ISAIL

Illinois Standards-Aligned Instruction for Libraries
2018

1st Grade

Aligned with Illinois Common Core Standards,
Next Generation Science Standards,
AASL National School Library Standards for Learners, School Librarians, and School Libraries,
and ISTE Standards for Students

AISLE
Association of Illinois School
Library Educators

Permissions and Acknowledgements

Purpose

To empower, educate, and encourage school library information specialists to plan strategically with other teachers to incorporate information literacy skills in lessons and thereby provide college and career readiness for students.

Vision

The vision of the ISLMA Standards Committee is that this framework will be used to aid in demonstrating the cross-curricular value of school libraries. If used properly, this framework, along with collaboration with other classroom teachers, will provide the data many administrators use for making decisions.

History

Annually, the Alliance Library System consulting staff (now part of RAILS-Reaching Across Illinois Library System) conducted site visits at each of its member libraries. In 2007, the staff noticed a need for an information literacy or library skills curriculum aligned with the Illinois Learning Standards and the new American Association for School Librarians (AASL) standards. In January 2008, a focus group researched sample curricula and drafted the format of the final tool. In August 2008, the Alliance Library System staff, with the help of member librarians, published the first version in CD format and as an online wiki. In October 2008, the framework was presented to the Illinois School Library Media Association (ISLMA) for adoption as a statewide model. The 2011 revision occurred as a response to the adoption of the Illinois Common Core Standards in English and Math, and in 2015 another revision occurred in response to the Next Generation Science Standards. A 2018 revision updated both the ISTE and AASL standards after new versions were published. The I-SAIL document will continue to be revised as needed to maintain its currency and usefulness.

Abbreviation Key

Common Core State Standards:

English/Language Arts Strand Code: RL=Reading Literature; RI=Reading Informational Text; RF=Reading Foundational Skills; W=Writing; SL=Speaking and Listening; L=Language; RH=Reading in History/Social Studies; RST=Reading in Science and Technical Subjects; WHST=Writing in History/Social Studies, Science, and Technical Subjects; CC=Common Core

Math Standards Code: OA=Operations and Algebraic Thinking; NBT=Number and Operations in Base 10; MD=Measurements and Data; G=Geometry; NF=Number and Operations-Fractions; RP=Ratios and Proportional Relationships; NS=Number System; EE=Expressions and Equations; SP=Statistics and Probability; A=Algebra

AASL National School Library Standards for Learners, School Librarians, and School Libraries:

Shared Foundations and Key Commitments are denoted with Roman numerals, followed by an alphabetical indicator denoting the Domain and Competencies, followed by a number indicating the competency.

I-SAIL Standards

Standard 1: Access information efficiently and effectively to inquire, think critically, and gain knowledge
- Recognize the need for information
- Formulate questions based on information needs
- Identify various potential sources of information
- Develop and use successful strategies for locating information
- Seek information from diverse sources

Standard 2: Evaluate information critically and competently
- Determine accuracy, relevance, and comprehensiveness of information
- Distinguish among fact, point of view, and opinion
- Identify inaccurate and misleading information
- Select information appropriate to the problem or question

Standard 3: Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society
- Organize information for practical application
- Integrate new information into own schema
- Produce and communicate information and ideas in appropriate formats
- Use problem-solving techniques to devise strategies for improving process or product
- Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)

Standard 4: Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth
- Cultivate a love of reading and become a self-motivated reader
- Develop a knowledge of genres and literary elements
- Derive meaning from informational texts in various formats

Standard 5: Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes
- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

1ST GRADE

Standard 1 - Access information efficiently and effectively to inquire, think critically, and gain knowledge

- Recognize the need for information
- Formulate questions based on information needs
- Identify various potential sources of information
- Develop and use successful strategies for locating information
- Seek information from diverse sources

LIBRARY BENCHMARKS

A. Locate parts of a book
B. Understand basic organizational pattern of library

LIBRARY OBJECTIVES

1. Identify the difference between fiction and nonfiction
2. Locate picture books and easy books on the shelves
3. Locate groups of nonfiction on the shelves
4. May use library catalog to locate books

Common Core Standards	NGSS	AASL National School Library Standards for Learners	ISTE Standards for Students

Reading Literature
Key Ideas and Details
CC.1.RL.1 Ask and answer questions about key details in a text.
CC.1.RL.3 Describe characters, settings, and major events in a story, using key details.
Craft and Structure
CC.1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
Integration of Knowledge and Ideas
CC.1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.

Reading Informational Text
Key Ideas and Details
CC.1.RI.1 Ask and answer questions about key details in a text.
Craft and Structure
CC.1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
Integration of Knowledge and Ideas
CC.1.RI.7 Use the illustrations and details in a text to describe its key ideas.

Reading Foundational Skills
Print Concepts
CC.1.RF.1 Demonstrate understanding of the organization and basic features of print.
Fluency
C.1.RF.4 Read with sufficient accuracy and fluency to support comprehension.

Physical Science
Waves and Their Applications in Technologies for Information Transfer
1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
1-PS4-3 Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.

Life Science
Heredity: Inheritance and Variation of Traits
1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like their parents.

Earth Science
Earth's Place in the Universe
1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.
1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.

I. Inquire
Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
A. Think - Learners display curiosity and initiative by:
  I.A.1. Formulating questions about a personal interest or a curricular topic.
  I.A.2. Recalling prior and background knowledge as context for new meaning.
B. Create - Learners engage with new knowledge by following a process that includes:
  I.B.1. Using evidence to investigate questions.
  I.B.2. Devising and implementing a plan to fill knowledge gaps.
C. Share - Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
  I.C.1. Interacting with content presented by others.
D. Grow - Learners participate in an ongoing inquiry-based process by:
  I.D.1. Continually seeking knowledge.

3. Knowledge Constructor
Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:
  3a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

7. Global Collaborator
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:
  7a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

CC.1.RF.4.a Read on-level text with purpose and understanding.

CC.1.RF.4.b Read on-level text orally with accuracy, appropriate rate, and expression.

Writing
Research to Build and Present Knowledge
CC.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening
Comprehension and Collaboration
CC.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CC.1.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CC.1.SL.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CC.1.SL.1.c Ask questions to clear up any confusion about the topics and texts under discussion.

CC.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CC.1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas
CC.1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

Engineering, Technology, and Applications of Science
Engineering Design
K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

I.D.2. Engaging in sustained inquiry.

II. Include
Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

A. Think - Learners contribute a balanced perspective when participating in a learning community by:
II.A.1. Articulating an awareness of the contributions of a range of learners.

II.A.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.

II.A.3. Describing their understanding of cultural relevancy and placement within the global learning community.

B. Create - Learners adjust their awareness of the global learning community by:
II.B.1. Interacting with learners who reflect a range of perspectives.

II.B.2. Evaluating a variety of perspectives during learning activities.

II.B.3. Representing diverse perspectives during learning activities.

D. Grow - Learners demonstrate empathy and equity in knowledge building within the global learning community by:

Language

Conventions of Standard English

CC.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Vocabulary Acquisition and Use

CC.1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

CC.1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

CC.1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Operations and Algebraic Thinking

CC.1.OA.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

CC.1.OA.2 Represent and solve problems involving addition and subtraction. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

II.D.1. Seeking interactions with a range of learners.

II.D.2. Demonstrating interest in other perspectives during learning activities.

III. Collaborate

Work effectively with others to broaden perspectives and work toward common goals.

C. Share - Learners work productively with others to solve problems by:

III.C.2. Involving diverse perspectives in their own inquiry processes.

IV. Curate

Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

A. Think - Learners act on an information need by:

IV.A.1. Determining the need to gather information.

IV.A.2. Identifying possible sources of information.

IV.A.3. Making critical choices about information sources to use.

B. Create - Learners gather information appropriate to the task by:

IV.B.1. Seeking a variety of sources.

IV.B.2. Collecting information representing diverse perspectives.

V. Explore

Measurements and Data

CC.1.MD.4 Represent and interpret data. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Discover and innovate in a growth mindset developed through experience and reflection.

A. Think - Learners develop and satisfy personal curiosity by:

V.A.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.

V.A.2. Reflecting and questioning assumptions and possible misconceptions.

V.A.3. Engaging in inquiry-based processes for personal growth.

1ST GRADE

Standard 2 - Evaluate information critically and competently

- Determine accuracy, relevance, and comprehensiveness of information
- Distinguish among fact, point of view, and opinion
- Identify inaccurate and misleading information
- Select information appropriate to the problem or question

LIBRARY BENCHMARKS

A. Learn the difference between fact and fiction
B. Select books appropriate to interest
C. Answer questions with appropriate resources

LIBRARY OBJECTIVES

1. Use books, pictures, and objects to extract information
2. Select books appropriate to interest using browsing techniques
3. Use sources to answer information needs with guidance
4. Identify the main idea

Common Core Standards	NGSS	AASL National School Library Standards for Learners	ISTE Standards for Students
Reading Literature *Key Ideas and Details* CC.1.RL.1 Ask and answer questions about key details in a text. CC.1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. *Craft and Structure* CC.1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. *Integration of Knowledge and Ideas* CC.1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. CC.1.RL.9 Compare and contrast the adventures and experiences of characters in stories. **Reading Informational Text** *Key Ideas and Details* CC.1.RI.1 Ask and answer questions about key details in a text. CC.1.RI.2 Identify the main topic and retell key details of a text. CC.1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. *Craft and Structure* CC.1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CC.1.RI.6 Distinguish between information provided by pictures or other illustrations	**Physical Science** *Waves and Their Applications in Technologies for Information Transfer* 1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. 1-PS4-2 Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated. 1-PS4-3 Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light. **Life Science** *From Molecules to Organisms: Structures and Processes* 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	**I. Inquire** *Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.* **A. Think - Learners display curiosity and initiative by:** I.A.2. Recalling prior and background knowledge as context for new meaning. **B. Create - Learners engage with new knowledge by following a process that includes:** I.B.1. Using evidence to investigate questions. I.B.2. Devising and implementing a plan to fill knowledge gaps. **C. Share - Learners adapt, communicate, and exchange learning products with others in a cycle that includes:** I.C.1. Interacting with content presented by others. **D. Grow - Learners participate in an ongoing inquiry-based process by:** I.D.3. Enacting new understanding through real-world connections. I.D.4. Using reflection to guide informed decisions. **II. Include** *Demonstrate an understanding of and commitment to inclusiveness*	**3. Knowledge Constructor** **Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:** 3b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. **7. Global Collaborator** **Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:** 7b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

and information provided by the words in a text.

Integration of Knowledge and Ideas

CC.1.RI.7 Use the illustrations and details in a text to describe its key ideas.

CC.1.RI.8 Identify the reasons an author gives to support points in a text.

CC.1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Writing
Research to Build and Present Knowledge

CC.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening
Comprehension and Collaboration

CC.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CC.1.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CC.1.SL.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CC.1.SL.1.c Ask questions to clear up any confusion about the topics and texts under discussion.

CC.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CC.1.SL.3 Ask and answer questions about what a speaker says in order to gather

Heredity: Inheritance and Variation of Traits

1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like their parents.

Engineering, Technology, and Applications of Science
Engineering Design

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

and respect for diversity in the learning community.

A. Think - Learners contribute a balanced perspective when participating in a learning community by:

II.A.1. Articulating an awareness of the contributions of a range of learners.

II.A.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.

II.A.3. Describing their understanding of cultural relevancy and placement within the global learning community.

B. Create - Learners adjust their awareness of the global learning community by:

II.B.2. Evaluating a variety of perspectives during learning activities.

C. Share - Learners exhibit empathy with and tolerance for diverse ideas by:

II.C.2. Contributing to discussions in which multiple viewpoints on a topic are expressed.

D. Grow - Learners demonstrate empathy and equity in knowledge building within the global learning community by:

II.D.1. Seeking interactions with a range of learners.

II.D.2. Demonstrating interest in other perspectives during learning activities.

IV. Curate

additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

CC.1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

Language

Conventions of Standard English

CC.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Vocabulary Acquisition and Use

CC.1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Operations and Algebraic Thinking

CC.1.OA.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

CC.1.OA.2 Represent and solve problems involving addition and subtraction. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

A. Think - Learners act on an information need by:
  IV.A.3. Making critical choices about information sources to use.

B. Create - Learners gather information appropriate to the task by:
  IV.B.3. Systematically questioning and assessing the validity and accuracy of information.

C. Share - Learners exchange information resources within and beyond their learning community by:
  IV.C.1. Accessing and evaluating collaboratively constructed information sites.

D. Grow - Learners select and organize information for a variety of audiences by:
  IV.D.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.

V. Explore

Discover and innovate in a growth mindset developed through experience and reflection.

A. Think - Learners develop and satisfy personal curiosity by:
  V.A.2. Reflecting and questioning assumptions and possible misconceptions.

V.A.3. Engaging in inquiry-based processes for personal growth.

B. Create - Learners construct new knowledge by:

V.B.1. Problem solving through cycles of design, implementation, and reflection.

C. Share - Learners engage with the learning community by:

V.C.2. Co-constructing innovative means of investigation.

V.C.3. Collaboratively identifying innovative solutions to a challenge or problem.

VI. Engage

Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

A. Think - Learners follow ethical and legal guidelines for gathering and using information by:

VI.A.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

1ST GRADE

Standard 3 - Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society	LIBRARY BENCHMARKS
• Organize information for practical application • Integrate new information into own schema • Produce and communicate information and ideas in appropriate formats • Use problem-solving techniques to devise strategies for revising and improving process and product • Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)	A. Communicate results of information search in format appropriate for content B. Recognize ownership of written and illustrated material C. Observe Internet guidelines and protocols as defined in the district's policies
	LIBRARY OBJECTIVES
	1. Collaborate with other students to solve information problems 2. Begin to organize information using a wider variety of techniques (e.g., graphic organizers or webbing) 3. Present, perform, share, and evaluate the results of information searches in a new form 4. Recognize the need for citing sources 5. Share different points of view and opinions 6. Access preselected digital sources for information needs

Common Core Standards	NGSS	AASL National School Library Standards for Learners	ISTE Standards for Students
Reading Literature *Key Ideas and Details* CC.1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.RL.3 Describe characters, settings, and major events in a story, using key details. **Reading Informational Text** *Key Ideas and Details* CC.1.RI.2 Identify the main topic and retell key details of a text. CC.1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. *Integration of Knowledge and Ideas* CC.1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **Writing** *Text Types and Purposes* CC.1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. CC.1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CC.1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal	**Physical Science** *Waves and Their Applications in Technologies for Information Transfer* 1-PS4-4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. **Life Science** *From Molecules to Organisms: Structures and Processes* 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. *Heredity: Inheritance and Variation of Traits* 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like their parents. **Engineering, Technology, and Applications of Science** *Engineering Design* K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the	**I. Inquire** *Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.* **A. Think - Learners display curiosity and initiative by:** I.A.2. Recalling prior and background knowledge as context for new meaning. **B. Create - Learners engage with new knowledge by following a process that includes:** I.B.1. Using evidence to investigate questions. I.B.2. Devising and implementing a plan to fill knowledge gaps. I.B.3. Generating products that illustrate learning. **C. Share - Learners adapt, communicate, and exchange learning products with others in a cycle that includes:** I.C.1. Interacting with content presented by others. I.C.2. Providing constructive feedback. I.C.3. Acting on feedback to improve. I.C.4. Sharing products with an authentic audience. **D. Grow - Learners participate in an ongoing inquiry-based process by:** I.D.3. Enacting new understanding through real-world connections. I.D.4. Using reflection to guide informed decisions.	**1. Empowered Learner** **Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:** 1a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 1b. build networks and customize their learning environments in ways that support the learning process. 1c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 1d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. **2. Digital Citizen** **Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital**

words to signal event order, and provide some sense of closure.

Production and Distribution of Writing
CC.1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CC.1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge
CC.1.W.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
CC.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening
Comprehension and Collaboration
CC.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CC.1.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
CC.1.SL.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
Presentation of Knowledge and Ideas
CC.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

strengths and weaknesses of how each performs.

II. Include
Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
  A. Think - Learners contribute a balanced perspective when participating in a learning community by:
   II.A.1. Articulating an awareness of the contributions of a range of learners.
   II.A.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
   II.A.3. Describing their understanding of cultural relevancy and placement within the global learning community.
  B. Create - Learners adjust their awareness of the global learning community by:
   II.B.3. Representing diverse perspectives during learning activities.
  C. Share - Learners exhibit empathy with and tolerance for diverse ideas by:
   II.C.1. Engaging in informed conversation and active debate.
   II.C.2. Contributing to discussions in which multiple viewpoints on a topic are expressed.
  D. Grow - Learners demonstrate empathy and equity in knowledge building within the global learning community by:
   II.D.3. Reflecting on their own place within the global learning community.

world, and they act and model in ways that are safe, legal and ethical. Students:**
   2b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
   2c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

3. Knowledge Constructor
Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:
   3c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
   3d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

4. Innovative Designer
Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:
   4a. know and use a deliberate design process for generating

CC.1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CC.1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

Language
Conventions of Standard English
CC.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Operations and Algebraic Thinking
CC.1.OA.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

CC.1.OA.2 Represent and solve problems involving addition and subtraction. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Measurements and Data
CC.1.MD.4 Represent and interpret data. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number

III. Collaborate
Work effectively with others to broaden perspectives and work toward common goals.

A. Think - Learners identify collaborative opportunities by:
  III.A.1. Demonstrating their desire to broaden and deepen understandings.
  III.A.2. Developing new understandings through engagement in a learning group.
  III.A.3. Deciding to solve problems informed by group interaction.

B. Create - Learners participate in personal, social, and intellectual networks by:
  III.B.1. Using a variety of communication tools and resources.
  III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge

C. Share - Learners work productively with others to solve problems by:
  III.C.1. Soliciting and responding to feedback from others.
  III.C.2. Involving diverse perspectives in their own inquiry processes.

D. Grow - Learners actively participate with others in learning situations by:
  III.D.1. Actively contributing to group discussions.
  III.D.2. Recognizing learning as a social responsibility.

IV. Curate

ideas, testing theories, creating innovative artifacts or solving authentic problems.
  4b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
  4c. develop, test and refine prototypes as part of a cyclical design process.
  4d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

5. Computational Thinker
Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:
  5a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
  5b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
  5c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
  5d. understand how automation works and use algorithmic

of data points, how many in each category, and how many more or less are in one category than in another.

Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

A. Think - Learners act on an information need by:

IV.A.3. Making critical choices about information sources to use.

B. Create - Learners gather information appropriate to the task by:

IV.B.4. Organizing information by priority, topic, or other systematic scheme.

C. Share - Learners exchange information resources within and beyond their learning community by:

IV.C.1. Accessing and evaluating collaboratively constructed information sites.

IV.C.2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.

IV.C.3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.

D. Grow - Learners select and organize information for a variety of audiences by:

IV.D.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.

IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.

IV.D.3. Openly communicating curation processes for others to use, interpret, and validate

thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

6a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6b. create original works or responsibly repurpose or remix digital resources into new creations.

6c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

6d. publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:
7a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and

V. Explore
Discover and innovate in a growth mindset developed through experience and reflection.

B. Create - Learners construct new knowledge by:
V.B.1. Problem solving through cycles of design, implementation, and reflection.

V.B.2. Persisting through self-directed pursuits by tinkering and making.

C. Share - Learners engage with the learning community by:
V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.

V.C.2. Co-constructing innovative means of investigation.

V.C.3. Collaboratively identifying innovative solutions to a challenge or problem.

D. Grow - Learners develop through experience and reflection by:
V.D.1. Iteratively responding to challenges.

V.D.2. Recognizing capabilities and skills that can be developed, improved, and expanded.

V.D.3. Open-mindedly accepting feedback for positive and constructive growth.

VI. Engage
Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

learning.

7b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

7c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

7d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

A. Think - Learners follow ethical and legal guidelines for gathering and using information by:

VI.A.2. Understanding the ethical use of information, technology, and media.

B. Create - Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:

VI.B.1. Ethically using and reproducing others' work.

VI.B.2. Acknowledging authorship and demonstrating respect for the intellectual property of others.

VI.B.3. Including elements in personal-knowledge products that allow others to credit content appropriately.

C. Share - Learners responsibly, ethically, and legally share new information with a global community by:

VI.C.1. Sharing information resources in accordance with modification, reuse, and remix policies.

VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.

D. Grow - Learners engage with information to extend personal learning by:

VI.D.2. Reflecting on the process of ethical generation of knowledge.

VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

1ST GRADE

Standard 4 - Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth

- Cultivate a love of reading and become a self-motivated reader
- Develop a knowledge of genres and literary elements
- Derive meaning from informational texts in various formats

LIBRARY BENCHMARKS

A. Start using text along with spoken word and illustrations to understand literature
B. Select an appropriate book of interest for personal enjoyment
C. Identify several types and elements of literature
D. Ask how and why questions when presented with information presented creatively in nontextual formats
E. Ask for assistance when seeking information related to personal interests
F. Select resources and materials based on interest, need, and appropriateness

LIBRARY OBJECTIVES

1. Choose a book of interest from the easy and picture book sections with guidance
2. Listen to or read traditional folklore such as trickster tales, fables, and tall tales
3. Listen to or read various types of fiction in easy and short novel formats
4. Listen to or read nonfiction (biography, information books, poetry)
5. Identify literary elements such as plot and point of view
6. Practice literature response through basic discussion and other activities such as storytelling and songs
7. Broaden awareness of the works of various authors and illustrators
8. Begin to develop awareness of award-winning literature
9. Recognize text in various formats (magazines, books, nonprint, electronic resources, newspapers)
10. Read for pleasure and to find answers to questions with guidance
11. Use libraries, library staff, and library resources

Common Core Standards	AASL National School Library Standards for Learners	ISTE Standards for Students

Reading Literature
Craft and Structure
CC.1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CC.1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CC.1.RL.6 Identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas
CC.1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.
Range of Reading and Level of Text Complexity
CC.1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Informational Text
Key Ideas and Details
CC.1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Integration of Knowledge and Ideas
CC.1.RI.7 Use the illustrations and details in a text to describe its key ideas.
CC.1.RI.8 Identify the reasons an author gives to support points in a text.
Range of Reading and Level of Text Complexity
CC.1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1.

Reading Foundational Skills
Fluency
CC.1.RF.4 Read with sufficient accuracy and fluency to support comprehension.
CC.1.RF.4.a Read on-level text with purpose and understanding.
CC.1.RF.4.b Read on-level text orally with accuracy, appropriate rate, and expression.

I. Inquire
Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
   A. Think - Learners display curiosity and initiative by:
   I.A.1. Formulating questions about a personal interest or a curricular topic.
   C. Share - Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
   I.C.1. Interacting with content presented by others.
   D. Grow - Learners participate in an ongoing inquiry-based process by:
   I.D.1. Continually seeking knowledge.
   I.D.2. Engaging in sustained inquiry.
   I.D.3. Enacting new understanding through real-world connections.
   I.D.4. Using reflection to guide informed decisions.

II. Include
Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
   A. Think - Learners contribute a balanced perspective when participating in a learning community by:
   II.A.1. Articulating an awareness of the contributions of a range of learners.

1. Empowered Learner
Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:
   1a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

3. Knowledge Constructor
Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:
   3a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
   3d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Language
Vocabulary Acquisition and Use
CC.1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

II.A.3. Describing their understanding of cultural relevancy and placement within the global learning community.

B. Create - Learners adjust their awareness of the global learning community by:
   II.B.1. Interacting with learners who reflect a range of perspectives.

D. Grow - Learners demonstrate empathy and equity in knowledge building within the global learning community by:
   II.D.1. Seeking interactions with a range of learners.

III. Collaborate
Work effectively with others to broaden perspectives and work toward common goals.
   A. Think - Learners identify collaborative opportunities by:
   III.A.1. Demonstrating their desire to broaden and deepen understandings.
   B. Create - Learners participate in personal, social, and intellectual networks by:
   III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge

V. Explore
Discover and innovate in a growth mindset developed through experience and reflection.
   A. Think - Learners develop and satisfy personal curiosity by:
   V.A.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.
   V.A.3. Engaging in inquiry-based processes for personal growth.

B. Create - Learners construct new knowledge by:

V.B.2. Persisting through self-directed pursuits by tinkering and making.

C. Share - Learners engage with the learning community by:

V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance

1ST GRADE

Standard 5 - Understand and practice Internet safety when using any electric media for educational, social, or recreational purposes

- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

LIBRARY BENCHMARKS

A. Understand personal and public information
B. Recognize the need for adult supervision
C. Use electronic devices safely and appropriately

LIBRARY OBJECTIVES

1. Practice identifying personal and public information (name, gender, age, address, phone number, name of school, screen name, etc.) and when it is appropriate to share this information
2. Use the Internet to visit approved websites with adult supervision or guidance
3. Practice good manners online, recognizing that online communication is between actual people
4. Report uncomfortable situations to an adult
5. Practice identifying between approved content and advertising content
6. Operate and maintain equipment as directed (power-on/off, clean hands, gentle use)

Common Core Standards	AASL National School Library Standards for Learners	ISTE Standards for Students
Reading Literature *Craft and Structure* CC.1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. CC.1.RL.6 Identify who is telling the story at various points in a text. **Reading Informational Text** *Key Ideas and Details* CC.1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. *Craft and Structure* CC.1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CC.1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **Writing** *Text Types and Purposes* CC.1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. *Production and Distribution of Writing* CC.1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. *Research to Build and Present Knowledge* CC.1.W.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). **Language** *Conventions of Standard English*	**I. Inquire** *Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.* **C. Share - Learners adapt, communicate, and exchange learning products with others in a cycle that includes:** I.C.1. Interacting with content presented by others. I.C.2. Providing constructive feedback. I.C.4. Sharing products with an authentic audience **II. Include** *Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.* **A. Think - Learners contribute a balanced perspective when participating in a learning community by:** II.A.1. Articulating an awareness of the contributions of a range of learners. II.A.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. II.A.3. Describing their understanding of cultural relevancy and placement within the global learning community. **B. Create - Learners adjust their awareness of the global learning community by:** II.B.1. Interacting with learners who reflect a range of perspectives. **C. Share - Learners exhibit empathy with and tolerance for diverse ideas by:**	**1. Empowered Learner** **Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:** 1d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. **2. Digital Citizen** **Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:** 2a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. 2b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. 2c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. 2d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

CC.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

II.C.1. Engaging in informed conversation and active debate.
II.C.2. Contributing to discussions in which multiple viewpoints on a topic are expressed.

D. Grow - Learners demonstrate empathy and equity in knowledge building within the global learning community by:
II.D.1. Seeking interactions with a range of learners.
II.D.2. Demonstrating interest in other perspectives during learning activities.
II.D.3. Reflecting on their own place within the global learning community.

III. Collaborate
Work effectively with others to broaden perspectives and work toward common goals.

A. Think - Learners identify collaborative opportunities by:
III.A.2. Developing new understandings through engagement in a learning group.
III.A.3. Deciding to solve problems informed by group interaction.

B. Create - Learners participate in personal, social, and intellectual networks by:
III.B.1. Using a variety of communication tools and resources.
III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge

C. Share - Learners work productively with others to solve problems by:
III.C.1. Soliciting and responding to feedback from others.

D. Grow - Learners actively participate with others in learning situations by:
III.D.1. Actively contributing to group discussion.

7. Global Collaborator
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:
7a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
7b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

III.D.2. Recognizing learning as a social responsibility.

IV. Curate
Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

C. Share - Learners exchange information resources within and beyond their learning community by:

IV.C.1. Accessing and evaluating collaboratively constructed information sites.

VI. Engage
Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

A. Think - Learners follow ethical and legal guidelines for gathering and using information by:

VI.A.1. Responsibly applying information, technology, and media to learning.

VI.A.2. Understanding the ethical use of information, technology, and media.

VI.A.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

B. Create - Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:

VI.B.1. Ethically using and reproducing others' work.

VI.B.2. Acknowledging authorship and demonstrating respect for the intellectual property of others.

VI.B.3. Including elements in personal-knowledge products that allow others to credit content appropriately.

C. Share - Learners responsibly, ethically, and legally share new information with a global community by:

VI.C.1. Sharing information resources in accordance with modification, reuse, and remix policies.

VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.

D. Grow - Learners engage with information to extend personal learning by:

VI.D.1. Personalizing their use of information and information technologies.

VI.D.2. Reflecting on the process of ethical generation of knowledge.

VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.