ISAIL

Illinois Standards-Aligned Instruction for Libraries
2018

KINDERGARTEN

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

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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

KINDERGARTEN

Standard 1 - Access information efficiently and effectively to inquire, think critically, and gain knowledge	LIBRARY BENCHMARKS
- 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	A. Locate parts of a book B. Understand basic organizational pattern of library
	LIBRARY OBJECTIVES
	1. Identify title page, author, title, page number, and spine 2. Learn where picture books and easy books are located in the library 3. Ask where to find a book to read

Common Core Standards	NGSS	AASL National School Library Standards for Learners	ISTE Standards for Students
Reading Literature *Key Ideas and Details* CC.K.RL.1 With prompting and support, ask and answer questions about key details in a text. *Craft and Structure* CC.K.RL.4 Ask and answer questions about unknown words in a text. CC.K.RL.5 Recognize common types of texts (e.g., storybooks, poems). CC.K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. *Integration of Knowledge and Ideas* CC.K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). **Reading Informational Text** *Craft and Structure* CC.K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. CC.K.RI.5 Identify the front cover, back cover, and title page of a book. CC.K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. *Integration of Knowledge and Ideas* CC.K.RI.7 With prompting and support, describe the relationship between	**Earth Science** *Earth's Systems* K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. *Earth and Human Activity* K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. **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. 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. **B. Create - Learners engage with new knowledge by following a process that include:** I.B.1 Using evidence to investigate questions I.B.2 Devising and implementing a plan to fill knowledge gaps. **D. Grow - Learners participate in an ongoing inquiry-based process by:** I.D.1 Continually seeking knowledge I.D.3 Enacting new understanding through real-world connections. **IV. Curate** *Make meaning for oneself and for 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 for gathering information. IV.A.2 Identifying possible sources of information.	**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.

illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

CC.K.RI.8 With prompting and support, identify the reasons an author gives to support points.

CC.K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Reading Foundational Skills
Print Concepts
CC.K.RF.1 Demonstrate understanding of the organization and basic features of print.

Writing
Research to Build and Present Knowledge
CC.K.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.K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CC.K.SL.1.b Continue a conversation through multiple exchanges.

CC.K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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
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 formats.

CC.K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

CC.K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Language

Conventions of Standard English

CC.K.L.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

Vocabulary Acquisition and Use

CC.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CC.K.L.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

CC.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Measurements and Data

CC.K.MD.3 Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

KINDERGARTEN

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 pictures and objects to extract information
2. Make book selections using simple scanning techniques (e.g., cover and illustrations)
3. Listen to and follow directions
4. Make simple decisions

COMMON CORE STANDARDS	NGSS	AASL National School Library Standards for Learners	ISTE Standards for Students
Reading Literature *Key Ideas and Details* CC.K.RL.1 With prompting and support, ask and answer questions about key details in a text. **Reading Informational Text** *Key Ideas and Details* CC.K.RI.2 With prompting and support, identify the main topic and retell key details of a text. **Writing** *Production and Distribution of Writing* CC.K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. CC.K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **Speaking and Listening** *Presentation of Knowledge and Ideas* CC.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	**Physical Science** *Matter and Stability: Forces and Interactions* K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. *Energy* K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface. **Life Science** *From Molecules to Organisms: Structures and Processes* K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. **Earth Science** *Earth's Systems* K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.	**I. Inquire** *Building 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 curricular topic. **B. Create - Learners engage with new knowledge by following a process that includes:** I.B.1 Use evidence to investigate questions. I.B.2 Devising and implementing a plan to fill knowledge gaps. **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. **IV. Curate**	**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.

K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Earth and Human Activity

K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

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.

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

A. Think - Learners act on information by:
  IV.A.2 Identifying possible sources of information.

B. Create - Learners gather information appropriate to the task by:
  IV.B.1 Seeking a variety of sources.

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 create for a variety of purposes.

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

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| 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 revising and improving process and product
• Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism) | **LIBRARY BENCHMARKS**

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 with guidance using such techniques as webbing, pictograms, KWLs, and Y charts
3. Present, perform, share, and evaluate the results of information search in a new form
4. Identify authors and illustrators
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
Integration of Knowledge and Ideas
CC.K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Level of Text Complexity
CC.K.RL.10 Actively engage in group reading activities with purpose and understanding.

Reading Informational Text
Key Ideas and Details
CC.K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Range of Reading and Level of Text Complexity
CC.K.RI.10 Actively engage in group reading activities with purpose and understanding.

Writing
Text Types and Purposes
CC.K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
CC.K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Physical Science
Matter and Stability: Forces and Interactions
K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
Energy
K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface.

Life Science
From Molecules to Organisms: Structures and Processes
K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Earth Science
Earth's Systems
K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.
K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change 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.1 Formulating questions about a personal interest or a curricular topic.
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 effective audience.
D. Grow - Learners participate in an ongoing inquiry-based process by:
  I.D.1 Continually seeking knowledge.
  I.D.2 Engaging in sustained inquiry.

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

CC.K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing
CC.K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge
CC.K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Speaking and Listening
Presentation of Knowledge and Ideas
CC.K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Language
Conventions of Standard English
CC.K.L.1.f Produce and expand complete sentences in shared language activities.

environment to meet their needs.
Earth and Human Activity
K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

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 strengths and weaknesses of how each performs.

I.D.3 Enacting new understanding through real-world connections.

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.3 Describe their understanding of cultural relevancy and placement within the global learning community.
B. Create - Learners adjust awareness of learning community by:
  II.B.1 Interacting with learners who reflect a wide variety of perspectives.
D. Grow - Learners demonstrate empathy and equity in knowledge building within the global community by:
  II.D.1 Seeking interactions with a range of learners.
  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

of living, learning and working in an interconnected digital 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

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.

C. Share - Learners work productively with others to solve problems by:
  III.C.2 Involving diverse perspectives in their own inquiry process.

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

A. Think - Learners act on 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.

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

B. Create - Learners construct new knowledge by:

or imaginative solutions.
Students:
  4a. know and use a deliberate design process for generating 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

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

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

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

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

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

descriptive models to understand complex systems or facilitate problem-solving.

5d. understand how automation works and use algorithmic 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 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.

KINDERGARTEN

| 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. Use both auditory and visual clues to understand literature
B. Select an appropriate book of interest for personal enjoyment
C. Begin to identify different types and elements of literature
D. Begin to recognize information presented creatively in various nontextual formats
E. Ask for 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 a provided assortment
2. Listen to traditional folklore such as nursery rhymes and fairy tales
3. Listen to fiction in picture book and short novel formats
4. Listen to nonfiction (biography, information books, poetry)
5. Identify literary elements such as character and setting
6. Respond to literature in participatory activities such as puppetry, finger plays, and drama
7. Engage with the work of various authors and illustrators
8. Enjoy award-winning literature
9. Begin to use print and nonprint materials
10. Appreciate reading for pleasure, for learning, and for finding answers
11. Use libraries, library staff, and library resources |

COMMON CORE STANDARDS	AASL National School Library Standards for Learners	ISTE Standards for Students
Reading Literature *Key Ideas and Details* CC.K.RL.3 With prompting and support, identify characters, settings, and major events in a story. *Craft and Structure* CC.K.RL.5 Recognize common types of texts (e.g., storybooks, poems). CC.K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. *Integration of Knowledge and Ideas* CC.K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). CC.K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Range of Reading and Level of Text Complexity CC.K.RL.10 Actively engage in group reading activities with purpose and understanding. **Reading Informational Text** *Key Ideas and Details* CC.K.RI.1 With prompting and support, ask and answer questions about key details in a text. CC.K.RI.2 With prompting and support, identify the main topic and retell key details of a text. *Craft and Structure* CC.K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. *Integration of Knowledge and Ideas* CC.K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **Reading Foundational Skills**	**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 curricular topic. I.A.2 Recalling prior and background knowledge as context for new meaning. I.B.1 Using evidence to investigate questions. **B. Create - Learners engage with new knowledge by following a process that includes:** I.B.2 Devising and implementing a plan to fill knowledge gaps. **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 understanding through real-world connections. **II.Include** *Demonstrate an understanding of and commitment to inclusiveness and respect diversity in the learning community.* **A. Think - Learners contribute a balanced perspective when participating in a learning community 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:** 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.

Fluency
CC.K.RF.4 Read emergent-reader texts with purpose and understanding.

Writing
Research to Build and Present Knowledge
CC.K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Language
Conventions of Standard English
CC.K.L.1.f Produce and expand complete sentences in shared language activities.
Vocabulary Acquisition and Use
CC.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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

IV. Curate
Make meaning for oneself and others by collecting, organizing and sharing resources of personal relevance.
   A. Think - Learners act on information need by:
   IV.A.1 Determining the need to gather information.
   IV.A.2 Identifying possible sources of information.
   B. Create - Learners gather information appropriate to the task by:
   IV.B.1 Seeking a variety of sources.

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

KINDERGARTEN

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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

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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. With guidance, identify personal 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. With guidance, identify approved content and advertising content
6. Operate and maintain equipment as directed (power-on/off, clean hands, gentle use)

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COMMON CORE STANDARDS	AASL National School Library Standards for Learners	ISTE Standards for Students
Writing *Production and Distribution of Writing* CC.K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	**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.2 Adopting a discerning stance towards points of view and opinions expressed in information resources and learning products. **IV. Curate** *Make meaning for oneself and others by collecting, organizing and sharing resources of personal relevance.* **A. Think - Learners act on information needs by:** IV.A.3 Making critical choices about information sources to use. **B. Create - Learners gather information appropriate to the task by:** IV.B.2 Collecting information representing diverse perspectives. **C. Share - Learners exchange information resources within and beyond their learning community by:** IV.C.1 Accessing and evaluating collaboratively constructed information sites.	**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.

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.

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.

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

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

2d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

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.