Chariho Regional School District

Information Literacy: Library Media Curriculum

Grades K-12

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Information Literacy: Library Media Curriculum Grades K-12
Table of Contents

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Epistemological Foundations

The Chariho Regional School District believes that students learn best when they are actively engaged in and personally responsible for the learning process. Students need a safe and positive environment in which to talk purposefully about learning, to experience learning and to observe learning. Learning is enhanced when students have an interest in and choice about what they learn. Students should be engaged in meaningful learning experiences that match their developmental status.

New learning builds on previous knowledge through a process that is challenging and rigorous. That process must encourage students to problem-solve and to think originally, critically, and creatively. Thinking and problem-solving are closely linked to a demanding core of content knowledge. Learning is most quickly assimilated when connected to student goals, when students evaluate their own work and learning habits, and when instruction appeals to a variety of learning modalities and talents.

In an environment of high expectations, sustained and directed student effort and expert teaching practices determine the extent of learning. Our schools and district will organize to encourage and support both.

Introduction

The following curriculum "is informed by and aligned with the [2018] AASL Standards Framework for Learners, the ISTE Standards for Students, and The College, Career, and Civic Life (C3) Framework for State Standards in Social Studies (National Council for the Social Studies)." This curriculum is centered around inquiry learning and uses the Stripling Cycle of Inquiry and Learning.

According to the RI School Library Curriculum, "the empowered learner calls upon information/inquiry skills to connect with what they know, ask intriguing questions about what is not known, investigate the answers, construct new understandings, and communicate to share those understandings with others. Students need to use the skills of inquiry to learn." The goal of this curriculum is to provide a framework for the skills needed for our students to become information fluent learners. The skills and strategies outlined in this curriculum will be taught by the school librarian in collaboration with classroom teachers. Developing these skills must follow a coherent spiral of instruction and practice throughout the years of schooling, kindergarten through grade 12.

The Cycle of Inquiry and Learning
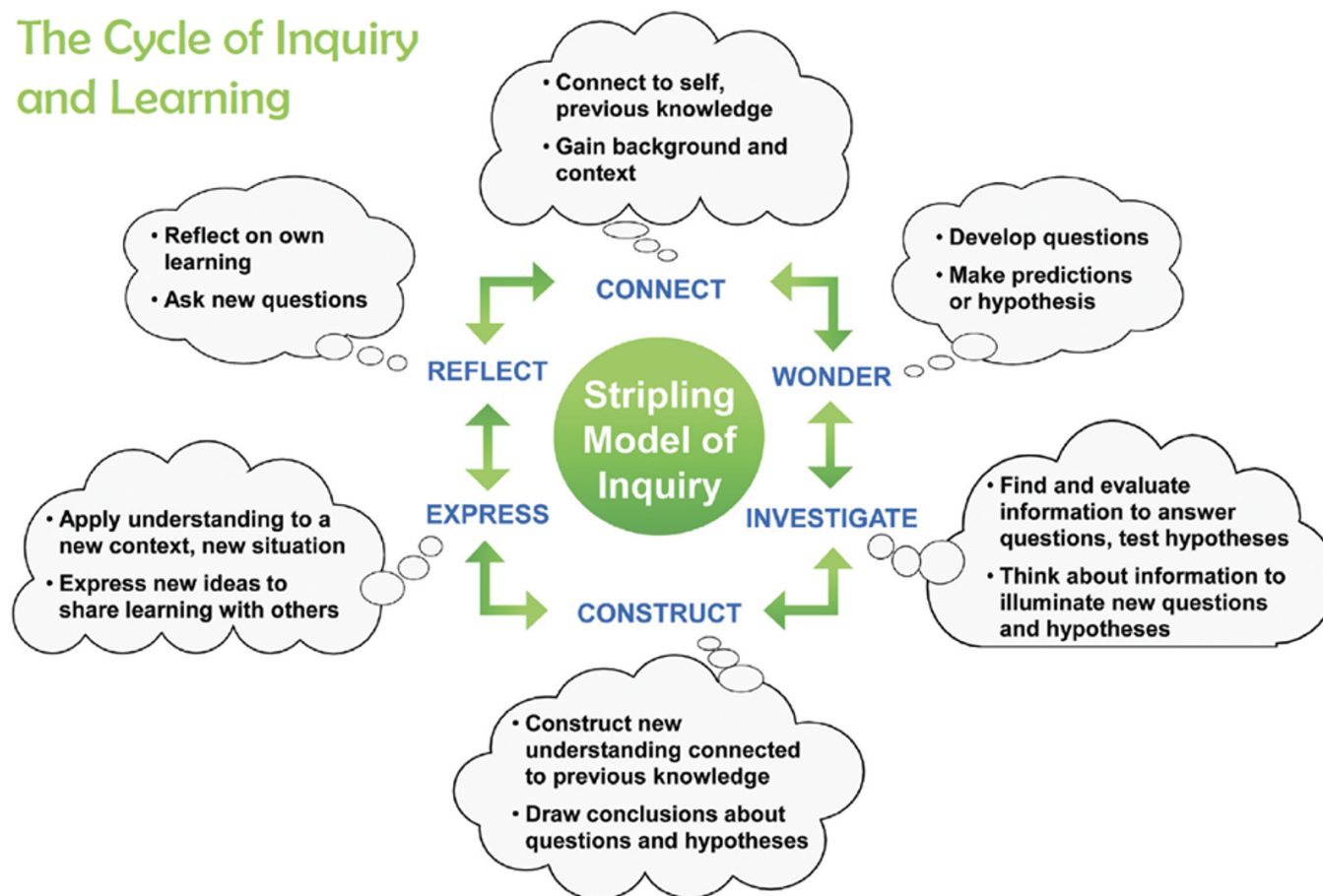
Graphic Source: "Rhode Island School Library Curriculum Guide: Introduction." *School Librarians of Rhode Island*, Rhode Island Library Association, 25 Jan. 2021, https://guides.rilinkschools.org/riproject/Intro.

District Mission, Vision, and Beliefs

District Mission

The Chariho Regional School District ensures that all students meet high academic standards and are prepared for lifelong learning and productive global citizenship.

District Vision

With a commitment to continuous improvement, the District's highly-qualified staff engages with students in state-of-the-art facilities to master challenging content, to promote creativity, and to foster critical thinking. The District is recognized by the community as its greatest asset.

District Beliefs

We believe that high academic standards and research informed decision making are critical...

All professionals operate from a belief that all students can learn and meet or exceed demanding standards.

All students at every level must be engaged in rigorous and challenging academic experiences.

Rigorous academic standards are the foundation of this school district.
Instructional and program decisions must be data-informed and research-based.
Learning is a continuous lifelong process.
Schools must prepare students to be creative and critical thinkers, problem solvers, and effective communicators.
The physical, social, and emotional wellness of every child is necessary for optimum learning.

We believe that the larger community must be fully engaged in the learning process...

Education is a shared responsibility of students, parents, staff, and the community.

Students thrive when supported, nurtured, and engaged by the community.
In an environment that emphasizes school safety, everyone must be treated with kindness, dignity, and respect.
Schools must prepare students to be team members and leaders, community contributors, and productive citizens in a global society.

Statement of Educational Goals for the Information Literacy:
Library Media Curriculum

Students who complete the K-12 educational program in the Chariho Regional School District will be lifelong learners and informed decision-makers who are skilled in the use of information technologies. Students will connect ideas and information, be active partners in the learning process, and appreciate literature. Students will develop portable skills that will serve them for a lifetime, making them critical thinkers, problem solvers, and continually-evolving learners.

Standards for the Information Literacy: Library Media Curriculum

The Chariho Regional School District Information Literacy: Library Media Curriculum Standards for grades K-12:

Anchor Standard 1-Inquiry and Design Thinking: Use and Design Thinking to Build Understanding and Create New Knowledge

Anchor Standard 2 - Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas

Anchor Standard 3 - : Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship

Anchor Standard 4 - Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency

Essential Questions:

1. What are effective strategies and methods for finding, evaluating, and selecting appropriate sources to answer questions?

2. Why, and through which criteria, should sources be evaluated to determine when, how, and where they can/should be used?

3. How can technological tools be used efficiently and effectively to help access information, organize it, and display it both to pursue individual inquiry and to share knowledge with others?

4. How is knowledge built through the information seeking and gathering process?

5. What does it mean to be digitally literate and how does a digitally literate person interact with information and technology?

6. How does engagement and understanding of visual, digital, and textual information enhance personal growth and understanding of the larger world?

Information Literacy: Library Media Curriculum Performance Standards by Grade

Anchor Standard 1 - Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge

Students will demonstrate the ability to:

Grades Kindergarten – Two ***Standard 1.1: Information-fluent learners use an inquiry process to connect to prior experience and background knowledge, wonder and ask questions, investigate, construct new understanding, express learning, and reflect on the process and product of learning.*** K-2 Priority Skills

Connect: Interest and Prior Knowledge
- Expresses curiosity about topics of personal interest or curricular focus
- Connects ideas to own interests
- Shares what is known about the general topic to elicit and make connections to prior knowledge

Connect: Background and Key Words
- Responds to background information (delivered through videos, stories, texts, discussions) by restating/retelling main ideas and details about the topic

Wonder: Questions and Predicted Answers
- Asks questions in response to listening to a variety of texts
- With help, begins to develop questions to be answered in shared research
- Develops "I wonder" questions with the class while reading or listening to texts about the research topic
- Develops "I wonder" questions independently while reading or listening to texts about the research topic

Investigate: Organization
- Recognizes the library has many different kinds of materials and locates the picture book section
- With help, begins to use library labels and ABC arrangement of picture books to locate materials
- Identifies facts about a topic, idea, or problem
- Recognizes the systematic way the library organizes fiction and picture books and that fiction books of interest can be located by using that organization

Investigate: Sources
- Recognizes that sources can be located in the online catalog by looking up the author, title, or key words
- Identifies the author or creator of a website

Investigate: Evidence
- Identifies facts about a topic, idea, or problem
- Distinguishes between fact and opinion
- Identifies main ideas and key details in a text
- Begins to recognize different points of view of characters in a story

Investigate: Making Sense of Information and Note-taking

- With help, finds facts and briefly summarizes them via writing, drawing, or verbalization to answer basic research questions
- Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea

Construct: Organization of Gathered Information
- With help, sorts and categorizes "like" and "different" objects
- Verbally and physically demonstrates simple organizational skills such as sorting and categorizing objects and information
- Sorts books by fiction vs. nonfiction

Construct: Interpretations and Conclusions
- Participates in discussions to draw conclusions about a topic or story
- Develops own opinion about a topic with evidence to support the opinion

Express: Organization for Expression
- Organizes information by main ideas and important details

Express: Product and Presentation
- Draws a picture to illustrate a response to a story
- Uses emergent writing and drawing to express facts and simple answers to questions
- Uses writing process, emergent writing, and drawing to develop expression of new understandings
- Presents researched information in a variety of ways (e.g., art, music, poetry, movement, verbally, and /or written language)
- Recognizes the difference between own drawing or creation and someone else's drawing or creation
- Recognizes the difference between own ideas and ideas of others
- Makes a list of the source(s) used with title and author

Reflect: Assessment of Learning Experience
- Asks, "What do I wonder about now?"

Reflect: Assessment of Personal Strengths
- Identifies own strengths in listening, reading, and learning
- Identifies own strengths and sets a goal for improvement

Standard 1.2: Information-fluent learners experience, experiment, and use a design process to discover creative solutions to authentic problems, form personal understandings, and propose original ideas.

K-2 Priority Skills

Design Thinking

- Uses resources and active-learning activities provided by the teacher for learning-driven play
- Uses resources and active-learning activities provided by the teacher to investigate new ideas or solve problems through play
- Engages actively with a small group in trying out a solution, looking at the results, and making changes to improve the results
- Engages actively in a design process to use tools and materials to try out a new idea or solution to a problem, assess the results, and try a different solution when necessary

Grades Three - Five

Standard 1.1: Information-fluent learners use an inquiry process to connect to prior experience and background knowledge, wonder and ask questions, investigate, construct new understanding, express learning, and reflect on the process and product of learning.

3-5 Priority Skills

Connect: Interest and Prior Knowledge

- Identifies aspects of the broad topic that would be important and interesting to pursue through inquiry
- Connects ideas in texts to own interests
- Makes connections to prior knowledge
- Recognizes gaps in prior knowledge

Connect: Background and Key Words

- Uses a source provided by the teacher to acquire background information
- Generates a list of key words for a research-based project with guidance

Wonder: Questions and Predicted Answers

- Formulates questions for investigation of a topic with guidance
- Begins to predict answers to inquiry questions based on background knowledge and beginning observation or experience with help
- Begins to assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry

Wonder: Thesis and Hypothesis

- Forms tentative thesis about main ideas with guidance

Investigate: Organization

- Identifies major areas of the library (e.g., Dewey areas; genre areas) and what main topics are included in each
- Identifies and uses the organizational structures of a nonfiction book (table of contents, index, and glossary) to locate information

Investigate: Sources
- Searches the online catalog (author, title, and key words) with assistance to locate materials
- With guidance, uses bookmarked websites to find appropriate information
- Uses pre-selected primary sources to gather information; compares primary and secondary sources on the same topic
- Evaluates print, video, and electronic sources (both primary and secondary) for relevance to the topic and credibility of author/creator/publisher
- Selects and uses an appropriate print, video, or electronic source to answer questions

Investigate: Evidence
- Uses textual and visual elements (title, headings, graphics, photos) to read and comprehend information on websites
- Uses navigation tools of pre-selected websites and databases to locate relevant information
- Selects evidence that explicitly answers the research questions with main ideas and details
- Evaluates information within a source for accuracy, relevance, comprehensiveness, and point of view
- Begins to understand that different points of view are presented in nonfiction and that nonfiction does not equate to "true"
- With help, begins to ask questions about the text during reading or listening

Investigate: Making Sense of Information and Note-taking
- Paraphrases, summarizes information that answers research questions, noting what is fact and what is opinion
- Uses a variety of strategies to determine important ideas
- Uses various note taking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers) dependent on purpose

Construct: Organization of Gathered Information
- With help, uses common organizational patterns (chronological order, main idea with supporting details) to organize information
- With help, organizes notes and ideas and develops an outline, mind map, or graphic organizer

Construct: Interpretations and Conclusions
- States the main idea with some supporting details
- Identifies facts, details, and inferences that support main ideas
- Draws conclusions about research including whether a question was answered or not

- Draws a conclusion about the main idea with evidence to support that conclusion
- Forms own opinion or claim and uses evidence from texts and clear reasoning to back it up

Express: Organization for Expression
- Determines the purpose of a presentation (e.g., explanation, claim) and decides how to organize ideas to explain a topic or make a claim about it

Express: Product and Presentation
- Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian
- Understands concept of "audience"; determines audience before choosing format and creating product
- Presents information clearly so that main points are evident
- Presents information clearly so that main points and supporting evidence are readily understood by audience
- Assesses and revises own work based on teacher-provided criteria
- Modifies and revises own work based on feedback from teacher and peers
- Provides a bibliography of all sources used according to model provided by teacher

Reflect: Assessment of Learning Experience
- Identifies the important features for a good product and presentation
- Reflects on new understandings, the effectiveness of the product and presentation, and the experience of the process of inquiry

Reflect: Assessment of Personal Strengths
- Identifies own strengths and sets goals for improvement

Standard 1.2: Information-fluent learners experience, experiment, and use a design process to discover creative solutions to authentic problems, form personal understandings, and propose original ideas.

3-5 Priority Skills

Design Thinking
- Engages actively in a design process to use tools, resources, and materials to: Identify meaningful and authentic problems; Recognize a problem that can be solved through experimentation or a problem-solving process; Develop the best solution and models through experience, creation, testing, feedback, and iteration

Grades Six - Eight

Standard 1.1: Information-fluent learners use an inquiry process to connect to prior experience and background knowledge, wonder and ask questions, investigate, construct new understanding, express learning, and reflect on the process and product of learning.

6-8 Priority Skills

Connect: Interest and Prior Knowledge
- States and verifies what is known about the problem or question and makes connections to prior knowledge

Connect: Background and Key Words
- Identifies key words and ideas that appear in background information and class conversation

Connect: Topic
- Revises the topic as needed to arrive at a manageable topic for a given research situation

Wonder: Questions and Predicted Answers
- Writes questions that would lead to an inquiry independently based on key ideas or areas of focus
- Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison)

Wonder: Thesis and Hypothesis
- Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis

Investigate: Sources
- Begins to use selected search engines to find appropriate information
- Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves
- Uses the structure and some navigation tools of a website to find the most relevant information (menu bars, tabs, buttons, sidebars)
- Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources
- Uses different formats (e.g., books, websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information

Investigate: Evidence
- Selects information from multiple sources that answers the research questions
- Evaluates quality of information within electronic and print sources for usefulness, currency, authority, and accuracy
- Fact checks and verifies all information communicated through websites and social media

- Evaluates the accuracy, authority, and validity of sources and information
- Reads laterally in the digital environment to discover divergent and conflicting information as well as corroborating information
- Selects high-quality information from multiple sources that answers the research questions, provides a balance of diverse perspectives, and includes both main ideas and supporting details
- Evaluates the effect of different perspectives and points of view on information (e.g., why some information is included, why other information is left out)

Investigate: Making Sense of Information and Note-taking
- Differentiates between important and unimportant details
- Identifies misconceptions and revises ideas as new information is gained
- Takes notes using one or more of a variety of note-taking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers, reflective note-taking)
- Employs reflective note-taking strategies to capture own thinking and inferences about the evidence being noted in words and phrases, summarized, paraphrased, or quoted

Construct: Organization of Gathered Information
- Uses common organizational patterns (e.g., chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusion

Construct: Interpretations and Conclusions
- Interprets information and ideas by defining, classifying, and inferring
- Combines information and weighs evidence to draw conclusions and create meaning
- Forms opinions, judgments, and claims backed up by supporting evidence and clear reasoning

Express: Organization for Expression
- Develops a line of argument or claim with a line of reasoning, clear supporting evidence, and attention to refuting counter arguments and claims

Express: Product and Presentation
- Presents conclusions and supporting facts in a variety of ways
- Creates products for authentic reasons and audiences
- Cites all sources used according to local style formats

Reflect: Assessment of Learning Experience
- Identifies and evaluates the importance of features for a good product, presentation, and engagement in the process of inquiry
- Reflects on own emotional and intellectual experience through the process of inquiry

Reflect: Assessment of Personal Strengths
- Identifies own strengths (academic, social, and emotional) and sets goals for improvement

Standard 1.2: Information-fluent learners experience, experiment, and use a design process to discover creative solutions to authentic problems, form personal understandings, and propose original ideas.

6-8 Priority Skills

Design Thinking
- Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement
- Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, coding, video and audio production)

Grades Nine – Twelve

Standard 1.1: Information-fluent learners use an inquiry process to connect to prior experience and background knowledge, wonder and ask questions, investigate, construct new understanding, express learning, and reflect on the process and product of learning.

9-12 Priority Skills

Connect: Background and Key Words
- Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research
- Gathers context about the time period, people, and issues surrounding the topic by reading laterally across both primary and secondary sources

Connect: Topic
- Develops an organizational strategy to express the big idea and the relationships among supporting ideas
- Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry
- Explores problems or questions for which there are multiple answers or no "best" answer

Wonder: Questions and Predicted Answers

- Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research
- Creates questions to lead to basic information and, in addition, to information that is more critical, complex, and diverse in perspectives

Wonder: Thesis and Hypothesis

- Plans inquiry to test hypothesis systematically or gather evidence to validate thesis
- Explores a variety of information sources to increase familiarity with the topic or question

Investigate: Sources

- Uses the organizational features of a book as well as abstracts, tables, charts, and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective
- Uses advanced searching strategies (Boolean operators, truncation, domain and format filters, analysis of URLs) to broaden and narrow searches and locate information
- Uses organizational features of electronic books, databases, online articles and websites (e.g. menu bars, tabs, buttons, links, sidebars, chapter titles, headings and subheadings, abstracts, pulled quotes, visuals, boxed information) to answer research questions
- Uses search-engine organizational features (e.g. algorithm determining order of results, differentiation of sponsored content, beginning text, URL)
- Uses advanced searching strategies (Boolean operators, truncation, domain and format filters, analysis of URLS) to broaden and narrow searches and locate appropriate resources
- Seeks information from alternative perspectives by browsing the shelves for related books, identifying people and organizations with opposing views, following links to related articles, and conducting additional searches by using key ideas and terms for alternative perspectives
- Evaluates the authority of a source by assessing the credentials and reputation of the author, creator or publisher, date of publication, and length or comprehensiveness
- Contrasts primary and secondary sources on the topic to determine commonalities and differences in point of view, comprehensiveness, and depth of specific detail

Investigate: Evidence

- Evaluates and selects evidence from multiple sources based on relevance and usefulness to answer research questions, currency, authority, accuracy, comprehensiveness and point of view
- Compares information in diverse sources to corroborate accuracy, resolve conflicting evidence, and balance perspectives
- Evaluates digital information for authority, credibility, accuracy, comprehensiveness, point of view, and bias
- Analyzes the impact of point of view, perspective, and purpose on the information provided by a source
- Analyzes degrees of bias (from slightly slanted to heavily slanted) and the impact of that bias

- Draws meaning from digital text by employing print literacy and inquiry skills, interpreting meaning presented through multimedia, interacting with text, reading laterally (reading related information across multiple sites), and thinking non-linearly (using embedded links and multiple sites)

Construct: Organization of Gathered Information

- Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered
- Organizes information using one or more note-taking strategies, including reflecting on the information (for example, graphic organizers, two-column notes)
- Uses web-based and other technology tools to show connections and patterns in the ideas and information collected
- Develops a line or argument or claim that incorporates and/or refutes competing interpretations or conflicting evidence with credible evidence

Construct: Interpretations and Conclusions

- Draws clear and appropriate conclusions supported by evidence and examples
- Builds a conceptual framework by synthesizing ideas gathered from multiple sources
- Develops own opinion, perspective, or claim and supports with evidence and a clear line of reasoning
- Evaluates sources based on criteria such as copyright date, authority of author or publisher, accuracy of information, depth of coverage, bias, and relevance to research questions
- Analyzes the impact of point of view, perspective, and purpose on the information provided by a source
- Analyzes the degree of bias and the impact of that bias
- Describes the ideas of others accurately, using skills such as paraphrase and summary

Express: Organization for Expression

- Drafts the presentation/product to present the line of reasoning and evidence for an argument, claim, point of view, interpretation, or new model most effectively with supporting evidence
- Identifies and applies common utilities (for example: spell checker and thesaurus for word processing, formulas and charts in spreadsheets, and pictures, movies, sound, and charts in presentation tools) to enhance communication to an audience, promote productivity and support creativity

Express: Product and Presentation

- Creates a product and presentation to present an argument, claim, point of view, interpretation, or new model most effectively for a specific audience
- Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions

> when necessary
> - Cites all sources used according to standard style
>
> Express: Assessment of Learning Experience
>
> - Records and reflects on individual experience of the inquiry process

Anchor Standard 2: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas.

Students will demonstrate the ability to:

Grades Kindergarten – Two

Standard 2.1: Information-fluent learners use multimedia literacy skills and knowledge to deconstruct and learn from texts in multiple formats through comprehension, analysis, interpretation, and evaluation.

K-2 Priority Skills

Response to Literature

- Participates in discussions about stories and other texts that have been read aloud
- Retells a story with the correct sequence of events using words and pictures
- Draws and shares conclusions about main idea of a story
- Compares characters in two different stories, or plots in two stories by same author

Visual Literacy

- Gathers information from illustrations and text features

Media Literacy

- Identifies main ideas, facts, details, and opinions expressed through media other than print

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Grades Three - Five

Standard 2.1: Information-fluent learners use multimedia literacy skills and knowledge to deconstruct and learn from texts in multiple formats through comprehension, analysis, interpretation, and evaluation.

3-5 Priority Skills

Response to Literature

- Discusses the main idea or theme of a story

- Explains the meaning of illustrations and what they add to the words of a story
- Uses evidence from stories to discuss characters, setting, plot, time, and place
- Identifies the author's or narrator's point of view and explains how it influences the portrayal of the characters and the sequence of events in the plot

Visual Literacy
- Analyzes information presented visually through illustrations, photographs, diagrams, or maps to determine main ideas and compare to ideas presented in printed text

Media Literacy
- Evaluates a media source for accuracy and purpose
- Evaluates the effect of different media elements (e.g. visuals, color) on the overall impact of the media source

Standard 2.2: Information-fluent learners present their learning and ideas by constructing messages using multiple, authentic formats appropriate for the purpose and audience.

3-5 Priority Skills

Multiple Literacy Presentation
- Creates and delivers presentation with attention to quality of content, effective use of tool, and self-confidence and effectiveness of delivery

Grades Six - Eight
Standard 2.1: Information-fluent learners use multimedia literacy skills and knowledge to deconstruct and learn from texts in multiple formats through comprehension, analysis, interpretation, and evaluation.

6-8 Priority Skills

Response to Literature
- Participates in literary discussions and special literary programs

Visual Literacy
- Analyzes visual text (e.g., charts, graphs, photographs, videos, timelines, maps) to gather information and draw inferences about meaning

Media Literacy
- Evaluates the impact of media by looking at the use of the language of the medium (e.g., use of color, pace, perspective, visuals)
- Deconstructs media claims and arguments by looking at logical fallacies, persuasive techniques, the use of the language of the medium (e.g., use of color, pace, perspective, narrative structure, visuals)
- Deconstructs media claims and arguments by reading laterally and tracing claims, quotes and media back to the original context

Standard 2.2: Information-fluent learners present their learning and ideas by constructing messages using multiple, authentic formats appropriate for the purpose and audience.

6-8 Priority Skills

Multiple Literacy Presentation

- Develops the skills of public speaking (e.g., clear delivery, eye contact, body language, voice, pace)
- Determines the purpose and intended audience of a media presentation
- Uses the language of the medium (e.g., use of color, pace, perspective, visuals) and the characteristics of the technology tool to create and deliver an effective presentation
- Matches language of presentation with audience, purpose, complexity of the content, and intended impact

Grades Nine – Twelve

Standard 2.1: Information-fluent learners use multimedia literacy skills and knowledge to deconstruct and learn from texts in multiple formats through comprehension, analysis, interpretation, and evaluation.

9-12 Priority Skills

Response to Literature

- Shares reading experiences and responses to literature in multiple ways (e.g., face-to-face conversations, technology presentations, posters, creative products)
- Explores literary genres as well as real-world genres (e.g. movie reviews, editorials, consumer reports, career information)

Visual Literacy

- Analyzes maps, pictures, charts, graphs and other information presented visually to determine main ideas, supporting details, point of view, and both explicit and implicit meaning
- Interprets and evaluates visuals based on content analysis, visual analysis, contextual information, image source, and technical knowledge

Standard 2.2: Information-fluent learners present their learning and ideas by constructing messages using multiple, authentic formats appropriate for the purpose and audience.

9-12 Priority Skills

Multiple Literacy Presentation

- Retrieves and uses images, sound, and visual media according to ethical and legal standards
- Assesses and revises own products for clarity, accuracy, relevance, sufficiency, logic, depth, and breadth

● Uses technology tools to collaborate, publish, and interact with peers, experts, and other real-world audiences

Anchor Standard 3: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship

Students will demonstrate the ability to:

Grades Kindergarten – Two

Standard 3.1 Information-fluent learners recognize the importance of accurate information to a democratic society and actively seek, evaluate, learn from, and use credible information from diverse community and global perspectives.

K-2 Priority Skills

Learning from Diverse and Credible Points of View
- Listens and responds to multicultural texts from various genres
- Compares folktales or stories from different cultures

Civic Reasoning
- Respects the rights of others to express ideas, use the library, and have equitable access to the resources by listening respectfully, following the rules and procedures of the library, and returning all resources on time

Standard 3.2: Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.

K-2 Priority Skills

Collaboration
- Participates in collaborative conversations with peers and adults to share ideas and information
- Works collaboratively with a small group using technology for research to meet information needs
- Respects the ideas of others by listening carefully to them and responding to their ideas
- Contributes to group media project to communicate ideas to classmates, families, and others
- Participates in shared research and exploration about a topic

- Acknowledges the ideas of others and connects them to own ideas when participating in discussions and group learning opportunities

Standard 3.3: Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding the spread of misinformation in the exchange and use of information.

K-2 Priority Skills

Intellectual Property Rights
- Credits authors and resources for information that was used or shared
- Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences

Safe and Ethical Use of Technology
- Creates and uses effective username that protects private information
- Understands acceptable and unacceptable computer usage according to the Acceptable Use Policy related to the use of technology
- Identifies behaviors that are examples of cyberbullying and demonstrates effective responses

Grades Three - Five

Standard 3.1: Information-fluent learners recognize the importance of accurate information to a democratic society and actively seek, evaluate, learn from, and use credible information from diverse community and global perspectives.

3-5 Priority Skills

Learning from Diverse and Credible Points of View
- Verifies information that is presented as "the truth"
- Identifies and challenges own assumptions about community issues and diverse cultures by seeking and considering multiple viewpoints and cultural perspectives

Civic Reasoning
- Engages in conversations with peers to exchange ideas and information about social and civic issues
- Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others

Standard 3.2: Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.

3-5 Priority Skills

Collaboration

- Actively contributes to group discussions
- Works with a group to do research, share results and resources, discuss issues, make decisions, and create learning products
- Actively solicits and listens with an open mind to the opinions and ideas of others

Standard 3.3: Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding the spread of misinformation in the exchange and use of information.

3-5 Priority Skills

Intellectual Property Rights

- Uses strategies to avoid plagiarizing by summarizing, paraphrasing, quoting, and crediting the information used

Safe and Ethical Use of Technology

- Demonstrates basic cybersafety (strong passwords, privacy, accessing appropriate sites)
- Demonstrates basic netiquette behavior by interacting respectfully with others and contributing to a positive online community
- Engages in positive online behavior by dealing with cyberbullying, recognizing and avoiding stereotypes, and selecting appropriate sites only

Grades Six - Eight

Standard 3.1: Information-fluent learners recognize the importance of accurate information to a democratic society and actively seek, evaluate, learn from, and use credible information from diverse community and global perspectives.

6-8 Priority Skills

Learning from Diverse and Credible Points of View

- Evaluates and compares the authority, credibility, accuracy (by fact-checking), and point of view of all sources of information
- Identifies and challenges misinformation and own assumptions about community issues and diverse cultures by seeking and evaluating multiple viewpoints and cultural perspectives through strategies such as lateral reading
- Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, blogs, tweets, viral videos)

Civic Reasoning

- Demonstrates respect for the principles of equitable access to information

Standard 3.2: Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.

6-8 Priority Skills

Collaboration
- Expresses own ideas clearly and builds on the ideas of others
- Engages effectively in collaborative discussions with diverse groups
- Works collaboratively to develop, publish, and present projects involving media that effectively communicate information and ideas about the curriculum to authentic audiences

Standard 3.3: Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding the spread of misinformation in the exchange and use of information.

6-8 Priority Skills

Intellectual Property Rights
- Makes ethical decisions about the creation and sharing of information (e.g., respecting rights of creators, remixing, and using images and print within the guidelines of Fair Use)
- Demonstrates respect for copyright, fair use, creative commons, and attribution of information and images and acquires permission from creator when necessary
- Understand the concept and consequences of plagiarism and refrain from representing others' work as their own

Safe and Ethical Use of Technology
- Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly
- Checks the validity of all information and avoids the spread of misinformation on social media
- Demonstrates understanding of a digital footprint and constructs own footprint accordingly
- Observes Internet safety procedures, including safeguarding personal information and equipment

Grades Nine - Twelve

Standard 3.1: Information-fluent learners recognize the importance of accurate information to a democratic society and actively seek,

evaluate, learn from, and use credible information from diverse community and global perspectives.

9-12 Priority Skills

Learning from Diverse and Credible Points of View

- Engages in civic online reasoning by verifying information that is presented as the truth, recognizing the impact of a social-media format on information, and actively seeking multiple perspectives
- Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g. authoritative websites, fringe or fake websites, opinion essays, blogs, tweets, viral videos)

Civic Reasons

- Demonstrates tolerance for different viewpoints
- Respects the differing interests and experiences of others, and seeks a variety of viewpoints
- Recognizes the benefits of differing viewpoints for expanding understanding
- Uses knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern
- Produce projects that connect with relevant issues in the local, national, and global communities
- Respect the principles of intellectual freedom and exercise the right to express ideas freely and responsibly
- Pursue the right to read, view, and listen

Standard 3.2: Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.

9-12 Priority Skills

Collaboration

- Curates and shares valuable resources with peers
- Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum
- Accurately summarizes, and paraphrases ideas of others
- Synthesizes the information of others and uses it to create original ideas

Standard 3.3: Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding

the spread of misinformation in the exchange and use of information.

9-12 Priority Skills

Intellectual Property Rights

- Demonstrates respect for copyright, fair use, creative commons, and attribution of information and images and acquires permission from creator when necessary
- Understand the concept and consequences of plagiarism and refrain from representing others' work as their own
- Demonstrate understanding of intellectual property rights by giving credit for all borrowed information, and by citing them properly in notes and bibliography

Safe and Ethical Use of Technology

- Abides by the Acceptable Use Policy
- Demonstrates netiquette behavior by respecting others, using appropriate language, images and emoticons, thinking before sending or forwarding messages, creating safe screen names, and challenging cyberbullying
- Analyzes the costs and consequences of hacking, spamming, consumer fraud, virus setting, intrusion, and other unethical uses of information and communication technology

Anchor Standard 4: Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency

Students will demonstrate the ability to:

Grades Kindergarten – Two

Standard 4.1: Information-fluent learners use information and ideas presented in any format to reflect on and pursue personal interests, develop strengths, and engage in personalized and independent learning.

K-2 Priority Skills

Personal Exploration and Independent Reading and Learning

- Develops and pursues personal curiosity

- Requests/chooses materials related to personal interests
- Engages in simple and independent inquiry to find answers to questions
- Selects fiction and nonfiction books or media to read and enjoy on own

Social and Emotional Growth

- Respects personal space and the boundaries of others [social awareness]
- Displays compassion and acceptance for others in class conversations and responses to diverse texts [relationship skills]
- Develops and displays empathy for others by recognizing why they are behaving and speaking in a certain way [social awareness]

Standard 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.

K-2 Priority Skills

Self-Identity and Confidence

- Reflects on own feelings and behaviors to figure out personal strengths and preferences
- Expresses own ideas and feelings to others in a respectful and appropriate way
- Actively engages in conversations with others by contributing own ideas and displaying confidence in own reasoning and opinions
- Asks others for clarification of their ideas and offers own ideas during conversations and discussions

Grades Three - Five

Standard 4.1: Information-fluent learners use information and ideas presented in any format to reflect on and pursue personal interests, develop strengths, and engage in personalized and independent learning.

3-5 Priority Skills

Personal Exploration and Independent Reading and Learning

- Demonstrates motivation to read and learn on own
- Identifies favorite authors, genres, and topics and explores them on own
- Follows personal and academic interests to pursue in-depth inquiries and build deep knowledge

Social and Emotional Growth

- Identifies and empathizes with the perspectives of others [social awareness]
- Forms positive relationships with peers [relationship skills]

- Identifies and respects cultural differences and diverse opinions [social awareness]
- Sets reading and learning goals and perseveres to achieve those goals [self-management]

Standard 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.

3-5 Priority Skills

Self Identity and Confidence

- Displays self-confidence in forming and sharing own opinions and ideas
- Recognizes multiple facets of own personal identity
- Exhibits effective skills in sharing knowledge gained through personal and academic pursuits

Grades Six - Eight

Standard 4.1: Information-fluent learners use information and ideas presented in any format to reflect on and pursue personal interests, develop strengths, and engage in personalized and independent learning.

6-8 Priority Skills

Personal Exploration and Independent Reading and Learning

- Sets reading goals and reads independently
- Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level
- Explores opportunities to prepare for the future, including higher education, career training, and vocational training

Social and Emotional Growth

- Builds trusting relationship with diverse peers and adults through collaboration and communication [relationship skills]
- Demonstrates respect for diverse people and perspectives [social awareness]
- Empathizes with literary characters, peers, people in the local and global community, and social issues by placing them in historical or social context [social awareness]
- Develops a growth mindset by identifying own strengths and preferences in terms of future career [self-awareness]
- Displays resilience by pursuing alternative decisions or actions after failing or receiving negative feedback and learning from that failure [responsible decision-making]

Standard 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate

for change, and/or take social action.

6-8 Priority Skills

Self-Identity and Confidence

- Exhibits effective skills in sharing knowledge gained through personal and academic pursuits
- Develops aspects of personal identity that are the most satisfying, identity confirming, and culturally responsive
- Displays self-confidence in forming and sharing own opinion and ideas (even when those ideas are different from or conflict with the ideas of others), but also in changing ideas when appropriate

Grades Nine – Twelve

Standard 4.1: Information-fluent learners use information and ideas presented in any format to reflect on and pursue personal interests, develop strengths, and engage in personalized and independent learning.

9-12 Priority Skills

Personal Exploration and Independent Reading and Learning

- Identifies social media contexts that are of personal interest, determines the content and "rules of engagement" for each, joins or accesses each appropriately (e.g. finding people to follow on Twitter), and uses communication strategies appropriate for each context
- Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career
- Selects resources on topics of interest at both comfortable and challenging levels of comprehension
- Reads, listens to, and views information in a variety of formats to explore new ideas, form opinions, and solve problems
- Routinely reads, views, and listens for personal enjoyment and development
- Reads widely to make connections with self and to develop a global perspective and understand different cultural contexts
- Selects resources on topics of interest at both comfortable and challenging levels of comprehension
- Use a range of search strategies to locate information about personal interest topics in their own and other libraries
- Uses information and technology to address personal issues and investigate opportunities for the future, including higher education, career training, vocational training, or other post-secondary opportunities

Standard 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.

9-12 Priority Skills

Self-Identity and Confidence
- Displays self-confidence in forming and sharing own opinion and ideas and questioning ideas that are different from or conflict with own
- Displays self-confidence in own ability to take risks in learning, fail, learn from failure, and change approach, conclusions, or opinions based on new or more accurate information

Self-Expression
- Identifies a problem or issue, researches and shares research information to raise awareness of the issue or the changes needed, and identifies effective ways to address the issue
- Takes a leadership role in collaborative groups

Year at a Glance

Grade K

School Year	Trimester 1	Trimester 2	Trimester 3
Topics	Library Routines Book Care Introduction to Children's Literature	Introduction to Library Organization	Parts of a Book Author/Illustrator Study
Standards	Library Routines: RISLC 3.2, 4.2 Book Care: RISLC 4.1 Introduction to Children's Literature: RISLC 1.1, 2.1, 2.2, 3.1, 3.3, 4.2 CCSS ELA RI.K.6, RI.K.7, RL.K.3, RL.K.5, RL.K.6, RL.K.9, W.K.1, W.K.2	Introduction to Library Organization: RISLC 1.1 CCSS ELA W.K.8	Parts of a Book: CCSS.ELA.RI.K.5 Author/Illustrator Study: RISLC 2.1, 3.3 CCSS ELA RI.K.2, RI.K.3, RI.K.6 , RI.K.7, RI.K.9, RL.K.1, RL.K.3, RL.K.5, RL.K.6, RL.K.7, SL.K.2, SL.K.3, W.K.1, W.K.2
Yearlong Topics	Independent Book Selection Active-learning Activities Classroom Literacy Enrichment Responsible Users of Technology		

	Advanced Research Projects Coding/Programming
Standards	Independent Book Selection: RISLC 1.1, 3.1, 4.1, 4.2 Active-learning Activities: RISLC 1.1, 1.2; ISTE 4a, 4b, 4c, 4d, 5c Classroom Literacy Enrichment: RISLC 2.1, 3.1, 3.2, 4.1, 4.2; CCSS.ELA.RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10, W.K.1, W.K.2, W.K.3, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 Responsible Users of Technology: RISLC 3.3; ISTE 1d Advanced Research Projects: RISLC 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; CCSS ELA RI K.1, RI K.2, RI K.3, RI K.4, RI K.5, RI K.6, R K.7, RI K.8, RI K.9, W K.2, W K.5, W K.6, W K.7, W K.8, SL K.2, SL K.3, SL K.4, SL K.5, SL K.6; ISTE 1a, 1c, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 7b, 7c, 7d Coding/Programming: RISLC 1.2; ISTE 1a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 7c

Grade 1

School Year	Trimester 1	Trimester 2	Trimester 3
Topics	Circulation and library Routines (book care and responsibility) Appreciation of Children's Literature Library organization (fiction/nonfiction)	Story Elements (characters, plot, setting, point of view)	Finding Information to Answer a Research Question Internet Safety Introduction
Standards	Circulation and Library Routines (book care and responsibility): RISLC 3.1, 4.1	Story Elements (characters, plot, setting, point of view): RISLC 1.1, 2.1, 2.2, 3.1, 3.3, 4.2	Finding Information to Answer a Research Question: RISLC 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1,

	Appreciation of Children's Literature: RISLC 1.1, 2.1, 2.2, 3.1, 3.2, 3.3, 4.2 CCSS ELA RI.1.7, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RL.1.9, W.1.1 Library Organization (fiction/nonfiction): RISLC 1.1	CCSS ELA RL.1.10, RI.1.2, RL.1.3, RL.1.9, RL.1.1, SL.1.1b, SL.1.2	4.2 CCSS ELA L.1.4, W.1.8 Internet Safety Introduction: RISLC 3.3 ISTE 2a, 2b, 2c, 2d
Yearlong Topics	Independent Book Selection Classroom Literacy Enrichment Responsible Users of Technology Advanced Research Projects Coding/Programming		
Standards	Independent Book Selection: RISLC 1.1, 3.1, 4.1, 4.2 Classroom Literacy Enrichment: RISLC 2.1, 3.1, 3.2, 4.1, 4.2; CCSS.ELA.RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6 Responsible Users of Technology: RISLC 3.3, ISTE 1d, 2a, 2b, 2d Advanced Research Projects: RISLC 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; CCSS ELA RI 1.4, RI 1.5, RI 1.6, RI 1.7, RI 1.8, RI 1.9, W 1.2, W 1.5, W 1.6, W 1.7, W 1.8, SL 1.4, SL 1.5, SL 1.6; ISTE 1a, 1c, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 7b, 7c, 7d Coding/Programming: RISLC 1.2; ISTE 1a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 7c		

Grade 2

School Year	Trimester 1	Trimester 2	Trimester 3
Topics	Fiction and Nonfiction Book Study	Copyright Being Safe Online	Informational Text Features Finding Information to Answer a Research Question and Creating a Product to Share Gained Knowledge Introduction to the Online Catalog
Standards	Fiction and Nonfiction: RISLC 1.1, 2.1, 3.1, 3.2 CCSS ELA RF.2.4a, RI.2.1, RI.2.2, RI.2.5, RI.2.6, RI.2.9, RL.2.1, SL.2.2, SL.2.3 Book Study: RISLC 2.1, 3.1, 3.2, 4.1, 4.2 CCSS ELA RL 2.2, RL 2.3, RL 2.5, RL 2.6, RL 2.7, RL 2.9, SL.2.1a	Copyright: RISLC 1.2, 3.3 ISTE 2c Being Safe Online: RISLC 3.3; ISTE 2a, 2b, 2c, 2d ISTE 5a, 5c CCSS ELA SL.2.1b, SL.2.1c	Informational Text Features: RISLC 1.1, 2.1, 2.2 CCSS ELA RI 2.1, RI2.5, RI 2.7 CCSS ELA L.2.2e, L.2.4e Finding Information to Answer a Research Question and Creating a Product to Share Gained Knowledge: RISLC 1.1, 2.1, 2.2, 3.2, 3.3, 4.1, 4.2 ISTE 3a, 3b CCSS ELA L.2.2e, L.2.4e, RL.2.2, W.2.8 Introduction to the Online Catalog: RISLC 1.1
Yearlong Topics	<td colspan="3" align="center">Independent Book Selection Classroom Literacy Enrichment Responsible Users of Technology Advanced Research Projects</td>

	Coding/Programming
Standards	Independent Book Selection: RISLC 1.1, 3.1, 4.1, 4.2 Classroom Literacy Enrichment: RISLC 2.1, 3.1, 3.2, 4.1, 4.2, CCSS.ELA.RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10, RI.2.1, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4 Responsible Users of Technology: RISLC 3.3; ISTE 1d, 2a, 2b, 2d Advanced Research Projects: RISLC 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; CCSS ELA RI 2.6, RI 2.7, RI 2.8, RI 2.9, W 2.7, W 2.8, SL 2.5, SL 2.6; ISTE 1a, 1c, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 7b, 7c, 7d Coding/Programming: RISLC 1.2; ISTE 1a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 7c

Grade 3

School Year	Trimester 1	Trimester 2	Trimester 3
Topics	Library Organization Library Catalog Use	Genre Study	Digital Citizenship Conduct Short Research Projects
Standards	Library Organization: RISLC 1.1 Library Catalog Use: ISTE 1a, 6a, 6b CCSS ELA W.3.6	Genre Study: RISLC 1.1, 2.1, 3.1 CCSS ELA RL.3.2, SL.3.3	Digital Citizenship: RISLC 1.1, 3.2, 3.3 ISTE 1b, 3a, 3b, 3d, 5a, 5b, 5c Conduct Short Research Projects: RISLC 1.1, 3.2, 3.3 CCSS ELA RI 3.5, RI.3.7, RI.3.9, SL.3.1d, W.3.7, W.3.8

Yearlong Topics	Independent Book Selection Classroom Literacy Enrichment Responsible Users of Technology Advanced Research Projects Coding/Programming
Standards	Independent Book Selection: RISLC 1.1, 3.1, 4.1, 4.2 Classroom Literacy Enrichment: RISLC 2.1, 3.1, 3.2, 4.1, 4.2; CCSS.ELA.RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7 RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.6, W.3.7, W.3.8, SL 3.1, SL.3.2 Responsible Users of Technology: RISLC 3.3; ISTE 1d, 2a, 2b, 2d Advanced Research Projects: RISLC 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; CCSS ELA RI 3.6, RI 3.7, RI 3.8, RI 3.9, W 3.7, W 3.8, SL 3.4, SL 3.5, SL 3.6; ISTE 1a, 1c, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 7b, 7c, 7d Coding/Programming: RISLC 1.2; ISTE 1a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 7c

Grade 4

School Year	Trimester 1	Trimester 2	Trimester 3
Topics	Promote Award Winning Books Library Catalog and Location	Accessing Information on Web Pages Note-taking Skills	Internet Safety Research Projects to Answer Questions
Standards	Promote Award Winning Books: RISLC 3.1, 3.2 CCSS ELA RL.4.1, RL.4.2, RL.4.10	Accessing Information on Web Pages: RISLC 2.1, 3.1, 3.3 ISTE 3b, 3c, 3d	Internet Safety: RISLC 3.1, 3.2, 3.3 ISTE 5a, 5b, 5c

		Note-taking Skills: RISLC 3.3 CCSS ELA RI.4.1, SL.4.1d	Research Projects to Answer Questions: RISLC 3.1, 3.2, 3.3 ISTE 1b, 3a, 3b, 3d CCSS ELA RI.4.1, RI.4.3, RI.4.9, SL.4.1d, W.4.6, W.4.7, W.4.8
	Library Catalog and Location: ISTE 1a, 6a, 6b CCSS ELA W.4.6		
Yearlong Topics	Independent Book Selection Classroom Literacy Enrichment Responsible Users of Technology Advanced Research Projects Coding/Programming		
Standards	Independent Book Selection: RISLC 1.1, 3.1, 4.1, 4.2 Classroom Literacy Enrichment: RISLC 2.1, 3.1, 3.2, 4.1, 4.2; CCSS.ELA.RL.4.1, RL 4.2, RL 4.3, RL 4.6, RI.4.1, RI 4.2, RI 4.3, RI 4.4, RI 4.5, W.4.7, W 4.8, W.4.9, SL 4.1 Responsible Users of Technology: RISLC 3.3; ISTE 1d, 2a, 2b, 2d Advanced Research Projects: RISLC 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; CCSS ELA RI 4.6, RI 4.7, RI 4.8, RI 4.9, W 4.7, W 4.8, W 4.9; SL 4.4, SL 4.5; ISTE 1a, 1c, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 7b, 7c, 7d Coding/Programming: RISLC 1.2; ISTE 1a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 7c		

Grade 5

School Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topics	Library Orientation Creator's Rights and Responsibilities	Promotion of Independent Reading Book Competition	Utilize Search Engine Filters Independent Reading Book Competition	Web Evaluation Summer Reading
Standards	Library Orientation: RISLC 1.1, 4.1 ISTE 1a, 1c, 1d, 3a, 3b, 3c, 6b CCSS ELA RI.5.7 Creator's Rights and Responsibilities: RISLC 3.2, 3.3 ISTE 2b, 2c, 3d, 6a, 6b	Promotion of Independent Reading Book Competition: RISLC 2.1, 3.2, 4.1, 4.2 CCSS ELA RL.5.10, SL 5.1	Utilize Search Engine Filters: RISLC 1.1, 3.3 ISTE 2a, 2b, 2c, 3a, 6b Independent Reading Book Competition: RISLC 2.1, 3.2, 4.1, 4.2 CCSS ELA RL.5.10 SL 5.1	Web Evaluation: RISLC 1.1, 3.1, 3.2, 3.3, 2.1 ISTE 3a, 3b, 6b Summer Reading Program: RISLC 1.1, 2.1, 2.2, 4.1, 4.2 ISTE 1c, 3c, 6a, 6b, 6c, 6d CCSS ELA RL.5.10, RL.5.2, RL5.9, RI 5.2
Yearlong Topics	Independent Book Selection Advanced Research Projects			
Standards	Independent Book Selection: RISLC 1.1, 3.1, 4.1, 4.2; CCSS ELA RL 5.10, RI 5.10 Advanced Research Projects: RISLC 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; CCSS ELA RI 5.6, RI 5.7, RI 5.8, RI 5.9, W 5.7, W 5.8, W 5.9, SL 5.4, SL 5.5; ISTE 1a, 1c, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 7b, 7c, 7d			

Grade 6

School Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topics	Promotion of Independent Reading Book Competition	Reading News Online	Introduction to Citing Sources	Reading News Online Independent Reading Book Competition Summer Reading Program
Standards	Promotion of Independent Reading Book Competition: RISLC 2.1, 3.2, 4.1, 4.2 CCSS ELA RL.6.10, SL 6.1	Reading News Online: RISLC 1.1, 2.1, 3.1, 3.3 ISTE 1c, 2b, 2d, 3b, 3d, 7b CCSS ELA RI 6.6, RI 6.8, RI 6.9	Introduction to Citing Sources: RISLC 1.1, 3.3 ISTE 2b, 2c CCSS ELA W 6.8, WHST.6-8.8, WHST.6-8.9	Reading News Online: RISLC 1.1, 2.1, 3.1, 3.3 ISTE 1c, 2b, 2d, 3b, 3d, 7b CCSS ELA RI 6.6, RI 6.8, RI 6.9 Independent Reading Book Competition: RISLC 2.1, 3.2, 4.1, 4.2 CCSS ELA RL.6.10, SL 6.1 Summer Reading Program: RISLC 1.1, 2.1, 2.2, 4.1, 4.2 ISTE 1c, 3c, 6a, 6b, 6c, 6d CCSS ELA RL.6.2, RL.6.3, RL6.9, RI 6.2
Yearlong	Independent Book Selection			

Topics	Advanced Research Projects Digital Storytelling Tools
Standards	Independent Book Selection: RISLC 1.1, 3.1, 4.1, 4.2; CCSS ELA RL 6.10, RI 6.10 Advanced Research Projects: RISLC 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; CCSS ELA RI 6.6, RI 6.7, RI 6.8, RI 6.9, W 6.7, W 6.8, W 6.9, SL 6.4, SL 6.5; ISTE 1a, 1c, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 7b, 7c, 7d Digital Storytelling Tools: RISLC 1.2, 2.1, 2.2, 3.3 ISTE 1d, 4a, 6a, 6b, 6d; CCSS ELA SL.6.5

Grade 7

School Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topics	Citing Sources & Note-taking Promotion of Independent Reading Book Competition	Utilize Search Engine Strategies	Quality Sources and Website Evaluation	Intellectual Property Independent Reading Book Competition Summer Reading Program
Standards	Citing Sources & Note-taking: RISLC 1.1, 3.3 ISTE 2b, 2c CCSS ELA W 7.6, W 7.8,WHST.6-8.8, WHST.6-8.9 Promotion of Independent Reading Book Competition: RISLC 2.1, 3.2, 4.1, 4.2 CCSS ELA RL.7.10, SL 7.1	Utilize Search Engine Strategies: RISLC 1.1, 3.1, 3.3 ISTE 1a, 1b, 1c, 2b, 3a, 3b, 3c CCSS ELA W.7.2, W 7.8, WHST.6-8.8	Quality Sources and Website Evaluation: RISLC 1.1, 3.1, 3.2, 3.3, 2.1 ISTE 3a, 3b CCSS ELA W.7.2, W 7.8,WHST.6-8.8	Intellectual Property: RISLC 3.3 ISTE 2a, 2b, 2c, 3d, 6a, 6b Independent Reading Book Competition: RISLC 2.1, 3.2, 4.1, 4.2 CCSS ELA RL.7.10, SL 7.1 Summer Reading Program:

				RISLC 1.1, 2.1, 2.2, 4.1, 4.2 ISTE 1c, 3c, 6a, 6b, 6c, 6d CCSS ELA RL.7.2, RL.7.3, RL7.9, RI 7.2
Yearlong Topics	Independent Book Selection Advanced Research Projects Digital Storytelling Tools			
Standards	Independent Book Selection: RISLC 1.1, 3.1, 4.1, 4.2; CCSS ELA RL 7.10, RI 7.10 Advanced Research Projects: RISLC 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; CCSS ELA RI 7.6, RI 7.7, RI 7.8, RI 7.9, W 7.7, W 7.8, W 7.9, SL 5.4, SL 5.5; ISTE 1a, 1c, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 7b, 7c, 7d Digital Storytelling Tools: RISLC 1.2, 2.1, 2.2, 3.3; ISTE 1d, 4a, 6a, 6b, 6d; CCSS ELA SL.7.5			

Grade 8

School Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topics	Citing Sources & Note-taking Promotion of Independent Reading Book Competition		Identifying Misinformation	Advanced Searching on Databases Independent Reading Book Competition
Standards	Citing Sources & Note-taking: RISLC 1.1, 3.3 ISTE 2b, 2c CCSS ELA W 8.8,		Identifying Misinformation: RISLC 1.1, 2.1, 3.1, 3.3 ISTE 2a, 2b, 3a, 3b, 3d, 4d, 7b, 7d	Advanced Searching on Databases: RISLC 1.1, 3.1, 3.3 ISTE1a, 1b, 1c, 2b, 3a, 3b, 3c

	WHST.6-8.8, WHST.6-8.9 Promotion of Independent Reading Book Competition: RISLC 2.1, 3.2, 4.1, 4.2 CCSS ELA RL.8.10, SL 8.1		CCSS ELA RI 8.6, RI 8.8, RI 8.9, W.8.8	CCSS ELA W.8.2, W 8.8, WHST.6-8.8 Independent Reading Book Competition: RISLC 2.1, 3.2, 4.1, 4.2 CCSS ELA RL.7.10, SL 8.1
Yearlong Topics	Independent Book Selection Advanced Research Projects Digital Storytelling Tools			
Standards	Independent Book Selection: RISLC 1.1, 3.1, 4.1, 4.2; CCSS ELA RL 8.10, RI 8.10 Advanced Research Projects: RISLC 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; CCSS ELA RI 8.6, RI 8.7, RI 8.8, RI 8.9, W 8.7, W 8.8, W 8.9,SL 5.4, SL 5.5; ISTE 1a, 1c, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 7b, 7c, 7d Digital Storytelling Tools: RISLC 1.2, 2.1, 2.2, 3.3; ISTE 1d, 4a, 6a, 6b, 6d; CCSS ELA SL.6.5			

Grades 9 - 10

School Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topics	Freshmen Library Orientation Digital Literacy	Digital Literacy		Literacy Enrichment / Summer Reading
Standards	Freshmen Library Orientation: RISLC 1.1, 2.1, 4.1 3.1 ISTE 3a, 3b, 3c, 6b Digital Literacy: RISLC 1.1, 2.1, 2.2, 3.1, 3.2, 4.2 ISTE 5a, 5b, 5c, 5d CCSS ELA W.9-10.1d, W.9-10.4, W.9-10.5, SL.9-10.4, SL.9-10.6 L.9-10.1, L.9-10.2, L.9-10.3a	Digital Literacy: RISLC 1.1, 2.1, 2.2, 3.1, 3.2, 4.2 3.3 ISTE 5a, 5b, 5c, 5d CCSS ELA. W.9-10.1d, W.9-10.4, W.9-10.5, SL.9-10.4, SL.9-10.6 L.9-10.1, L.9-10.2, L.9-10.3a		Literacy Enrichment / Summer Reading: RISLC 1.1, 2.1, 2.2, 4.1 CCSS ELA RI.9-10.10, RL.9-10.10
Topics not within fixed schedule	Reader's Advisory Ethical Use of Information Search Techniques Organization of Information			
Standards	Reader's Advisory: RISLC 4.1, 4.2 CCSS ELA RI.9-10.10, RL.9-10.10 Ethical Use of Information: RISLC 1.1, 2.2, 3.3 ISTE 5a, 5b; CCSS ELA W.9-10.8			

| | Search Techniques: RISLC 1.1, 2.2, 3.1 ISTE 3a, 3b, 3c; CCSS W.9-10.6, W.9-10.7, W.9-10.8
Organization of Information: RISLC 1.1 CCSS ELA W.9-10.1, W.9-10.6, W.9-10.8 |

Grades 11 - 12

School Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topics	English Argument Paper	English Research Paper	English Research Paper	Literacy Enrichment / Literature Circles
Standards	English Argument Paper: RISLC 1.1, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; ISTE 1b, 3a, 3b, 3c, 3d, 4a, 4b, 5a CCSS ELA RI.11-12.1, W.11-12.1, W.11-12.2, W.11-12.4,W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9, L.11-12.1, L.11-12.2	English Research Paper: RISLC 1.1, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; ISTE 1b, 3a, 3b, 3c, 3d, 4a, 4b, 5a CCSS ELA RI.11-12.1, W.11-12.1, W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9, L.11-12.1, L.11-12.2	English Research Paper: RISLC 1.1, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2; ISTE 1b, 3a, 3b, 3c, 3d, 4a, 4b, 5a CCSS ELA RI.11-12.1, W.11-12.1, W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9, L.11-12.1, L.11-12.2	Literacy Enrichment / Literature Circles: RISLC 4.1, 4.2 CCSS ELA RI.9-10.10, RL.9-10.10
Topics not within fixed schedule	Reader's Advisory Ethical Use of Information Search Techniques Organization of Information			
Standards	Reader's Advisory: RISLC 4.1, 4.2; CCSS ELA RI.11-12.10, RL.11-12.10 Ethical Use of Information: RISLC 1.1, 2.2, 3.3; ISTE 5a, 5b; CCSS ELA W.9-10.8 Search Techniques: RISLC 1.1, 2.2, 3.1; ISTE 3a, 3b, 3c; CCSS ELA W.11-12.6, W.11-12.7, W.11-12.8			

	Organization of Information: RISLC 1.1; CCSS ELA W.11-12.1, W.11-12.6, W.11-12.8

Resources

Chariho Regional School District Library Media Centers Websites:

- Ashaway Library Media Center http://ashawayschoollibrary.yolasite.com/
- Charlestown Library Media Center http://charlestownlibrary.weebly.com
- Hope Valley Library Media Center http://hopevalleylibrary.weebly.com/
- Richmond Library Media Center https://richmondlibrary.yolasite.com/
- Chariho Middle School Library Media Center https://cms.chariho.k12.ri.us/school_info/library
- Chariho High School Library Media Center https://chs.chariho.k12.ri.us/school_info/library_catalog_and_online_resources

Curriculum Development Resources:

- Empire State Information Fluency Continuum https://slsa-nys.libguides.com/ifc/intro
- Code.org - Free computer science lessons and activities for K - 12 learners https://studio.code.org/courses?view=teacher
- AASL Standards Framework for Learners https://standards.aasl.org/framework/
- Crosswalk of the Common Core Standards and the Standards for the 21st-Century Learner https://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/commoncorecrosswalk/pdf/CrosswalkEnglishStandardAll1-4.pdf
- International Society for Technology in Education (ISTE) Standards for Students https://www.iste.org/standards/iste-standards-for-students
- The College, Career, and Civic Life (C3) Framework for State Standards in Social Studies (National Council for the Social Studies) https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf

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"Teach Computer Science." Code.org, 2022, https://studio.code.org/courses?view=teacher.