### Standards Overview

**Subject: Library (Updated 2013)**

**Monday, November 25, 2013, 2:52PM**

#### Library (Updated 2013) by the end of grade 2

Learners use skills, resources, & technology to inquire, think critically, gain knowledge, apply knowledge to new situations, and create new knowledge.

1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make real-world connections for using this process.

- a. Form simple questions and begin to explore ways to answer them
- b. Read, view, and listen for information presented in different formats
- c. Identify one or two keywords about a topic, problem or question

1.2 Find, evaluate and select appropriate sources to answer questions.

- a.

<table>
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</table>

#### Library (Updated 2013) by the end of grade 5

Learners use skills, resources, & technology to inquire, think critically, gain knowledge, apply knowledge to new situations, and create new knowledge.

1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make real-world connections for using this process.

- a. Use prior and background knowledge as a context for new learning.
- b. Develop and refine a range of questions to frame the search for new understanding.
- c. Use an effective note-taking method.
- d. Organize knowledge so that it is useful.
- e. Select presentation form based on audience and purpose
- f. Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning

1.2 Find, evaluate and select appropriate sources to answer questions.

- a. Identify and prioritize possible sources of information based on specific information needs and strengths of different information formats.
- b. Use

### Library (Updated 2013) by the end of grade 8

Learners use skills, resources, & technology to inquire, think critically, gain knowledge, apply knowledge to new situations, and create new knowledge.

1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make real-world connections for using this process.

- a. Use prior and background knowledge as a context for new learning.
- b. Use effective note-taking strategies.
- c. Organize knowledge so that it is useful.
- d. Select presentation form based on audience and purpose
- e. Select conclusion form to share new understandings and reflect on the learning

1.2 Find, evaluate and select appropriate sources to answer questions.

- a. Identify and prioritize possible sources of information based on specific information needs and strengths of different information formats.
- b. Use

### Library (Updated 2013) by the end of grade 10

Learners use skills, resources, & technology to inquire, think critically, gain knowledge, apply knowledge to new situations, and create new knowledge.

1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make real-world connections for using this process.

- a. Present complex ideas with clarity and authority.
- b. Present original conclusions effectively.
- c. Identify their own strengths, assess their own inquiry processes and products and set goals for improvement.

1.2 Find, evaluate and select appropriate sources to answer questions.

- a. Use various search
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<th>Library (Updated 2013) by the end of grade 12</th>
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</thead>
<tbody>
<tr>
<td>Understand the basic organizational structure of books</td>
<td>b. Distinguish between fiction and nonfiction books</td>
<td>a. Recognize the organization and use of special sections in the library (e.g., reference, reserve books).</td>
<td>c. Evaluate sources based on criteria such as copyright date, authority of author or publisher, depth of coverage and relevance to research questions.</td>
<td>1.3 Use technology tools to access information, purse inquiry, analyze information, organize information, manage projects, create products and display knowledge.</td>
</tr>
<tr>
<td>a. Understand the library's organizational scheme and what main topics are included in each.</td>
<td>b. Organize knowledge so that it is useful.</td>
<td>b. Use the categorization of materials in Dewey areas to locate appropriate materials.</td>
<td>b. Select the presentation/product to effectively communicate and support a purpose, argument, point of view or interpretation.</td>
<td>a. Select the most appropriate techniques to access and retrieve the needed information.</td>
</tr>
<tr>
<td>b. Select and use appropriate sources, including specialized reference sources and databases, to answer questions.</td>
<td>c. Conclude an inquiry-based research process by sharing new understandings.</td>
<td>c. Evaluate sources based on criteria such as accuracy, validity, point of view, currency, authority of author or publisher, comprehensiveness, readability, and alignment with research needs.</td>
<td>c. Express ideas through creative products in a variety of formats.</td>
<td>b. Use various technologies to organize and manage the information selected.</td>
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<td><strong>1.3 Use technology tools to access information, purse inquiry, analyze information, organize information, manage projects, create products and display knowledge.</strong></td>
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<td><strong>1.3 Use technology tools to access information, purse inquiry, analyze information, manage projects, create products and display knowledge.</strong></td>
<td><strong>1.4 Use strategies to draw conclusions from information and apply systems to retrieve information in a variety of formats.</strong></td>
<td><strong>c. Create their own electronic learning spaces by collecting and organizing links to information resources, working collaboratively, and</strong></td>
</tr>
<tr>
<td>- a. Recognize the purpose of the online catalog to locate materials</td>
<td>- a. Use a range of electronic resources efficiently, effectively and safely by applying a variety of search and evaluation strategies.</td>
<td>- a. Incorporate technology resources such as databases, to answer questions.</td>
<td>- b. Describe criteria used to make resource decisions and choices.</td>
<td>- a. Select the most appropriate technologies to access and retrieve the needed information.</td>
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<tr>
<td>- b. Use online libraries to find materials.</td>
<td>- b. Select the presentation/product to effectively communicate and support a purpose, argument, point of view or interpretation.</td>
<td>- c. Evaluate sources based on criteria such as copyright date, authority of author or publisher, depth of coverage and relevance to research questions.</td>
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<td>- c. Create their own electronic learning spaces by collecting and organizing links to information resources, working collaboratively, and</td>
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<td>- c. Understand that the library has an organizational scheme.</td>
<td>- c. Express ideas through creative products in a variety of formats.</td>
<td>- c. Evaluate sources based on criteria such as accuracy, validity, point of view, currency, authority of author or publisher, comprehensiveness, readability, and alignment with research needs.</td>
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<td></td>
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<tr>
<td>- d. Select and use appropriate sources to answer questions (picture dictionaries, beginning encyclopedias, magazines, maps, and globes)</td>
<td>- d. Select a variety of credible sources in different formats relevant to research needs.</td>
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**Targeted Standards:**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Target 1</th>
<th>Target 2</th>
<th>Target 3</th>
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<tbody>
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<td>1.3 Use technology tools to access information, purse inquiry, analyze information, organize information, manage projects, create products and display knowledge.</td>
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<td>b.</td>
<td>c.</td>
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<tr>
<td>1.2 Find, evaluate and select appropriate sources to answer questions.</td>
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<td>c.</td>
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<td>c.</td>
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Library (Updated 2013) by the end of grade 2

encyclopedia, digital books and databases with guidance

questions.  [Targeted Standards: 5]
  - c. Use multiple resources, including print, electronic, and human, to locate information.  [Targeted Standards: 4]
  - d. Use the organizational structure of a book or web resource to locate information to answer questions.  [Targeted Standards: 3]
  - e. Evaluate content and resources for accuracy and usefulness.  [Targeted Standards: 1]

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as online encyclopedias, databases and search engines to locate information.  [Targeted Standards: 5]
  - b. Implement key word and advance search strategies.  [Targeted Standards: 4]
  - c. Select and use grade-level appropriate electronic reference materials and websites to answer questions.  [Targeted Standards: 3]
  - d. Create products that incorporate writing, visuals, and other forms of media to convey message and main points.  [Targeted Standards: 1]

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knowledge to curricular areas, real-world situations, and further investigations.
  - a. Draw clear and appropriate conclusions supported by evidence and examples.
  - b. Combine ideas and information to develop and demonstrate new understanding.
  - c. Recognize multiple causes for same issues or events.
  - d. Apply strategies for making personal and real world connections with information.

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sharing new ideas and understandings with others.
  - d. Use the most appropriate format to clearly communicate ideas to targeted audiences.

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1.4 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
  - a. Combine information and inferences to draw conclusions and create meaning.
  - b. Develop their own points of view and support with evidence.
  - c. Present different perspectives with evidence for each.
  - d. Apply new knowledge to real-world issues and problems.

1.3 Use technology tools to access information, pursue inquiry, analyze information, organize information, manage projects, create products and display knowledge.
  - a. Search
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<td>an online catalog to locate materials.</td>
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<td>[Targeted Standards: 4]</td>
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<td>b. Use selected websites and periodical databases to find appropriate information.</td>
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<td>[Targeted Standards: 4]</td>
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<td>c. Use selected search engines to find appropriate information.</td>
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<td>[Targeted Standards: 3]</td>
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<td>d. Use word processing, drawing tools, presentation, and other productivity tools to illustrate concepts and convey ideas.</td>
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<tr>
<td>[Targeted Standards: 1]</td>
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Learners use skills, resources, & technology to share knowledge and participate ethically and productively as members of society.

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<td>- a. Participate in discussions and listen well</td>
<td>- a. Show respect for and respond to ideas of others. [Targeted Standards: 3]</td>
<td>- a. Practice responsible and ethical use of information resources.</td>
<td>- a. Recognize that equitable access to information depends on student responsibility.</td>
<td>- a. Use technology tools to collaborate, publish, and interact with peers, experts and other real-world audiences.</td>
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<td></td>
<td>- b. Respect rules and procedures as responsible library users</td>
<td>- b. Share reading experiences and favorite literature to build a relationship with others. [Targeted Standards: 1]</td>
<td>- b. Use interactive tools and websites to collaboratively design products and solve problems with peers, experts and other audiences.</td>
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<td></td>
<td>- c. Share favorite literature, both fiction and nonfiction</td>
<td>- c. Use interactive tools (e.g., e-mail, discussion groups, blogs, wikis, rss) to exchange data collected and to learn curricular concepts by communicating with peers, experts, and other audiences. [Targeted Standards: 1]</td>
<td>- c. Share research and creative products with others.</td>
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<td>- d. Respect the principals of intellectual freedom</td>
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<td>- c. Observe Internet safety procedures including safeguarding</td>
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<td>- d. Follow school values and guidelines related to use of technology.</td>
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<td>- e. Abide by the Acceptable Use Policy.</td>
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### Targeted Standards:
- 1
- 3

### Guidelines:
- Acceptable Use Policy
- Internet safety procedures
- Privacy of information
- Copyright infringement
- Fraud, virus, and other real-world intrusion; set policies and procedures to safeguard students from harm.
- Demonstrate understanding for the process of copyrighting their own work.
Understand that authors and illustrators own their writings and art and it is against the law to copy their work.

- c. Credit all sources properly with title, author, and/or web site.

- d. Observe Internet safety procedures including safeguarding personal information.

- e. Respect privacy of others (e-mail, files, passwords, book checkout, web sites visited).

- f. Follow school values and guidelines related to use of technology.

- g. Use programs and Internet sites responsibly and ethically.

- h. Participate as a positive active digital citizen.

- i. Respect privacy of others (e-mail, files, passwords, book checkout, etc.).

- j. Follow school values and guidelines related to use of personal information.

- k. Follow school values and guidelines related to use of technology.

- l. Use programs and websites responsibly, efficiently and ethically.
Learners use skills, resources and technology to pursue personal and aesthetic growth.

3.1 Read, view, and listen for pleasure and personal growth.

- a. Distinguish between what is real and what is not real
- b. Request and choose materials related to personal interests
- c. Read, view, and listen to a variety of fiction and nonfiction for enjoyment and information
- d. Begin to recognize that different genres require different reading, listening, or viewing strategies
- e. Select some books at the appropriate level

Learners use skills, resources and technology to pursue personal and aesthetic growth.

3.1 Read, view, and listen for pleasure and personal growth.

- a. Read, listen to, and view a range of resources for a variety of purposes.
- b. Visit the library to attend programs, seek help as needed, and check out materials to read.
- c. Independently locate and select information for personal interests.
- d. Explore new genres that fulfill interests and reading level (graphic novels, magazines, online magazines, e-books).

3.2 Use social networks and information tools to gather and share ideas.

Learners use skills, resources and technology to pursue personal and aesthetic growth.

3.1 Read, view, and listen for pleasure and personal growth.

- a. Read, listen to, and view a range of resources for a variety of purposes.
- b. Independently locate and select information for personal, hobby, or vocational interests.
- c. Select resources for classroom learning and for personal exploration.
- d. Explore new genres that fulfill interests and reading level.

Learners use skills, resources and technology to pursue personal and aesthetic growth.

3.1 Read, view, and listen for pleasure and personal growth.

- a. Read, view, and listen to gather and share information in a variety of formats to explore new ideas, form opinions and solve problems.
- b. Seek and locate information about personal interests, applying the same criteria and strategies used for academic information seeking.
- c. Select resources for academic, personal and real-world purposes.
- d. Read a variety of fiction and nonfiction, including works of international authors and authors outside the students’ own cultures.

Learners use skills, resources and technology to pursue personal and aesthetic growth.

3.1 Read, view, and listen for pleasure and personal growth.

- a. Read, view and listen to learn to solve problems and to explore many different ideas.
- b. Routinely read, view and listen for personal enjoyment.

3.2 Use social networks and information tools to gather and share ideas.
Library (Updated 2013) by the end of grade 2

- reading level, other books to be read aloud, and other more challenging books of particular interest for browsing and enjoyment

- f. Find and read (or be read) books that match interests and comprehension levels

3.2 Use social networks and information tools to gather and share ideas.

- a. Locate information for personal interests and school assignments in print, nonprint, and electronic sources with guidance from the SLMS

- b. Experiment with online catalog and Web resources to locate information

- genres, authors, and in a variety of formats (graphic novels, magazines, e-books).  
  [ Targeted Standards: 3 ]

- a. Use online catalog strategies to locate information about personal interest topics in the library.  
  [ Targeted Standards: 1 ]

- b. Apply technology productivity tools to meet personal needs.

- c. Use social networking tools to responsibly and safely share information and ideas and collaborate with others.  
  [ Targeted Standards: 2 ]