are quiet when others are speaking
Cooperates and collaborates with others	<ul style="list-style-type: none">• Students take turns using materials• Students work on projects together
Organizes research with questions, outlines, note cards, or graphic organizers (technology tools)	<ul style="list-style-type: none">• Students complete a graphic organizer template• Students practice note taking by answering questions in their own words
Integrates new information with prior knowledge by synthesizing and summarizing	<ul style="list-style-type: none">• Students write paragraphs summarizing their research
Analyzes elements of a story by determining setting, characters, plot, theme, language, and style	<ul style="list-style-type: none">• Students can identify the setting, plot, theme, and main characters in a story• Students can identify the problem of a story and offer solutions
Demonstrates appropriate viewing and listening skills	<ul style="list-style-type: none">• Students participate actively in discussion• Students listen with whole body when others are speaking
Responds appropriately to various media including textual, visual, or digital in order to make inferences and create meaning	<ul style="list-style-type: none">• Students make predictions about plot• Students make text to self, text to text, and text to world connections• Students offer solutions to the story's problem
Uses technology tools to create and effectively communicate information and ideas to others	<ul style="list-style-type: none">• Students use a draw or paint program to illustrate their research• Students utilize visual and sound effects of Powerpoint to create presentations• Students use Excel to display research data
Makes real world connections with what is learned	<ul style="list-style-type: none">• Students compare and contrast information from personal experience to life by speaking, drawing, or writing

Uses library media center and computer facilities productively, responsibly, and independently	<ul style="list-style-type: none"> • Students access the media center outside of fixed schedule
Respects others' ideas and backgrounds and acknowledges their contributions	<ul style="list-style-type: none"> • Students listen to others' comments without criticism • Students respond positively to others' comments
Takes part in discussions	<ul style="list-style-type: none"> • Students contribute appropriate responses independently
Evaluates the quality of the research process and their work	<ul style="list-style-type: none"> • Students complete a self evaluation
Understands the concept of plagiarism and copyright, and cites resources properly	<ul style="list-style-type: none"> • Students create a Works Consulted or Works Cited
Observes internet guidelines and follows school's AUP policy	<ul style="list-style-type: none"> • Students sign AUP policy • Students use internet while supervised by teacher or LMS

Grade 5

Standard 4: Pursue personal and aesthetic growth

Understands that resources are available for a variety of needs	<ul style="list-style-type: none">• Students seek information related to personal interests• Students select books for personal reading
Recognizes that media is available in a variety of formats	<ul style="list-style-type: none">• Students request audiobooks, magazines, books, online resources
Selects appropriate media format for personal learning and information needs	<ul style="list-style-type: none">• Students choose materials independently
Makes authentic connections to own life	<ul style="list-style-type: none">• Students share anecdotes that connect to personal reading
Uses technology tools to express creativity and personal ideas	<ul style="list-style-type: none">• Students use a draw or paint program to create and share work• Student use Powerpoint to create presentations• Students use iPhoto to create presentations
Shows an appreciation for literature by choosing to read for pleasure	<ul style="list-style-type: none">• Students consistently ask for and check out books• Student recommend books for the LMS to purchase
Responds openly to new ideas	<ul style="list-style-type: none">• Students listen to and comment on others' comments during discussion• Students heed LMS's suggestions to try new literature
Develops an awareness of independent learning	<ul style="list-style-type: none">• Students locate resources to answer personal questions• Students select research topics based on personal interest• Student select technology tools they want to use for presentations and/or creative expression

Grade 6-8

Standard 1: Inquire, think critically, and gain knowledge

Essential Skill	Indicators
Recognizes the need for information	<ul style="list-style-type: none">• Students choose books based on need• Students browse shelves• Students use encyclopedias, dictionaries, atlases, thesauri, almanacs, and biographical and geographical dictionaries for research• Students use online databases based on need
Identifies all libraries as sources of information	<ul style="list-style-type: none">• Students can locate and use the library on their own• Students discuss using libraries in their town
Understands the physical layout of the library media center	<ul style="list-style-type: none">• Students locate materials (print and non print)• Students use the circulation area appropriately• Students access the computer catalog
Understands the role of the library staff and uses them as resources	<ul style="list-style-type: none">• Students ask the LMS for help• Students ask library paras for help
Follows circulation procedures	<ul style="list-style-type: none">• Students check out audiobooks, books, and magazines independently and return them on time• Students use shelf markers when browsing for books
Accesses catalog to locate resources (technology tool)	<ul style="list-style-type: none">• Students locate materials by using Alexandria's simple search option• Students expand keyword searches
Locates resources based on Dewey Decimal System (understands organizational set up)	<ul style="list-style-type: none">• Students locate locate materials based on call numbers• Students apply their knowledge of alphabetizing
Selects resources and information independently	<ul style="list-style-type: none">• Students seek information sources and materials beyond what is required by the teacher or LMS
Uses search and navigational features of electronic resources to efficiently access information (technology tool)	<ul style="list-style-type: none">• Students use search engines to locate information
Evaluates online resources	<ul style="list-style-type: none">• Students select online resources based on reading ability and comprehension level

Poses questions to guide research process	<ul style="list-style-type: none"> • Students generate additional questions based on assignment criteria
Shares information resources	<ul style="list-style-type: none"> • Students demonstrate interest in others' research topics by actively helping their peers locate information and by sharing ideas
Uses a variety of resources to guide inquiry	<ul style="list-style-type: none"> • Students recognize the need for more information resources based on unanswered questions and locate and use these resources to answer questions
Follows ethical and legal guidelines when gathering and using information (copyright, plagiarism)	<ul style="list-style-type: none"> • Students create a Works Consulted independently
Works collaboratively on assignments	<ul style="list-style-type: none"> • Students share knowledge to create a project

Grade 6-8

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Applies knowledge of classifying and categorizing with Dewey Decimal System (understanding categorization and books being found in multiple sections)	<ul style="list-style-type: none">• Students use the Dewey Decimal System to locate specific books with minimal help
Uses print, online resources, and catalog to locate materials by subject, author, title, keyword	<ul style="list-style-type: none">• Students use Alexandria's simple search option• Students expand keyword searches• Students use KMS Links page to access databases and websites
Narrows search by refining search terms and Boolean searches	<ul style="list-style-type: none">• Students begin to explore using Boolean searching to find information
Recognizes and differentiates appropriate use of various reference sources (print and non print)	<ul style="list-style-type: none">• Students select the types of resources they want to use based on need, availability, and currency• Students choose print or non print sources to generate information for research
Selects appropriate materials for specific purposes by using table of contents and index	<ul style="list-style-type: none">• Students recognize whether a resource is useful or not based on table of contents or index• Students check copyright date for currency
Selects appropriate materials for specific purposes by detecting opinion, bias, and propaganda	<ul style="list-style-type: none">• Students determine how or why information is created with LMS and teacher prompting• Students differentiate .org, .edu., .gov sites vs. .com for reliability
Selects appropriate materials for specific purposes by evaluating authenticity, credibility, and currency	<ul style="list-style-type: none">• Students know to look for copyright dates and authorship for print and non print materials• Students choose resources based on currency and authorship
Organizes information (graphic organizers, note cards, outlines)	<ul style="list-style-type: none">• Students select appropriate graphic organizer based on the type of research

Integrates new information with prior knowledge by comparing, contrasting, and analyzing	<ul style="list-style-type: none"> • Students contribute to classroom discussion by comparing and contrasting ideas • Students write reports that compare and contrast information • Students interpret meaning by summarizing information
Differentiate among characteristics of genres	<ul style="list-style-type: none"> • Students can identify writing as fiction or nonfiction including folktales, biography, autobiography, poetry, mystery, fantasy, historical fiction, realistic fiction, science fiction, and historic fiction
Identifies attributes of notable books (Newbery, Great Stone Face, Isinglass)	<ul style="list-style-type: none"> • Students recognize the medal and spine label for Newbery books • Students read and vote on Great Stone Face books and Isinglass books
Identifies parts of a book	<ul style="list-style-type: none"> • Students can identify the author, illustrator, title, spine, spine label, cover of books, title page, and title verso
Recognizes authors' and illustrators' styles	<ul style="list-style-type: none"> • Students compare and contrast authors particularly with Great Stone Face , Isinglass, and Newbery books
Completes and evaluates research process individually or as a class (Big 6, MLA, APA)	<ul style="list-style-type: none"> • Students select research topics from a list • Students generate essential question to guide their research • Students practice note taking by answering questions in their own words, using 2-column notetaking, smart cards, and WILD cards • Students summarize information by writing reports on their topic • Students use Powerpoint to create presentations based on research

Grade 6-8

Standard 3: Share Knowledge and participate ethically and productively as members of our democratic society.

Demonstrates care of library materials	<ul style="list-style-type: none">• Students return materials on time in the same condition in which borrowed
Respects rights of other library patrons	<ul style="list-style-type: none">• Students use quiet voices while in the library• Students walk in the library• Students are quiet when others are speaking
Cooperates and collaborates with others	<ul style="list-style-type: none">• Students take turns using materials• Students work on projects together
Organizes research with questions, outlines, note cards, or graphic organizers (technology tools)	<ul style="list-style-type: none">• Students select and use a graphic organizer• Students practice note taking by answering questions in their own words
Integrates new information with prior knowledge by synthesizing and summarizing	<ul style="list-style-type: none">• Students write reports summarizing their research
Analyzes elements of a story by determining setting, characters, plot, theme, language, and style	<ul style="list-style-type: none">• Students can identify the setting, plot, theme, main characters, and point of view in a story• Students can identify the conflict of a story and make predictions
Demonstrates appropriate viewing and listening skills	<ul style="list-style-type: none">• Students begin to initiate dialogue and participate actively in discussion• Students listen when others are speaking
Responds appropriately to various media including textual, visual, or digital in order to make inferences and create meaning	<ul style="list-style-type: none">• Students make predictions about plot• Students make text to self, text to text, and text to world connections• Students make predictions about the solution to a story's conflict
Uses technology tools to create and effectively communicate information and ideas to others	<ul style="list-style-type: none">• Students use a draw or paint program to illustrate their research• Students utilize visual and sound effects of Powerpoint to create presentations• Students use Excel to display research data• Students use iMovie and iPhoto to share research
Makes real world connections with what is learned	<ul style="list-style-type: none">• Students compare and contrast information from personal experience to life by speaking, drawing, or writing
Uses library media center and computer facilities productively, responsibly, and independently	<ul style="list-style-type: none">• Students access the media center by choice before and after school or during study hall

Respects others' ideas and backgrounds and acknowledges their contributions	<ul style="list-style-type: none"> • Students listen to others' comments without criticism • Students respond positively to others' comments
Takes part in discussions	<ul style="list-style-type: none"> • Students contribute appropriate responses independently
Evaluates the quality of the research process and their work	<ul style="list-style-type: none"> • Students establish goals for each project • Students assess themselves and the work they've done at the end of class based on goals they established
Understands the concept of plagiarism and copyright, and cites resources properly	<ul style="list-style-type: none"> • Students use two column note taking to avoid plagiarism • Students create a Works Consulted or Works Cited • Students identify copyright date to determine currency
Observes internet guidelines and follows school's AUP policy	<ul style="list-style-type: none"> • Students sign AUP policy • Students use internet while supervised by teacher or LMS

Grade 6-8

Standard 4: Pursue personal and aesthetic growth

Understands that resources are available for a variety of needs	<ul style="list-style-type: none">• Students seek information related to personal interests• Students select books, magazines and audiobooks for personal reading and listening
Recognizes that media is available in a variety of formats	<ul style="list-style-type: none">• Students request audiobooks, magazines, books, online resources
Selects appropriate media format for personal learning and information needs	<ul style="list-style-type: none">• Students choose materials independently
Makes authentic connections to own life	<ul style="list-style-type: none">• Students share anecdotes that connect to personal reading
Uses technology tools to express creativity and personal ideas	<ul style="list-style-type: none">• Students use a draw or paint program to create and share work• Student use Powerpoint to create presentations• Students use iMovie to create presentations• Students use iPhoto to create presentations
Shows an appreciation for literature by choosing to read for pleasure	<ul style="list-style-type: none">• Students consistently ask for and check out books• Student recommend books for the LMS to purchase• Students provide recommendations to peers• Students initiate book discussions groups and book talks
Responds openly to new ideas	<ul style="list-style-type: none">• Students listen to and comment on others' comments during discussion• Students heed LMS's suggestions to try new literature• Students accept comments and recommendations from peers
Develops an awareness of independent learning	<ul style="list-style-type: none">• Students locate resources to answer personal questions• Students select research topics based on personal interest• Student select technology tools they want to use for presentations and/or creative expression

Grade 9 - 12

Standard 1: Inquire, think critically, and gain knowledge

Essential Skill	Indicators
Recognizes the need for information	<ul style="list-style-type: none">• Students choose books based on need• Students browse shelves• Students use encyclopedias, dictionaries, atlases, thesauri, almanacs, periodicals, the vertical file, and biographical and geographical dictionaries for research• Students use online databases and world wide web searches based on need
Identifies all libraries as sources of information	<ul style="list-style-type: none">• Students can locate and use the library on their own• Students discuss using libraries in their town• Students use the NH State Library's downloadable audiobooks• Students use the KSC library• Students use the Keene Historical Society's library
Understands the physical layout of the library media center	<ul style="list-style-type: none">• Students locate materials (print and non print)• Students use the circulation area appropriately• Students access the computer catalog and locate reference and non-reference materials• Students use the fiction room for silent reading and quiet study
Understands the role of the library staff and uses them as resources	<ul style="list-style-type: none">• Students ask the LMS for help• Students ask library paras for help
Follows circulation procedures	<ul style="list-style-type: none">• Students check out audiobooks and books independently and return them on time• Students use signage when browsing for books
Accesses catalog to locate resources (technology tool)	<ul style="list-style-type: none">• Students locate materials by using Alexandria's simple search• Students use OPAC for citation purposes• Students use Boolean searches

Locates resources based on Dewey Decimal System (understands organizational set up)	<ul style="list-style-type: none"> • Students locate materials based on call numbers • Students apply their knowledge of alphabetizing
Selects resources and information independently	<ul style="list-style-type: none"> • Students seek information sources and materials beyond what is required by the teacher • Student seek information for pleasure reading, RFF, and independent research
Uses search and navigational features of electronic resources to efficiently access information (technology tool)	<ul style="list-style-type: none"> • Students use search engines to locate information • Students use online databases to locate information
Evaluates online resources	<ul style="list-style-type: none"> • Students select online resources based on authenticity, reliability, credibility, and currency
Poses questions to guide research process	<ul style="list-style-type: none"> • Students create essential questions to guide research
Shares information resources	<ul style="list-style-type: none"> • Students demonstrate interest in others' research topics by actively helping their peers locate information and by sharing ideas
Uses a variety of resources to guide inquiry	<ul style="list-style-type: none"> • Students recognize the need for more information resources based on unanswered questions and locate and use these resources to answer questions
Follows ethical and legal guidelines when gathering and using information (copyright, plagiarism)	<ul style="list-style-type: none"> • Students create a Works Consulted independently • Students follow copyright laws when photocopying materials and printing off the internet or databases • Students follow copyright laws for images and music used in Powerpoint, iMovie, brochures, and posters
Works collaboratively on assignments	<ul style="list-style-type: none"> • Students share knowledge to gather information and to create projects such as Powerpoint, iMovies, and posters

Grade 9 - 12

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Applies knowledge of classifying and categorizing with Dewey Decimal System (understanding categorization and books being found in multiple sections)	<ul style="list-style-type: none">• Students use the Dewey Decimal System to locate specific books with minimal help
Uses print, online resources, and catalog to locate materials by subject, author, title, keyword	<ul style="list-style-type: none">• Students use Alexandria's simple and boolean search options• Students access databases, websites, and the vertical file by using simple and Boolean searching
Narrows search by refining search terms and Boolean searches	<ul style="list-style-type: none">• Students use Boolean searching to find information• Students use advance search options when using databases and the www• Students employ related search terms when researching
Recognizes and differentiates appropriate use of various reference sources (print and non print)	<ul style="list-style-type: none">• Students select the types of resources they want to use based on need, availability, and currency• Students choose print or non print sources to generate information for research• Students compare and contrast print and non print sources to obtain the best sources for research needs
Selects appropriate materials for specific purposes by using table of contents and index	<ul style="list-style-type: none">• Students recognize whether a resource is useful or not based on table of contents or index• Students check copyright date for currency
Selects appropriate materials for specific purposes by detecting opinion, bias, and propaganda	<ul style="list-style-type: none">• Students determine how or why information is created (with help when needed from LMS and teacher)• Students understand website sponsorship and can differentiate among .org, .edu., .gov sites vs. .com for reliability• Students evaluate author credentials• Students use summaries, abstracts, critiques, and criticisms of sources to determine if the source should be used or not based on

	bias
Selects appropriate materials for specific purposes by evaluating authenticity, credibility, and currency	<ul style="list-style-type: none"> • Students know to look for copyright dates and authorship for print and non print materials • Students choose resources based on currency and authorship
Organizes information (graphic organizers, note cards, outlines)	<ul style="list-style-type: none"> • Students use graphic organizers and outlines to organize information and guide the research process • Students use note cards to organize information by subject and topic
Integrates new information with prior knowledge by comparing, contrasting, and analyzing	<ul style="list-style-type: none"> • Students contribute to classroom discussion by comparing and contrasting ideas • Students write reports that compare and contrast information • Students interpret meaning by summarizing and paraphrasing information • Students apply what they learned from past research projects to new research projects (ie: how to locate sources, the databases available, etc.)
Differentiate among characteristics of genres	<ul style="list-style-type: none"> • Students can identify writing as fiction or nonfiction including folktales, biography, autobiography, poetry, mystery, fantasy, historical fiction, realistic fiction, and science fiction • Students recognize that some books represent multiple genres
Identifies attributes of notable books (Newbery, Great Stone Face, Isinglass)	<ul style="list-style-type: none"> • Students look for books with endorsements and awards on the covers (ie: Oprah’s picks, Nebula Awards, Pulitzer Prize, etc.) • Students read and vote on The NH Flume Award and The Teens’ Top Ten nominees
Identifies parts of a book	<ul style="list-style-type: none"> • Students can identify the author, illustrator, title, spine, spine label, cover of books, title page, and title verso
Recognizes authors’ and illustrators’ styles	<ul style="list-style-type: none"> • Students compare and contrast authors, particularly the Flume and Teen Top Ten books • Students read multiple books by the same author and write reports that compare, contrast, and critique the author’s works and writing style • Students compare and contrast graphic fiction and non fiction

	books
Completes and evaluates research process individually or as a class (Big 6, MLA, APA)	<ul style="list-style-type: none">• Students select their own research topics• Students generate essential question to guide their research• Students practice note taking by answering questions in their own words by using 2 column notes and note cards• Students summarize information by writing reports on their topic• Students defend a thesis by writing a report• Students use Powerpoint and iMovie, to create presentations based on research

Grade 9 - 12

Standard 3: Share Knowledge and participate ethically and productively as members of our democratic society.

Demonstrates care of library materials	<ul style="list-style-type: none">• Students return materials on time in the same condition in which borrowed
Respects rights of other library patrons	<ul style="list-style-type: none">• Students use quiet voices while in the library• Students walk in the library• Students are quiet when others are speaking• Students use the fiction room for silent reading and quiet study
Cooperates and collaborates with others	<ul style="list-style-type: none">• Students take turns using materials• Students work on projects together such as iMovie, Powerpoint, and brochures
Organizes research with questions, outlines, note cards, or graphic organizers (technology tools)	<ul style="list-style-type: none">• Students select and use a graphic organizer appropriate to the project• Students practice note taking by answering questions in their own words• Students use programs such as Inspiration to organize work
Integrates new information with prior knowledge by synthesizing and summarizing	<ul style="list-style-type: none">• Students write reports summarizing their research• Students use prior research skills' knowledge when researching topics
Analyzes elements of a story by determining setting, characters, plot, theme, language, and style	<ul style="list-style-type: none">• Students can identify the setting, plot, theme, main characters, irony, and point of view in a story• Students can identify the conflict of a story and make predictions• Students can identify static vs. dynamic characters
Demonstrates appropriate viewing and listening skills	<ul style="list-style-type: none">• Students initiate dialogue and participate actively in discussions• Students listen when others are speaking
Responds appropriately to various media including textual, visual, or digital in order to make inferences and create meaning	<ul style="list-style-type: none">• Students make predictions about plot• Students make text to self, text to text, and text to world connections• Students make predictions about the solution to a story's conflict• Students explore alternative endings to stories• Students offer "what if" scenarios to stories they read
Uses technology tools to create and effectively communicate information and ideas to others	<ul style="list-style-type: none">• Students use a draw or paint program to illustrate their research• Students utilize visual and sound effects of Powerpoint to create presentations• Students use Excel to display research data• Students use iMovie and iPhoto to share research

	<ul style="list-style-type: none"> • Students use Photoshop to share information • Students use Pages and Comic Life to create projects for sharing
Makes real world connections with what is learned	<ul style="list-style-type: none"> • Students compare and contrast information from personal experience to life by speaking, drawing, writing, or creating multimedia projects
Uses library media center and computer facilities productively, responsibly, and independently	<ul style="list-style-type: none"> • Students access the media center by choice before and after school or during study hall and campus
Respects others' ideas and backgrounds and acknowledges their contributions	<ul style="list-style-type: none"> • Students listen to others' comments without criticism • Students respond positively to others' comments • Students use sources that represent multiculturalism to explore other values, morals, ideas, and cultures • Students conduct biographical researches of notable people
Takes part in discussions	<ul style="list-style-type: none"> • Students contribute appropriate responses independently
Evaluates the quality of the research process and their work	<ul style="list-style-type: none"> • Students establish goals for each project • Students assess themselves and the work they've done at the end of class based on goals they established • Students conduct peer editing to help others evaluate their work • Students participate in surveys that evaluate the websites, databases, print sources, and the research process used
Understands the concept of plagiarism and copyright, and cites resources properly	<ul style="list-style-type: none"> • Students use two column note taking to avoid plagiarism • Students create a Works Consulted , Works Cited, or References page • Students identify copyright date to determine currency
Observes internet guidelines and follows school's AUP policy	<ul style="list-style-type: none"> • Students sign AUP policy • Students use internet while supervised by teacher or LMS

Grade 9 - 12

Standard 4: Pursue personal and aesthetic growth

Understands that resources are available for a variety of needs	<ul style="list-style-type: none">• Students seek information related to personal interests• Students select books, magazines, newspapers, audiobooks, and downloadable books for personal reading and listening
Recognizes that media is available in a variety of formats	<ul style="list-style-type: none">• Students request audiobooks, downloadable books, magazines, newspapers, books, and online resources
Selects appropriate media format for personal learning and information needs	<ul style="list-style-type: none">• Students choose materials independently• Students choose materials based on need
Makes authentic connections to own life	<ul style="list-style-type: none">• Students share anecdotes that connect to personal reading
Uses technology tools to express creativity and personal ideas	<ul style="list-style-type: none">• Students use a draw or paint program to create and share work• Students use Photoshop, Powerpoint, iMovie, iPhotos, Comic Life, Word, and Pages to create presentations
Shows an appreciation for literature by choosing to read for pleasure	<ul style="list-style-type: none">• Students consistently ask for and check out books• Student recommend books for the LMS to purchase• Students provide recommendations to peers• Students initiate book discussions groups and book talks• Students complete book recommendation forms for the book recommendations notebook• Students create posters, tabletop displays, and bulletin board displays to showcase their recommendations• Students vote for their favorite titles and authors with the NH Flume Award and Teens Top Ten
Responds openly to new ideas	<ul style="list-style-type: none">• Students listen to and comment on others' comments during discussion• Students heed LMS's suggestions to try new literature• Students accept comments and recommendations from peers• Students read reviews on barnesandnoble.com, amazon.com, and Goodreads.com to help them select reading choices
Develops an awareness of independent learning	<ul style="list-style-type: none">• Students locate resources to answer personal questions

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|--|---|
| | <ul style="list-style-type: none">• Students select research topics based on personal interest• Student select technology tools they want to use for presentations and/or creative expression based on media expertise |
|--|---|

SAU 29 Library Skills Overview
Based on AASL Standards for the 21st Century Learner

I = Introduce E – Expand R = Refine/ Reinforce

Standard 1: Inquire, think critically, and gain knowledge

Skills	K	1	2	3	4	5	6 - 8	9 - 12
Recognizes the need for information	I	E	E	E	E	E	R	R
Identifies all libraries as sources of information	I	E	E	R	R	R	R	R
Understands the physical layout of the library media center	I	E	E	E	E	E	I	I
Understands the role of the library staff and uses them as resources	I	E	E	E	E	E	R	R
Follows circulation procedures	I	E	E	E	E	R	I	I
Accesses catalog to locate resources (technology tool)			I	E	E	E	R	R
Locates resources based on Dewey Decimal System (understands organizational set up)	I	E	E	E	E	E	E	R
Selects resources and information independently					I	E	E	R
Uses search and navigational features of electronic resources to efficiently access information (technology tool)					I	E	E	R
Evaluates online resources					I	E	E	R
Poses questions to guide research process						I	E	R
Shares information resources			I	E	E	E	E	R
Uses a variety of resources to guide inquiry	I	E	E	E	E	E	E	E
Follows ethical and legal guidelines when gathering and using information (copyright, plagiarism)			I	E	E	E	E	E
Works collaboratively on assignments			I	E	E	E	E	R

SAU 29 Library Skills Overview
Based on AASL Standards for the 21st Century Learner

I = Introduce E – Expand R = Refine/ Reinforce

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Skills	K	1	2	3	4	5	6 - 8	9 - 12
Applies knowledge of classifying and categorizing with Dewey Decimal System (understanding categorization and books being found in multiple sections)				I	E	E	E	R
Uses print, online resources, and catalog to locate materials by subject, author, title, key word			I	E	E	E	E	E
Narrows search by refining search terms and Boolean searches						I	E	R
Recognizes and differentiates appropriate use of various references sources (print and non print)						I	E	R
Selects appropriate materials for specific purposes by using table of contents and index			I	E	E	E	E	R
Selects appropriate materials for specific purposes by detecting opinion, bias, and propaganda						I	E	E
Selects appropriate materials for specific purposes by evaluating authenticity, credibility, and currency						I	E	E
Organizes information (graphic organizers, note cards, outlines)			I	E	E	E	E	E
Integrates new information with prior knowledge by comparing, contrasting, and analyzing		I	E	E	E	E	E	R
Differentiate among characteristics of genres	I	E	E	E	E	E	R	R
Identifies attributes of notable books (Caldecott, Newbery, Great Stone Face)	I	E	E	E	E	E	R	R
Identifies parts of a book	I	E	E	E	E	E	R	R
Recognizes authors' and illustrators' styles	I	E	E	E	E	E	R	R
Completes and evaluates research process individually or a a class (Big 6, MLA, APA)			I	E	E	E	E	R

SAU 29 Library Skills Overview
Based on AASL Standards for the 21st Century Learner

I = Introduce E – Expand R = Refine/ Reinforce

Standard 3. Share Knowledge and participate ethically and productively as members of our democratic society.

Skills	K	1	2	3	4	5	6 - 8	9 - 12
Demonstrates care of library materials	I	E	E	E	R	R	R	R
Respects rights of other library patrons	I	E	E	E	R	R	R	R
Cooperates and collaborates with others	I	E	E	E	E	R	R	R
Organizes research with questions, outlines, note cards, or graphic organizers (technology tools)			I	E	E	E	E	E
Integrates new information with prior knowledge by synthesizing and summarizing			I	E	E	E	E	R
Analyzes elements of a story by determining setting, characters, plot, theme, language, and style	I	E	E	E	E	E	E	R
Demonstrates appropriate viewing and listening skills	I	E	E	E	R	R	R	R
Responds appropriately to various media including textual, visual, and digital in order to make inferences and create meaning	I	E	E	E	E	E	E	R
Uses technology tools to create and effectively communicate information and ideas to others			I	E	E	E	E	R
Makes real world connections with what is learned	I	E	E	E	E	E	E	R
Uses library media center and computer facilities productively, responsibly, and independently				I	E	E	E	E
Respects others' ideas and backgrounds and acknowledges their contributions	I	E	E	E	E	E	E	E
Takes part in discussions	I	E	E	E	E	E	R	R
Evaluates the quality of the research process and their work			I	E	E	E	E	E
Understands the concept of plagiarism and copyright, and cites resources properly			I	E	E	E	E	E
Observes internet guidelines and follows school's AUP policy	I	E	E	E	E	E	E	R

SAU 29 Library Skills Overview
Based on AASL Standards for the 21st Century Learner

I = Introduce E – Expand R = Refine/ Reinforce

Standard 4: Pursue personal and aesthetic growth

Skills	K	1	2	3	4	5	6 - 8	9 - 12
Understands that resources are available for a variety of needs	I	E	E	E	E	E	R	R
Recognizes that media is available in a variety of formats	I	E	E	E	E	E	R	R
Selects appropriate media format for personal learning and information needs						I	E	E
Makes authentic connections to own life	I	E	E	E	E	E	R	R
Uses technology tools to express creativity and personal ideas		I	E	E	E	E	E	E
Shows an appreciation for literature by choosing to read for pleasure	I	E	E	E	E	E	R	R
Responds openly to new ideas	I	E	E	E	E	E	R	R
Develops an awareness of independent learning	I	E	E	E	E	E	E	R